



## **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

**Our planning addresses the following areas:**

**Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

**School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

**Support services** – access to services within and external to the school to support families where a disability is identified

**Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

**Processes for identifying barriers will include:**

Feedback from premises committee following site inspections, feedback from users of the school, needs review for enrolment of pupils through discussion, APDRs, EHCP information, recommendations from professionals.

**Monitoring of plans and attendance at extra-curricular clubs will be undertaken by:**

the SEND/Inclusion Team, the Senior Leadership Team, the Headteacher and the Governing Body including the Premises and Health and Safety Committee, the Curriculum and Standards Committee.

## PHYSICAL FACILITIES

### Summary of progress to date in last three years

- Classrooms are organised for disabled/SEND pupils. Guidance has been received from specialist support teams (including Occupational Therapy) to arrange classrooms in order to maximise the benefit to disabled/SEND pupils.
- Pupils with physical disabilities have specially adapted equipment e.g. chairs.
- All areas of the building are accessible to disabled/SEND pupils. An audit of the premises has been recently completed.
- Disabled parking spaces available to those who need it.
- As the school has an upper floor, all teaching takes place on an accessible level.
- Disabled toilet and changing area for pupils accessible for those who need it.
- A fully equipped sensory room (The Burrow) is now in full operation. This was set up in collaboration with SEND Specialist Services. Children who require regulation have timetabled sessions.
- A therapy room, 'The Jungle', is a calm, safe space for the delivery of therapeutic interventions.
- An Early Year calming zone has been set up by Early Years/SEND Team.
- Inclusivity has been promoted through the purchase and display of diversity books (LGBTQA+, gender equality, cultural identities, neurodiversity, physical differences etc)
- A richly resourced Speech and Language room ensures children who access speech and language support have a designated space.

### Objectives for improvement in next three years

- Disabled parking spaces to be remarked so that are clear and accessible.
- Monitor the use of the disabled car parking bays. Ensure that all people who need a disabled parking bay are catered for (staff and visitors).
- Signage and necessary alterations made for disabled toilet for staff and visitors.
- Wooden gate to field is not easily moveable without effort and needs raising. This will be addressed through the Education Improvement Grant funding.
- Friends of Burrowmoor (FOBS) to raise money for projects such as a Trim Trail.

## THE SCHOOL CURRICULUM

### Summary of progress to date in last three years

- Designated Forest School area made secure with access points, including gateway to ensure disabled pupils and visitors can access the area safely. An indoor area has been designated as a teaching and learning space, accessible to all pupils who participate in Forest Schools. The Forest School has two allocated toilets within easy reach of this provision.

- Our curriculum is selected with inclusion in mind to raise awareness of mental health, differences and the wider community including world issues.
- Forest School is being used a working area to build children's resilience and support pupils with social, emotional and mental health needs.
- PSHE and assemblies challenge negative views of disability and mental health and encourage inclusivity.

#### **Objectives for improvement in next three years**

- All pupils, regardless of disability, are able to access all extra-curricular activities including those led by external agencies e.g. Peterborough Football Club.
- Our World Week to raise awareness further of our global responsibilities.
- Identify pupils who pastoral support and offer ELSA, Play Therapy or Talking and Drawing Therapy, accessible to all pupils.
- Continue to develop the Forest School as a working area to build children's resilience and support pupils with social, emotional and mental health needs.

### **SUPPORT SERVICES**

#### **Summary of progress to date in last three years**

- Occupational Therapy regularly advise and train staff to deliver physiotherapy to maximise accessibility to the learning environment and curriculum for those pupils with disability. Plans are drawn in collaboration with parents and reviewed at regular intervals.
- SENDCo meets with parents to ascertain which support services would benefit individual pupils based on their level of needs. Referrals made to Mental Health Support Team, Speech and Language Therapy and the SEND Specialist Services are requested to support the school's teaching and learning strategies, the curriculum and supportive aids which are adapted accordingly so that pupils with special educational needs or disability make better progress.
- School has access to an Education, Inclusion and Family Advisor who attends school to provide advice and deliver workshops for parents on a range of issues affecting family life in a relaxed and confidential environment. This is shared with the SENDCo who will then lead Early Help Assessments or make referrals to universal services as appropriate.
- Pupils displaying possible mental health challenges have regular access to additional therapies, including Lego Therapy, Play Therapy and Talk Therapy. The school benefits from visits by a school dog who supports children in many different ways e.g. calming, socialising and caring.

- Our pastoral offer now includes two certified ELSAs as well as a teaching assistant trained to deliver Drawing and Talking Therapy.
- Three cohorts of parents have accessed the Incredible Years positive parenting course through two certified facilitators (SENDCo and ASENDCo).
- Assistant SENDCo in place which has raised the capacity to support further families and ensure pupils with SEND are identified and supported in a timely manner.
- A trained member of staff delivers speech and language therapy to pupils who are under a therapy plan. The member of staff also carries out vital work with pupils with EAL to develop social interaction and vocabulary.
- Trained members of staff deliver physiotherapy to pupil/s with physical disability.
- School pays for specialist teacher from Peterborough to complete dyslexia screening and adaptations to learning areas and teaching and learning are made in light of these.

#### **Objectives for improvement in next three years**

- Senior Leaders to continue to book staff on workshops available on Cambridgeshire County Council's Booking Bug system to upskill teaching and support staff to better manage pupils with disability and medical conditions, including; ADHD, ASD, Visual and Hearing Impairment.
- The need for early intervention is identified quickly through initiating the Early Help process so that families who have children with a physical or mental disability are not disadvantaged and are signposted to support before concerns exacerbate further.
- The role of Assistant SENDCo will be further developed to support SENDCo duties of Deputy Headteacher.

### **AWARENESS**

#### **Summary of progress to date in last three years**

- Staff trained to deliver physiotherapy to pupils with disability. This is monitored by Occupational Therapy regularly.
- Directed coaching sessions with specific staff to share knowledge, understanding and techniques to enhance their awareness of various SEND and Mental Health needs.
- Staff have now accessed CPD in Recovery in Relationships (attachment), Emotional Based School Avoidance, Supporting Neurodiversity in Schools.

#### **Objectives for improvement in next three years**

- Fire Marshal training to be carried out by staff from across the school to fulfil fire safety requirements and support the safe evacuation of pupils, staff and visitors.
- ELSA training to delivered to two members of staff to support the teaching of emotional literacy and promote positive mental health in children.
- At least one additional Mental Health First Aider to be trained to support the SENDCo who is already trained. Therefore, making mental health more accessible to all staff.

## COMMUNICATION

### Summary of progress to date in last three years

- Class Dojo introduced to enhance the communication links between school and home. Parents/carers are able to message class teachers and senior leaders. Important school event dates and news are shared with parents/carers through the class/school story feed.
- Arbor used as a school data system for parents to book parent consultations, make payments and book trips. Parents can also contacted via text and emails. Arbor is also used to record and monitor levelled pupil behaviours and to hold information about children's medical conditions and allergies (Individual Healthcare Plans can be updated and accessed by staff).
- Senior Leaders are present and visible on the playground to greet families and children at the beginning at end of the day.
- New website enables parents/carers and visitors to access policies and school information around SEND, Mental Health and Behaviour, Children with Medical Conditions and Disability more easily and signpost where necessary.

### Objectives for improvement in next three years

- Certified members of staff deliver positive parenting programmes on the school site to parents/carers to enable them to easily access the neurodevelopmental pathway and to improve management of social, emotional and mental health issues at school and at home.
- Termly SEND/family support coffee information meetings take place for parents/carers to signpost to external agencies/sources of help in regards to SEND, Mental Health and Disability.
- Continue to develop website to signpost parents and raise awareness of internet safety.

