

Tuel Lane Infant School
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Disability Discrimination Act Review Date: Spring 2018

The Disability Discrimination Act 1995 requires schools

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to ensure disabled pupils are not at a substantial disadvantage
- To draw up plans to show over time how they will increase access to education for disabled pupils (school accessibility plan)

Duties and definitions

It is unlawful for schools to discriminate against disabled people. A school discriminates if

- It treats a disabled pupil/ prospective pupil less favourably for a reason related to their disability and without justification
- It fails to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.

This is the 'reasonable adjustments' duty. This duty requires schools to think ahead, anticipate the barriers that disabled pupils might face and remove or minimise them before a disabled pupil is put at substantial disadvantage.

OFSTED expects to see evidence of practical adjustments being made in the classroom and other areas of school life. Our School offer for pupils with SEND is attached.

The Governing Body is the responsible body for DDA duties and needs to ensure that everyone in school is aware of the duties owed to disabled pupils. All staff need to implement the duties in relation to their post/ area of responsibility i.e. in the classroom/ on school events and trips for class teachers, lunch and break times for ancillary staff, in a particular area of the curriculum for those with curriculum responsibilities and across the whole school for the headteacher.

Annual staff training reminds all staff of this duty. Training was updated in September 2016.

Planning Duties

Schools are required to develop accessibility strategies and plans to show how over time, they are;

- Increasing access to the curriculum for disabled pupils
- Making improvements to the physical environment of the school to increase access to education and associated services
- Making written information accessible in a range of ways for disabled people, where it is provided in writing for those who are not disabled

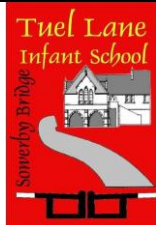
Plans are required to be in writing and to run for 3 years. Schools must report annually on their accessibility plans in the school prospectus.

The Governing Body is responsible for the accessibility plan.

Development and implementation will involve different members of staff according to their responsibilities.

The development of materials in different formats is likely to involve all staff in respect of materials used in their own teaching.

The Headteacher will lead on improvements to the physical environment, deployment of resources and co-ordination of plans across the whole school.

	
Meeting the needs of children with Special Educational Needs and Disability.	
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Telephone	01422 831221
Age range	3-7
Funding	Community Primary
	<p>We have tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs or Disability (SEND). We hope this is clear and easy to understand. If you would like to talk to one of our friendly, skilled and experienced staff, please just phone school and we would be happy to talk to you.</p>
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interest of our children. • A wide variety of high quality enrichment activities which extend the curriculum and provide memorable experiences for all pupils. • Good pupil: adult ratios – well staffed classrooms with at least one teacher and one support assistant per class. • A dedicated team of well-trained support and welfare staff. • High quality teaching and learning which is well monitored by experienced leaders. • Consistently good teaching throughout school. • Clear success criteria in planning and a targeted, individual approach through marking and feedback. • Rigorous pupil tracking system which ensures all children are monitored closely. • Professional conversations about every child in school take place each term which insures any difficulties are identified early and suitable provision is put into place. • A qualified SENCo who has time to carry out her duties. • Our SENCo works closely with the leadership team and all staff. • Regular consultations with parents: 3 parent’s evenings per year, termly information sheets, termly reviews for all children on the SEND register and comprehensive annual reviews. • Long established, acknowledged and celebrated ethos of inclusion.
How do we help a child with physical needs?	<ul style="list-style-type: none"> • Trained staff, fine motor control development programmes and specialised resources.

	<ul style="list-style-type: none"> • Gross motor development programmes and liaison with Occupational Therapists and Physiotherapists. • Flexible furniture, specialised resources.
How do we help a child with Speech and Language needs?	<ul style="list-style-type: none"> • Trained teaching and support staff • Liaison with Speech and Language Therapists • Delivery of programmes devised by speech and language therapists including Sulp (Social Use of Language), 'Black Sheep Narrative 'and Talking Partners • High quality teaching of phonics with an emphasis on clear articulation
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Use of visual timetables in all classrooms. • Access to training and specialist staff for advice.
How do we help a child who has social and emotional difficulties? (including behaviour)	<ul style="list-style-type: none"> • Our Nurture and Support Room is bright, attractive and safe. It is staffed by trained teaching assistants Tuel Lane is a member of the National Nurture Groups Network • SEAL curriculum • A good relationship with behaviour support professionals. • ASD aware, we use appropriate strategies to support children with ASD in their learning and social development. • Access to specialist support for children with ASD and their families. • Therapeutic stories- trained staff. • A clear accessible, behaviour policy known by staff, children and parents. • Carefully devised behaviour plans with daily and weekly rewards for positive behaviour. • NO tolerance policy for bullying.
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • We have a wide range of high quality reading books appealing to ability, interests and learning styles. • Staff are highly trained in the teaching of all aspects of literacy.. • Phonics is taught well and differentiated to ensure each child receives the teaching they need. • Parent information evenings are held regularly to offer support for learning at home. • Parents who lack confidence in literacy are supported through Family learning events throughout the year. • Intervention programs such as Better Reading are used effectively • A complete scheme for development of handwriting is used consistently through school. • Many activities support the development of fine and gross motor control e.g. Busy Fingers • There is awareness and support for the needs of left handed learners.
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • Booster groups • Staff experienced in the use of 'Numicon' scheme which is embedded in classrooms.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • We maintain a detailed medical register • Individual care plans created by an experienced staff member with input from the school nursing team, parents and specialist staff. • A large team of first aiders and staff trained in the use of asthma medication and epipens.

How do we support a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Induction programme when children arrive at school. • Staff experienced in the use of 'Black Sheep' scheme. • Close links with Sowerby Bridge High School. They offer student mentors and translators on request.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with local primary and special schools and schools with resource provision. • Experienced staff: children with complex needs have passed through school.
Which specialist services do we access beyond the school?	<ul style="list-style-type: none"> • We have regular contact with the following services who give us support and advice: • Specialist Inclusion Service, including ASD and Hearing Impairment Team. • Early Intervention Panel • Educational Psychologists • Speech and Language Therapy • Occupational Therapy and Physiotherapy • ASD Service • Behaviour Support Professional • CAMHS • EWO • School Nursing Team/ Health Visitors • Children's Centres • Pre-school which feeds into Nursery (Hopscotch) • We are also part of the Sowerby Bridge Partnership of Schools where expertise is shared.
How will we include SEND children in activities outside the classroom?	<ul style="list-style-type: none"> • A risk assessment is always carried out by a trained member of staff. • Specific staff members are deployed to support children with SEND during outdoor learning or educational visits. • Parents and carers are consulted prior to trips for advice and guidance and involved in planning. • All reasonable adjustments possible are made to ensure full inclusion of all pupils.
How do we prepare and support children at point of transition- joining or leaving our school?	<ul style="list-style-type: none"> • Close relationships with local pre-school settings and the Junior School • SURESTART support – Ready Steady Nursery • Outreach work by school staff. • Parental workshops visits and information prior to joining school. • Home visits on request • Strong transition plans between Tuel Lane and Christ Church Junior School • Personalised transition plans for SEND children
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Intimate and personal care policy in place • All staff sign and adhere to a 'Code of Conduct'. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. • Full consultation with parents.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Good teaching of PSE/PSED, trained staff and use of SEAL. • Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate.

	<ul style="list-style-type: none"> • Organised activities at break times. • Sports coach employed by school to organise activities and train staff. • Midday supervisors trained in developing children's social skills.
How do we allocate resources?	<ul style="list-style-type: none"> • One to one support given as specified in a child's EHC. • Our school employs a teaching assistant for each class - time is allocated on a daily basis for individual/small group work on IEP targets. • All children regularly reviewed (the minimum is once per term) and provision is matched to needs. • HLTA and additional staff deployed to deliver interventions.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Well planned programme of CPD training session for all teaching staff, accessing both external agencies and in- school support. • Induction for new staff.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements are celebrated in assemblies. • Parents and governors are informed through consultation evenings and regular meetings which are well attended. • We offer work experience placements to SEND student from Ryburn High School in our supportive setting. • Headteacher reports to Governors and SENCo meets Governors to give an annual report.

Our school offer was written by Judy Shaw, Headteacher in consultation with Tuel Lane Infant School staff and the Curriculum and Pupil Support Committee of the Governing Body.