

# Lanesfield Primary School



## SEN Information Report

Next Review date – September 2025

## **Lanesfield Special Educational Need Information Report.**

**In July 2014, the Department for Education (DfE) issued the special educational needs and disability (SEND) Code of Practice 2014. The new Code came into force on 1 September 2014.**

Chapter 4 of the Code explains that LAs must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have EHC plans.

Chapter 6 of the code outlines that schools must produce a report about how provision is made for pupils with SEN – SEN information report.

### **What is the School SEN information Report?**

Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN – the **SEN information Report**.

The information report includes details about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information relates to the schools' arrangements for providing a graduated response to children's SEN. Our report elaborates on the information provided in the Wolverhampton authority's Local Offer.

### **The School Admissions Policy**

- The published admission number (PAN) for every year group in Lanesfield primary is 45 for all years from reception through to year 6. This means we are a 1 and a half form entry.
- Nursery admittance is 52 in total with 26 morning and afternoon. 30 hours children take up two places.
- This is the maximum number of pupils that the admission authority will allow us to admit each year.
- The expected number of pupils on roll at the school is 318 and the school's age range is 3 – 11 years old.
- The oversubscription criteria will be applied, if the admission authority receives more applications than there are places in our school for any particular year group.

### **Current criteria includes:**

1. Special Educational Needs - A child with an Education and Health Care Plan which names the school concerned
  2. Children Looked After (as defined by section 22 of the Children Act 1989) - A child who is in the care of a local authority or provided with accommodation by that authority
  3. Medical/ Social - Whether there are specific medical or social circumstances that can be met only by the child's attendance at the preferred school Please note that only in very exceptional cases are places allocated in respect of child's/parent's medical/social grounds
  4. Siblings - Whether siblings attend the school (or associated Junior School) and will still be attending the school when the new child starts.
  5. Religious Reasons - To a child who has religious reasons for attending the preferred voluntary controlled school and for whom it can be demonstrated that s/he has strong church connections. These reasons will only be taken into consideration if the preferred school is the nearest Church of England (voluntary aided or voluntary controlled) school to the child's home address.
  6. Distance - How close the child lives to the school requested with those living closest to the main entrance to the school by a straight line measurement (as measured by the GIS software used by the authority for this purpose) gaining the highest priority.
- Admissions do hold a waiting list for Lanesfield.

Our governing board is required by [section 324 of the Education Act 1996](#) to admit to the school a child with an Education Health Care Plan that names the school. Under [section 37 of the Children and Families Act 2014](#) if Lanesfield is the school named in an Education, Health and Care Plan we will admit the child where we can meet need. This is not an oversubscription criterion. Lanesfield Primary will admit such children regardless of whether they have places available. Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process.

In line with the [Equality Act 2010](#), children with disabilities are not treated less favourably than others in the admission process. Lanesfield school makes reasonable adjustments to prevent discrimination. Any complaint of discrimination in admission arrangements should be made to the independent admission appeal panel and not the First-Tier Tribunal.

At Lanesfield Primary School we empower children to achieve their best.

Our aim is to develop each child in all aspects of their life-emotionally, physically, intellectually, spiritually and socially. This will enable them to fulfil their aspirations and goals.

So that children can do their best a multi layered approach needs to be taken and therefore quality teaching is vital.

For some children there are occasions when further additional support may be needed to help them achieve their targets and reach their full potential.

This is where support from the SEND team can be provided

### 1) **Assessment, Targets & Review**

How are children and young people's special educational needs identified?
<p>All children prior to starting our school at Nursery/ Reception will attend transition days when they start in the September of the academic year. If starting mid year, a visit to the school before starting is organised. Where appropriate throughout the school, a graduated approach to settling in may be advised to ensure the child's needs are met and a successful transition takes place.</p> <p>All children are formally assessed when they join our school, within the first few weeks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.</p> <p>Pupils whose first language is not English will have an EAL assessment. Where possible and if necessary a first language interpreter can become involved. Additionally, support from the local authority EAL team can be accessed if appropriate.</p>
How parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.
<p>Children who join us from other schools are supported using information obtained from parents, previous school and our initial assessments.</p> <p>We then use this information to ensure they are placed in appropriate groups.</p> <p>If assessments show that a child may have a learning difficulty, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.</p> <p>If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or we do have members of staff who can translate in some cases.</p>
How are children and young people's special educational needs assessed, and how is progress measured and evaluated?
<p>All pupils in the Foundation Stage are assessed against the Wolverhampton development matters and the early years foundation stage curriculum, through observations, pupils work and responses. At the end of foundation stage curriculum all children are assessed against the EY profile.</p> <p>From years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on a termly basis. This is an on-going process using age expectations for each subject. This allows our children to take ownership of their learning.</p> <p>In year one, a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.</p> <p>At the end of the academic year, year 2 and year 6 complete statutory assessments.</p> <p>In years 3, 4 and 5 pupils complete end of year assessments. Which along with teacher assessments create an end of year progress measure.</p>

<p>If a pupil is not making the expected progress or reaching age expectation and as a result finding it difficult to move onto the next progression level or expectation, then extra support will be provided through intervention sessions.</p> <p>These pupils are identified through pupil progress meetings between class teacher, phase leaders, Headteacher and SENDCo where necessary termly.</p> <p>Children may work with a specialist intervention teacher.</p> <p>Peer readers listen to identified children at least twice a week across Key Stage 1 and 2.</p> <p>Interventions are carried out by both teachers and our learning support assistants. Interventions happen throughout the day, some interventions take place within the classroom, and some interventions involve children working in small groups outside the classroom in designated intervention rooms/areas.</p> <p>Interventions are monitored, measured and evaluated on their impact on individual children. If a child is making progress this will be evident in their individual books. If a child receiving an intervention is not making progress, the intervention/target will be changed in order to suit the needs of that young person.</p> <p>Intervention planning is used to set and monitor targets for those children who have been identified as needing extra support. Children are placed on intervention planning with specific targets; these are assessed on a termly basis.</p> <p>In addition, pupils who require further SEN support are also assessed against their Individual targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.</p>
<p><b>How are children and young people’s special educational needs monitored and reviewed?</b></p>
<p>All Staff are familiar with SEN Support planning and intervention planning. Teachers collaboratively with the SENDCo and Specialist agencies set targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set.</p> <p>Review sheets are completed on a termly basis and are shared with parents at the beginning of each term at the SEN parents evening or at the termly TAC meetings based on the child’s level of need.</p> <p>It is the role of the SENDCO to ensure that School Support Plans and intervention planning are completed. These are a working document and monitored as they are used. Then reviewed on a termly basis. The SENDCO looks to ensure that the targets set are specific, measurable, achievable, relevant and time bound.</p> <p>Parents are invited into school at the beginning of each term to review old targets and discuss and set new ones.</p> <p>The SENDCO is a port of call for parents wishing to discuss their child’s needs and progress.</p>
<p><b>How are the needs children and young people provided for (level of impact / of support)?</b></p>
<p>Pupil’s specific areas of need are supported through interventions e.g. small group withdrawal sessions, LEXIA Reading Programme, writing and maths, Precision Teaching, Cool Kids, Cool Characters Programme and lego therapy sessions. Targets are set prior to intervention and progress and achievement is monitored throughout. All interventions planned and delivered across the school are recorded on an ‘Intervention plan’. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.</p>
<p><b>How are parents/carers involved and how can they support their child?</b></p>
<p>Parents are informed of interventions their child is receiving.</p> <p>If the child is on the SEND register, parents are informed and a signature is required on the child’s support plan to say we have the parents support.</p>

During the review session with parents/carers, teachers will give a copy of the School Support Plan which outlines strategies to support their child and will give suggestions of extra activities they can do at home. Homework is set on a weekly basis for literacy and numeracy and is specific to the pupil's current achievement. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. For parents and carers in EY, KS1 and KS2 parents are expected to read with children at home. Home school link books sent home daily for parents to record reading at home. On-line activities are available such as, Spelling Shed, TT Rockstars, Century, Education city, Accelerated reader and Bug Club. Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home. Class teachers are available to parents/carers on a daily basis. Appointments for further discussion will be made if needed. Parents/carers evenings are held on a termly basis. Termly SEN parents evenings are held alongside termly Team Around the Child (TAC) meetings with parents and all professionals where appropriate to discuss targets and needs.

Names, roles, telephone numbers of key contacts within the school (SEND, Inclusion Manager etc.)

All staff can be contacted on the school number: 01902 558 950

SEND: Mrs S Abley

Head Teacher: Mrs Z Rollinson

Attendance Officer: Cheryl Green / Debbie Martin

### 1) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.

For information regarding the curriculum please visit the school website:

<https://engagecloud.lpplus.net/website/lanesfield-pri/Pages/home.aspx>

How is the curriculum organised and made accessible to all, including organisation of teaching groups?

A copy of the Curriculum Policy is available on the school website.

Numeracy lessons are taught in achievement groups across the school and enable staff to direct their teaching to a specific level and need.

EYFS and Key Stage 1 are engaging in the Mastering Number programme this year.

EYFS and KS1 differentiate their Read Write Inc. groups so staff can direct their teaching to a specific level and need.

All other areas of the curriculum are taught through skills sessions. These sessions are differentiated appropriately

Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.

SEND Governor: Mrs Langhorn Safe Guarding + Child protection: Mrs Budding Attendance: Mrs Rollinson / Mrs Martin Behaviour: Mrs Budding	
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Details of staff expertise and professional development/training of staff.

SENDco keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.

All new members of staff receive in-house training with regards to SEN Policy and procedures.

Cool Kids Training: Miss Kieley, Mrs Sohal

ELKLAN training (2 day overview): Mrs Whitehouse, Mrs Sohal

WELLCOMM training: Mrs Davidson, Miss Walker

Precision Teaching: Mrs Astley, Mrs Cunneen, Miss Preston, Mrs Power

SEN Award: Mrs Abley

What types of special educational needs are made provision for?

Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, dyslexia and dyspraxia. Changes to our school building have made us more accessible for pupils with physical needs and wheelchair users.



## 2) Grouping and Pastoral Care

<p>3) What support mechanisms are in place and how are groups planned, including what social support is available i.e. mentoring, pastoral support system?</p>
<p>Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENDCO who will then make appropriate referrals or organise appropriate support.</p> <p>In addition to support given by staff, we encourage peer support through our buddying systems and our school council.</p> <p>The school has a strong relationship with The Switch Programme and access counselling, mentoring and 'social play' sessions.</p>
<p>How do parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support?</p>
<p>Class teachers are available to parents/carers on a daily basis. Appointments for further discussion will be made if needed.</p> <p>School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</p> <p>Class newsletters detail the curriculum for that year; these include key dates and staff members. These are given out on a yearly basis alongside the school newsletter every fortnight.</p>
<p>What details are there for pupils/students to have a voice?</p>
<p>Each year group elect two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.</p> <p>New pupil roles are being developed this year alongside the existing Eco-Warriors.</p> <p>On the school website children have can access the worry box and the celebration box, where they can add to discussions, upload their work and pictures and raise any concerns or suggestions.</p> <p>All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their School Support Plans in response to this.</p>
<p>What are details of strategies that are available to support regular attendance, including what support is available?</p>
<p>First day contact is made by phone if a child is not in school. If no contact is made by the second or third day a home visit is made. For children on the child protection register, this is done the same day.</p> <p>Every term pupils with under 95% attendance are identified and receive a letter from the Head teacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.</p> <p>Attendance Officer meets half termly to discuss all pupils under 95% and plan next action.</p> <p>Best attendance is awarded on a weekly basis. The class who wins will receive our attendance teddies.</p> <p>Certificates are given to any children who receive 100% attendances in a full term along with a wristband.</p> <p>At the end of the year we have a celebration assembly where we award children with 100% attendance for the whole year with a special prize.</p> <p>Also at the end of the year, a medal is given to pupils who have maintained 100% attendance.</p> <p>The EWO Officer also gives out rewards for most improved attendance.</p>

<p>What strategies are available to support good behaviour, including what support is available?</p>
<p>A copy of the Schools Behaviour Policy is available on the school website.          Reflective behaviour.          The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.          Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.          Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.          See also Equal Opportunities Policy.</p>
<p>What transition procedures and arrangements take place in school including moving into school and moving on from school? Also how does the school prepare young people for adulthood/ independent living?</p>
<p>Nursery – For all pupils joining nursery settling in visits are planned at the beginning of term with parents/carers to join. Meetings are held in the summer term prior to them starting in September. At the end of the year our Nursery children ‘graduate’ ready to move on to Reception.          For parents whose children are starting reception, a transition meeting is held in the summer term by the reception team.          For parents whose children are in reception, a transition meeting is held in the summer term by the KS1 phase leader.          KS2 phase leader holds a transition meeting for year 2 parents whose children are moving from Year 2 to Year 3.          EYFS coordinator and KS1 coordinator implement a transition plan so that Early years children can meet and work with KS1 teachers.          Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision.          EHCP SEN pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.</p>
<p>What provision is made for medical and personal care procedures?</p>
<p>Training is delivered with regards to asthma, diabetes, sickle cell, epilepsy, epi pen and any other medical needs related to the pupils in the school.          Many of our staff have received Paediatric First Aid Training.          Pupils requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day.          Pupils with long term medical needs are listed in the First Aid room and Rainbow room and a designated member(s) of staff identified. Any medication given is recorded.          Staff will support pupils in the event of ‘personal accident’ e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. Or by phone call if required.</p>

#### 4) Equipment & Resources

What specialist staff work within the school?
The school employ teaching assistants to support SEN / EHC pupils. SEND – Mrs Abley Other specialist staff are organised through outside agencies, outreach, Educational Psychologist, Specialist Teacher.
What services the school accesses, including other educational establishments, health and social care services?  What links does the school have with Voluntary organisations, including support services for parents and carers?
Speech and Language Therapy Service Early Years team Occupational Therapy: Gem Centre Visual Impairment Team Hearing Impairment Team <u>MAST 3 Team:</u> Area SEND: Gemma Crow <u>B2A:</u> Counselling, Mentoring, Team Building. Parents are encouraged to contact the Parent Partnership Service or IASS if needed. Voluntary Reading Helpers support identified children Achievement for All
Details of how the schools SEN budget is allocated.
SEND Lead is none class based. 1:1 support is allocated where needed currently have 2 child supported in this way. All classes have a full time learning support with dedicated send responsibility time planned into the timetable. SLA for outreach/ EP/ specialist teacher support. Counselling sessions both small group and 1:1 Where needed we use outside provision for placement, we currently have 2 children attending an offsite provision. Resources On-line Programmes: LEXIA and RAPID Cool Kids and Cool Characters sessions Outside Agencies e.g. counsellors Training for staff: behaviour Solihull approach to support staff understanding.
Details of travel arrangements to and from school.
We offer a minibus service before and after school, this is allocated on a first come, first serve basis in most situations and is an additional cost.

Prepared by – Mrs Rollinson

Review completed by Full Governing Body

Key Reviewing Governor Mrs Hannah Langhorn

# Lanesfield Primary School



## Accessibility Policy and Plan 2024

Review Date: September 2026

*This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.*

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Lanesfield Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the

school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

□ Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Information about our Accessibility Plan will be published in the policy made available on school website .

7. The Plan will be monitored through the FGP and the Site Committees of the Governors.

8. The Plan will be monitored by Ofsted as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Physical Access – environment**

<b>Access Issue</b>	<b>Action</b>	<b>Timescale</b>	<b>Review /Date</b>
Paths around school are not wide enough	Plan to monitor as school is getting smaller in future. <ul style="list-style-type: none"> <li>Additional entrances opened to ease the traffic in these areas.</li> </ul>	Completed.	Review 2026
Access to hall from key stage 2	Investigate ramp access from and to Hall Explore most cost effective options.	2022	
Accessible toilets from playground.	Issue with amount of toilets accessible from the playground and accessibility due to amount of pupils accessing.	2020	
Close walk way at the back of school.	Currently working with MP to arrange for the alley at the back of the school to be closed.	2020	
Explore back entrance	When alley closed open up back entrance so that parents who used alley can entry straight onto school Create a forest school walk way.	2021	
Access to outside area for foundation classes	Replan the EYFS playground area and enclose so freeflow can be extend to both receptions classes.	2021	
Create a sensory space within school which children with ASD or SEMH can use to calm down	Explore options within school to develop a sensory area for SEN pupils and time out space. <ul style="list-style-type: none"> <li>Resources</li> <li>Staff training to support use.</li> <li>Regular timetabled use of the room by identified pupils</li> </ul>	2022	
<b>Curriculum Access</b>			
Continued training for teachers and	SENDCO to complete staff audit Create links and arrange where possible in-house training with link schools / Eve Griffiths	<b>2019</b>	



support staff on different aspects of SEND including differentiation when required.	Social stories training; sensory snacks – sensory circuits		
Improve the use of ICT to support pupils in lessons	Map out ICT provision across schools/ key stages. Plan for rolling programme Identify full use of ICT resources	<b>2020</b>	
<b>Written Access</b>			
Improve the written information at Lanesfield.	Availability of written material in alternative formats when specifically requested. Range of different languages.  Work closely with the EAL team to identify available resources. – explore use of goggle translate	<b>2020</b>	
Offer different versions of letters	Ensure common letters are uploaded to the website in range of languages	<b>2020</b>	

## Appendix 1 – reviewed Plan 2018

### Lanesfield Primary School Accessibility Plan 2015-2018

#### Improving the Physical Access at Lanesfield School following Head teacher and caretaker audit.

Access Issue	Action	Timescale	Cost	Review 2018
Signage across school: <ul style="list-style-type: none"> <li>• Outside</li> <li>• Inside</li> </ul>	Appropriate signs for visually-impaired. Clear signage on each entrance to school identifying reception and <b>how to access during school hours.</b> Ensure areas within school are clearly labelled. Physical transition indicators between main areas of school	By September 2016	£2000.00	Completed – exception of available school hours

Door access	Portable ramps for areas with restricted access	By September 2018	£500.00	Completed
Uneven areas in playgrounds and around school.	Repaint/paint white lines to mark level transitions	By September 2015	£250.00	Completed x 2
Door handles	Ensure door handles contrast in colour to door and are easily turn able. Replace broken door handles.	By September 2016	£150.00	Doors replaced and push / pull plates used for ease access
Nursery door access	Repair / refurbish nursery door	By September 2016	£500.00	Replaced - 2018
Lighting	Repair and replace current lightning in corridor leading from reception, to improve lighting and replacement burnt out light fittings. Replace current reception lighting to approach lightning. Access current outdoor lighting in Winter months and identify opportunities for security lightning.	By September 2016	£1000.00	Replaced 2017
School Entrance	Monitor keypad and entrance communicator to move accessible position. – Discuss with Health and safety advisor.	By September 2017	£100.00	Replaced – fob access

Target	Action	Outcome	Responsibility	Timeframe	Outcome
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	PT reporting to ZR and Governors	January 2016	Increase in access to all school activities for all disabled pupils <b>Completed but valuable to complete annually due to staff changes.</b>
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ZR reporting to Governors	September 2016	Increase in access to all school activities for all disabled pupils. <b>All pupils take part in afterschool regardless of disability 1:1 support provided where necessary.</b>
Classroom are organised to promote the participation of the whole range of pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class base: <ul style="list-style-type: none"> <li>• Visual timetables.</li> <li>• Book corner</li> <li>• Clear matching labels across school</li> <li>• Additional boards</li> <li>• Reduced use of windows for display</li> <li>• <b>Windows frosted glass for display.</b></li> </ul>	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.  All pupils have the opportunity to engage fully	ZR – Teaching teams  Eve Griffiths – Penn Hall.	September 2016	Open access to curriculum for all pupils.  Pupils can take responsibility for learning Classroom becomes a key learning resource and reflects levels of achievement. <b>Forms part of non-negotiables outlined in environment requirements.</b>
Training to raise awareness of current Disability issues and increased levels of responsibility for schools.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	ZR – SLT and Governors.	September 2018	Community will benefit by a more inclusive school and social environment <b>Needs to be revisited</b>

<p>Improve the written information at Lanesfield.</p>	<p>Availability of written material in alternative formats when specifically requested.</p> <p>Work closely with the EAL team to identify available resources.</p>	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p>			<p>Delivery of information to all pupils and parents will be improved.</p> <p>This has been developed still an area to develop further.</p>
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**Delegated to Head teacher:** Zoe Rollinson

**Presented to governors:** Governors

**Date:** September 2015