



## LOCATION : CURRICULUM HANDBOOK, DOCUMENT 35

### **Single Equality Scheme (SES)**

Abbey Court School is a Rights Respecting School (level 2) and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy.

Abbey Court School's Single Equality Scheme reflects that as a school we must do everything possible to ensure that through their learning our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to and are treated fairly.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures and the environment.

Article 14 – Every child has the right to think and believe what they want, and to practice their religion.

Article 13 – Every child must be free to say what they think, and to seek and receive all kinds of information as long as it is within the law.

#### **1. Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**In addition the Abbey Court School aims and values have an affinity with this policy:**

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time.
- To maintain high but realistic expectations for each pupil.
- To enable the development of independence of each pupil.
- To ensure we always see, first and foremost, the child not the disability and to ensure that education (and not care) remains paramount.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning.
- To give great emphasis to the celebration and communication of pupil achievements, thus enabling a positive impact on parents, the local community and the pupils themselves.
- To have and realise a bespoke vision for each and every pupil and each and every member of staff.

- Do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light.
- To enable our pupils to develop into good citizens and to participate actively in their local communities.
- To ensure that children's rights are respected.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in and ownership of their education so that they are able to express opinions, choices and preferences.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible.
- To learn and share information, to the benefit of our pupils through mutually supportive relationships with parents, visiting specialists and outside agencies.
- Through a variety of self-evaluation methodologies, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the **public sector equality duty** and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance:

[The Equality Act 2010 and schools.](#)

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

A Governor Representative will:

- Meet with the designated member of staff for equality annually (More regularly if issues arise) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with a representative of the governing body to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. All staff receive updates termly through SDP briefings

The school has a designated member of staff for monitoring equality issues who reports to the Governing body. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils of specific faiths to observe their own practices when pertinent)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school events)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of challenging behaviour)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect Abbey Court pupils

#### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and SMSC. This includes teaching in RE, citizenship and personal, social, health and citizenship education (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions should they exist between different groups of pupils within the school. For example, our pupil focus group has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

Abbey Court ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Alternative opportunities are made for pupils who cannot access due to their medical needs

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning events, residential visits, school trips and activities. The record is completed by the member of staff organising the activity and is included in the completed risk assessment.

## **8. Monitoring arrangements**

The governing body will update the equality information we publish annually.

This document will be reviewed every 2 years.

This document will be approved by the governing body.

This document links to the following appendices:

- Appendix 1: Links to other provisions, criteria & practices**
- Appendix 2: List of organisations and contact details**
- Appendix 3: The SES process – organisation**
- Appendix 4: Overview of outcomes**
- Appendix 5: Abbey Court School’s Equality Policies**
- (Including): The Disability Equality Scheme Including the accessibility policy and plan**
- Appendix 5a: THE COMMUNITY RELATIONS EQUALITY AND DIVERSITY POLICY**
- Appendix 5b: RACE EQUALITY POLICY**
- Appendix 5c: MULTI CULTURAL EDUCATION POLICY**
- Appendix 5d: EQUAL OPPORTUNITIES AND GENDER EQUALITY POLICY**
- Appendix 5e: COMMUNITY COHESION POLICY**

## Appendix I. Links to other provisions, criteria & practices

The following details policies, provisions and practices that have a link to the single equality scheme:

All Abbey Court School policies relating to safeguarding are clearly differentiated from all other policies in several ways:

- a) the body of the policy is pre-fixed by the wording (inclusive of font style and colour)....

*“This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School.”*

- b) all safeguarding policies are printed on yellow paper

- c) the line within the policy checklist document is highlighted in yellow

The following list represents policies relating to safeguarding, and their location within the Abbey Court policy system.

### Curriculum Handbook

Policy number 9:

PSHE:

- Careers Education and Guidance
- Drugs Education
- Lunchtime Organisation
- Sex and Relationships Education
- Behaviour and Anti Bullying
- Health Education
- Personal Development / Citizenship

Policy number 15:

Computing

Policy number 35:

Single Equality Scheme, incorporating; Community Relations, Equality and Diversity, Race Equality, Multi Cultural Education, Equal Opportunities, Gender Equality and Community Cohesion.

### School Handbook

Section 1, policy number 10:

Partnership with Parents

Section 1, policy number 25:

Behaviour and Anti Bullying

Section 2, policy number 9:

Safer Recruitment

Section 3, policy number 1:

Health & Safety: (Including Educational Visits, Intimate Care, Mobile phones)

Section 3, policy number 2:

Healthcare

Section 3, policy number 3:

Child Protection

Section 3, policy number 4:

Dysphagia

Section 3, policy number 23: E-Safety

## **SEN Policy: See Abbey Court SEN policy**

Job descriptions: generic JD's are available in the school office and have been checked with reference to equality legislation, as are advertisement for job vacancies

## **Medway Children and Young People's Plan:**

<http://www.medway.gov.uk/educationandlearning/youngpeople/childrenandyoungpeopleplan.aspx>

Health and Safety: Risk assessments are carried out to support staff in school. Where medical conditions or behaviours are a feature of a disability then risk assessments identify adjustments that are put in place to ensure

equality of access. Abbey Court also has a Work-Related Stress Policy which incorporates a well-being policy and includes risk assessments of staff cohorts.

## **Appendix 2. List of organisations and contact details**

**Community cohesion guidance:** <https://www.gov.uk/schools-colleges-childrens-services>

**DCSF SES 2009-2010 Update :** <http://www.legislation.gov.uk/ukpga/2010/15/contents>

**DfE Disability Toolkit:** <https://www.gov.uk/government/publications/using-disability-data>

**Equalities and Human Rights Commission:** <http://www.equalityhumanrights.com/>

**Government Equalities Office:** <http://www.equalities.gov.uk/>

**The UN Convention on the Rights of the Child:** [www.unicef.org.uk/crc](http://www.unicef.org.uk/crc)

### **Appendix 3. The SES process – organisation**

The documentation in our SES file is set out as indicated in the contents of the SES. The sequence noted below and in the SDP is used as a basis for planning but we also maintain flexibility, in processes such as implementation and responsive impact assessment, in order to respond to the needs of our learning community and influences from outside the school.

In order to ensure that our SES is implemented effectively we identify time frames and lead people. The identification of responsibility is reflected in job descriptions and the CPD, training and performance management processes.

#### **Planned sequence:**

- Draft SES developed in Liaison with Governor representative
- Initial training through SMT and Subject Leader meetings
- SDP implementation and monitoring including SMT and Subject Leader action planning to include impact assessment
- Ongoing monitoring of action plans and impacts of their outcomes (Leadership and SMT)
- New actions identified and written into pertinent action plans as a result of Monitoring; observations; reviews etc;
- Implementing and monitoring (including further scheduled and responsive impact assessments);
- Bi-annual review of SES



## Appendix 4. Overview of Outcomes – introduction

1. The SDP incorporates an overview of outcomes for vulnerable groups which supports us in:
  - evaluating the outcomes of groups of pupils who are nationally and/or school identified as vulnerable to underachievement and discrimination;
  - identifying, through this analysis, areas for improvement in provision for those vulnerable groups;
  - establishing a baseline of information from which to assess the impact, over time, of action taken to improve outcomes and provision for vulnerable groups;
  - collating evaluative data summaries to inform self evaluation in relation to vulnerable groups.
2. The factors to be analysed and the range of vulnerable groups monitored include SEN cohorts (e.g. ASD, PMLD, Sensory impaired), Gender, looked after children, ethnic minorities and pupils on free school meals
3. The outcomes represent an overview summary at a particular point in time. The SDP is a ‘contents page’ behind which further analysis and information is available, for example, where a review of an SEN group has been carried out it will detail the scope of the review.
4. The SDP has agreed timelines, identified leads and SMART targets.
5. The SDP is not published in full for circulation, but is available for scrutiny. It is a tool to inform school self–evaluation and to identify areas for improvement. When presenting or sharing the overview outcomes confidentiality is maintained and there is no identification of individuals.
6. In considering the outcomes for all pupils in the school, the SMT considers the outcomes for minority ethnic groups as a whole and for individual ethnicity. National and LA monitoring of data indicates that some minority ethnic groups (e.g. Gypsy Roma, Bangladeshi) are achieving well below expectations for all children and this may be masked where there are small numbers of children or if the school sees minority ethnic children as one group. Even if there is one child in the ethnic group it is important to give consideration to that child's attainment and consider this in relation to the performance of the ethnic group as a whole locally and nationally, as well as all pupils in the school.

## Appendix 5. The Equality policies

The policies in this appendices forms part of a group of policies which outline how Abbey Court School promotes equal opportunity and deals with discrimination:

The Disability Equality Scheme (Below) Including the accessibility policy and plan

The Community Cohesion policy;

The Race and Gender policy;

The Equal Opportunities policy;

The Disability Access policy;

The Multi-cultural policy.

(also see the Abbey Court SEN Policy)

### Abbey Court School, Disability Equality Scheme

#### Introduction

The Disability Equality Duty (DED) for the public sector is a legal duty that requires all maintained primary and secondary schools to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. It is supplementary to the Disability Discrimination Act 1995 (DDA)

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.
- This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils and therefore has an affinity with the Abbey Court Accessibility Policy and Plan which is included in the Appendices.

#### The purpose and direction of the scheme

The purpose of our scheme is to show how our school plans to meet the duty to promote equality for disabled pupils, staff, governors and parents. This is supported by our School Moto, which is... "We Grow People"

The general duty requires our school, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **Involvement of disabled pupils, staff and parents**

Abbey Court Governing Body are responsible for meeting the General Duty.  
Parents and Staff have been involved through the staff and parents annual surveys.  
Pupils have been involved through the school councils (Primary, Secondary and FE).

### **Information gathering**

We use the following methods to gather information:

#### **Information on Pupils**

Confidential Medical Records held by the nursing team are updated annually in September or as necessary by parental request.

Individual Education Plans (IEP's) include a description of the presenting needs of the pupil, a support plan and implications for Teaching and Learning. These are agreed with parents of all pupils in September, January and April. The relevant information from these forms is distributed to pertinent staff and also where relevant, co-providers.

Parent completed questionnaires on behalf of their children (Contribution to annual review) are requested annually

Annual Performance Report (Including focus on SEN cohorts)

Minutes from the School Council

Annual SEN audit

Accessibility Policy and Plan

#### **Disabled Staff**

Disability questionnaires given to all staff when starting employment.

Report from staff CPD database on staff training.

Report from chair of governors on relevant exit interviews

#### **Disabled Parents**

Disability questionnaires given to parents of new pupils as necessary.

Completed Disability questionnaire.

Data collection sheet.

#### **Disabled Governors**

Completed Disability questionnaire

Disability questionnaires given to all new Governors.

### **Information Reporting**

The headteacher's report to governors to include the following information submitted regularly and published on the website and in the Newsletters.

#### Disabled Pupils

- Number and range of disabilities of our pupils
- Achievements from progress tracker
- Membership of the School Council
- Participation in lunch time and after school activities
- Participation on educational visits
- Participation across the curriculum
- Participation in disciplinary procedures
- Accessibility Policy and Plan

Additionally information obtained includes;

#### Disabled Staff

- Number and range of disabilities of our staff
- Training undertaken by disabled staff
- Representation of disabled staff at senior levels
- Results of exit interviews
- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

#### Disabled Parents

- Number and range of disabilities of our parents

#### Disabled Governors

- Number and range of disabilities of our Governors

### **Impact assessment**

The main mechanism by which our school will assess the impact of our current policies will be by bringing together the issues identified through the involvement of disabled pupils, staff and parents and the information that our school holds on the disabled pupils, staff and parents.

Impact assessment will be incorporated into our school's planned review and revision of existing policies and will also be incorporated into the process of developing new policies, as well as through the SDP.

### **Identifying the main priorities for our school's scheme**

#### **Accessibility Plan:**

Promoting equality of opportunity

Eliminating discrimination when and if it is found,

Eliminating harassment when and if it is found

Continued implementation of the behaviour policy which includes the anti-bullying policy.

Parents to be given behaviour and Anti-Bullying Policy with the school newsletter

Implementing the Accessibility Policy and Plan

Promoting positive attitudes through PSHE schemes of work and IEP targets on working with others and behaviour.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

#### **Implementation:**

- The action plan is incorporated into The School Development Plan

Abbey Court's scheme is published on the School website and a paper copies are available to anyone via the Office.

#### Reporting

The Single Equality Scheme will incorporate:

- the progress made on the Disability Equality actions included in the SDP
- the impact of the SDP.

This will be reported to the Full Governing Body and published on the School's website.

As part of the review of our scheme, we will:

- Revisit the information that was used to identify the priorities for the scheme;
- Re-examine the information to see if actions taken have affected opportunities and outcomes for disabled pupils, staff and parents.
- Use the information gathered annually (and in year) from parents, pupils, staff and governors
- Ensure that disabled stakeholders are involved throughout.

## **ACCESSIBILITY POLICY AND PLAN**

Abbey Court School offers fair, equal and dynamic learning opportunities for all pupils through a breadth of differentiated experiences in a motivating and stimulating environment.

The needs of the pupils at Abbey Court include:

Learning & Behaviour	Physical Disability	Sensory Impairments	Medical needs	Autistic Spectrum Disorder
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### **I. DELIVERY OF THE CURRIULUM**

**(Refer to Learning Policy (policy no 2), PARR Policy (policy no 4) and individual subject policies)**

#### **i) Curriculum Adaptation**

Abbey Court is designated to educate pupils with Severe Learning Difficulties and Profound and Multiple Learning Difficulties. Children are grouped according to key Stage, year group, level of need, ability, compatibility and vulnerability.

All children at Abbey Court School have Statements of special educational need or Education, Health and Care plans. Individual special educational needs are clearly identified within these and they are reviewed annually at the Annual Review. The school meets the needs of pupils as outlined within each individual statement.

The school ensures that the curriculum delivered meets all National Curriculum and statutory requirements. Assessment and monitoring of progress is established through the rigorous use of 'p' scales and, when appropriate, through other assessment tools such as "B" squared.

All curriculum planning and delivery is appropriately and individually differentiated to meet individual pupil need by subject leaders and class teachers.

#### **ii) Training**

Refer to staff development policy no: 11. All training provided is designed to meet the special needs of pupils with SLD/PMLD and other pertinent disabilities:

##### Specific disability training

Specialist and specific training is given to staff to cater for individual pupil need (eg health needs: tube feeding/administration of rectal stesolid etc)

In addition, all staff are given specialist disability training in:

- Moving and Handling
- Therapy intervention (including Move/Sherborne/Halliwick/Rebound Therapy approaches)
- Augmentative communication/signing
- Autism – PECs/TEACCH
- ICT
- Visual and hearing impairment
- Challenging Behaviour

### **iii) Organisation and Layout of classrooms and resource areas**

All classes are purpose built and the layout is purpose-designed. (For example computer equipment is positioned away from direct light. Quiet areas are planned to enable physically disabled pupils to lie safely on the floor). Classroom layout and the physical environment is regularly monitored by Department co-ordinators to ensure optimum levels of access for all pupils.

Classes have very good levels of resource to meet the specific needs of the class group and individuals within it - eg:

- Raised tables, work areas and PC tables for wheel chair access
- Adjustable tables for adaptable access
- General equipment to ensure differentiation in supporting at varying levels – adapted scissors, sticky mats, Velcro posters, pictures, symbols, magnifiers, sloping boards
- Highly differentiated equipment is purchased or tailor made for individual lessons (advice and support is obtained from the Occupational Therapist.)
- The recommendations of other professionals (e.g. therapists) enable the purchase of equipment that will further support individual and group needs.

### **iv) Lesson Planning**

All lessons are appropriately planned and differentiated to meet the needs of pupils. Individual education plans identify pupil needs, appropriate individual teaching and learning strategies and appropriate levels of pupil support. Each pupil requiring therapy has an individual programme, with agreed targets, that are regularly reviewed. Pupil targets are monitored on a lesson, daily, weekly, and termly basis to ensure achievement, success and progress. Targets are amended and/or replaced depending on levels and rates of pupil progress. Lessons will involve a balance of individual, pair and group work as appropriate to the needs of the pupil. Individual Education Plans are key documents which describe both need and provision to meet need.

### **v) Entitlement**

All pupils participate in all subjects of the curriculum (unless medical advice prohibits this) and the school is fully inclusive. Alternative ways of participation are found for pupils who have impairments which make access to some activities more difficult, for example, (wheelchair users unable to participate in football may take on the role of score-keeper etc.) Staff at Abbey Court are relentless in their pursuit of learning. They constantly problem-solve and resolve any barriers to learning for any child. This is a prime function of the Progress meetings, held in terms 1, 3 and 5 which reviews every child's individual education plan and sets targets. There are, consequently, high expectations of all pupils which are shared by parents and staff.

### **vi) School visits**

All pupils are entitled to undertake school visits. The only exception to this would be medical advice disallowing a trip on health grounds or because appropriate levels of medical/physical support are not available at the venue to be visited.

### **vii) ICT**

Every class has the minimum of 3 PC's. At least one PC in each class is connected to the school cabling network and internet. An extensive range of software and peripheral hardware (roller ball mouse, big mac switches etc) is available according to individual pupil need. The availability and levels of software and hardware is reviewed regularly by the class teacher, network manager and ICT co-ordinator to progressively meet individual pupil needs. (Refer to Abbey Court ICT Policy document no 15) Interactive plasma screens are available to every class. iPads and laptops are also available for pupils use. Some equipment is lent to pupils in order that learning can be reinforced at home.

### **viii) Therapy**

All pupils who require therapy have individual programmes with agreed targets which are delivered daily/weekly as appropriate by classroom staff and monitored regularly by visiting therapists.

## 2. SCHOOL DESIGN

All internal areas are fully accessible by all pupils. These are appropriately designed toilet areas and showers. All changes in level are ramped. All routes around the school are safe and well designed.

### i) Health and Safety

- Fire evacuations

Fire drills take place half termly. The management of evacuation takes individual pupil needs into account to ensure a safe exit of the building. All pupils would, in the event of an emergency be escorted from the building.

Special equipment is available for moving physically disabled pupils quickly in an emergency.

- Transport

All school buses have seat belts, forward-facing seats. All buses have tail lifts and appropriate clamps/webbing and seat belts for wheel chairs.

- Risk Assessment

Prior to any activity on or off-site, a thorough risk assessment is carried out using the off-site educational visit guidelines.

Risk assessment reports are available for each child within their IEP.

### ii) Other adaptations/design/features on both sites

- Physical Environment

Quiet spaces are provided throughout the school and on both sites ie, library, sensory rooms and courtyards and numerous areas within the school grounds. There are numerous areas which enable 1:1 work. Handrails and ramps are in evidence throughout the school.

- Hearing Impairment

Quiet areas within the school are: Library, sensory rooms and courtyards, external areas.

Classes have both **hard flooring** and an area with carpets

Classroom **ceilings are sound absorbent** materials eg, soft board

Chairs have **plastic leg tips**

There is **double glazing** throughout the school

Closing doors: Most doors have automatic door closers due to continued access needs. (Some pupils are not strong enough to open doors under torque) The main entrance has automatic doors for ease of access.

Screens are available in all classes.

- Lighting (Visual Impairment)

All areas have up to date lighting equipment, which is monitored regularly

**Strip light diffuser** on all lights throughout the school.

**Window blinds** are fitted throughout the school.

**Protective padding:** soft play area / hall- Cliffe Road

**Flooring** is appropriately coloured to assist Visually Impaired pupils in navigation/orientation.

**Signage** around the school is DDA compliant with symbols for those unable to read which are in relief offering tactile information for those with VI

- Medical Needs

The school is supported by a specialist community nursing service which enables pupils to maximise their school attendance and minimise daily interruption thus increasing the impact of teaching and learning

- Pupils for whom English is an additional language

The school employs Bilingual Support Assistant to assist teachers in raising the levels of achievement of minority ethnic and EAL pupils by developing their skills across the curriculum. The role includes supporting Ethnic Minority pupils across the curriculum and developing initiatives which provide learning and continuity between home and school; assisting teachers in planning for the needs of EAL pupils and supporting delivery and assisting teachers in the selection, creation and adaptation of the curriculum appropriate to the needs of the pupils.

- Pupils who are on the Autistic Spectrum

The TEACCH approach to teaching and learning provides valuable strategies for working with all pupils at Abbey Court School. To ensure the effective use of this strategy to high standards all teaching staff attend the 3 day TEACCH course. For pupils with ASD the approach enables a differentiated access to the curriculum where pupils may be working independently or with one to one support using the TEACCH systems and when possible re-joining the class group for group activities. The needs of pupils are audited regularly in order to identify the resources, staffing levels and staff training that is needed to provide effective support.

- Resources

Resources are available within each key stage to ensure age appropriateness. Individual pupil ability can vary greatly and levels of attainment are generally considerably below a pupils' chronological age. Care is taken to ensure that pertinent and relevant resources are either purchased or tailor made to support pupils in accessing the curriculum.

Subject leaders review their subject action plan formally annually and informally more regularly to inform the school improvement plan. Resource needs are identified on an ongoing basis and annually each subject leader submits a request for a budget which is considered within the overall financial framework of the school.

Individual resource needs are met (eg. standing frames/communication aids) as appropriate.

### **3. DELIVERY OF MATERIALS IN OTHER FORMATS**

i) Simple Language, symbols and large print is used throughout the school in all documentation and for labelling as appropriate to individual pupils. And signage around the school is DDA compliant with symbols for those unable to read

ii) The needs of Special Need groups are met consistently throughout the school eg, use of PECs for pupils with autistic spectrum disorder.

- use of whiteboards, moon symbols for pupils with VI
- use of touch screens for physically disabled pupils.
- Use of appropriate communication aids to assist language development

iii) All areas of the school are appropriately signed, with routes around the school carefully planned.

This policy will be reviewed in accordance with its effectiveness, the school's planned cycle of policy review in the light of its implementation, changes in Government legislation, Ofsted requirements and changes in Abbey Court School's organisation.

### **4. PLANNING**

In order to improve access to education for disabled pupils, the School Development Plan (SDP) incorporates the following:

1. Increased access to the curriculum for disabled pupils
2. Improvements to the physical environment to increase access



The SDP is shared with parents annually and is permanently on display in the school entrance. The plan is informed by the views of stakeholders through annual staff, parents and co-provider surveys, and the school council, and is evaluated termly. Written reports of progress are provided to the Governing Body

September 2020