

Perranporth School Disability and Access Plan 2024 - 27



Perranporth School Disability and Access Plan (Jan 2024 - 2027)

Our Mission Statement:

Inclusion and equality are at the core of our school community here at Perranporth. We believe that every child has the right to achieve their full potential no matter what their ability. Through our Disability Equality Scheme and this Access Plan, everyone in our school's community will be enabled to have their voice heard and be represented on issues that will remove barriers for the good of all, not just those with disabilities. We will be proactive in raising awareness of disability issues and in consulting pupils, parents, staff and governors. This will have a positive impact both for our current and future communities.

The Definition of Disability

A person suffers 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 can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on students' everyday lives. These can include asthma, chronic eczema, ADHD, cancer, AIDS, to name a few.

Introduction

Perranporth School's Access Plan sets out how Perranporth 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:

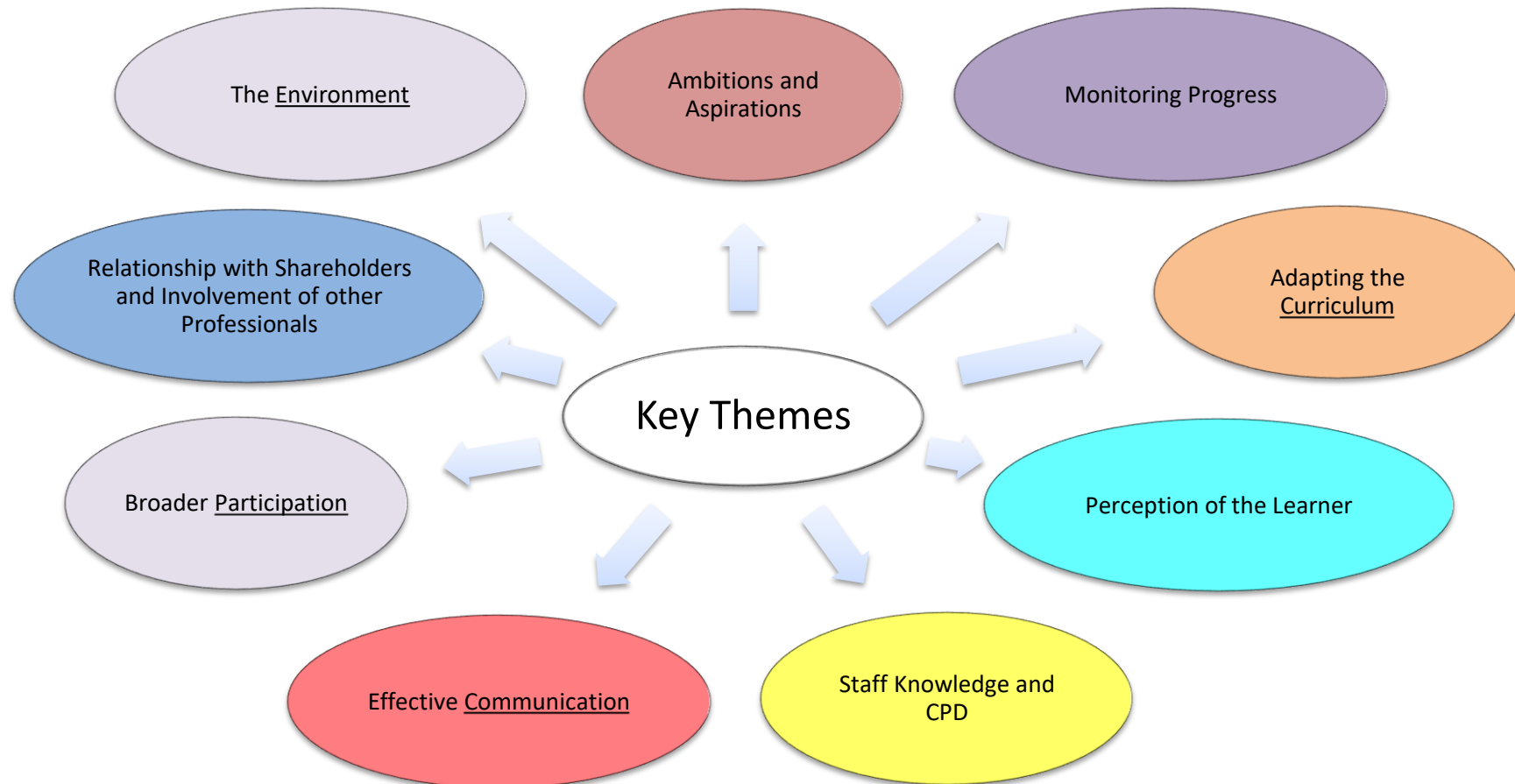
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which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

An overall vision should therefore reflect the six elements in the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

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This Access Plan summarises aspects of Perranporth School's plans to increase access to education for disabled pupils, parents/carers and staff and does so around 9 broad themes (note the 3 key areas of curriculum, environment and information as underlined below – environment is also covered within the broad themes of broader participation):



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ambitions and Aspirations					
<p>Embed the commitment to Equality through all aspects of school life, ensuring that mechanisms to support this, such as policies, consider the implications of Disability Access.</p> <p>Ensure that such commitment is visible to all in the community and is unequivocal in its ambition.</p>	<p>As new policies are established and existing policies are reviewed e.g. Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities etc. ensure that the procedures and expectations reflect the school ambitions and aspirations regarding our commitment to equality for all.</p>	Ongoing	Leadership Team and SENCO time to review policies.	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Pupils</p>	<p>Governor policy review schedule</p> <p>Forums</p> <p>Pupil feedback</p>

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Relationships with Shareholders and working with professionals					
<p>Shared partnerships will be highly organised, efficient and productive, meeting the needs of all identified groups of children and individuals whose access requires special attention or support.</p> <p>Parents/Carers with disabilities to receive regular communication* – adapted for easy access as required – to maximise the success of interaction and promote positive relationships</p>	<p>Modes of communication, liaison and target setting to be agreed between Perranporth and the key agencies (to include the SLT, HI, VI, ASD, ADHD)</p> <p>Clear areas of responsibility and shared commitment to be shared as part of the meetings and target setting processes</p> <p>Identified groups and individuals to be monitored by SENCO and HT in liaison with the Leadership Team (LT)</p>	<p>Ongoing</p> <p>Records of meetings to support individual children to show targets agreed by stakeholders and responsibility/shared ownership agreed – ongoing throughout</p>	<p>Various teams for specialist support</p> <p>Meeting time scheduled between SENCO and parents/carers to facilitate shared working relationships</p> <p>Meeting time scheduled between specialist services and SENCO (or Support Assistants as suitable) to facilitate team work and shared target work.</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Specialist Agencies</p> <p>Parents/Carers and</p>	<p>SENCO feedback to HT</p> <p>SENCO feedback to Governors</p>

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Environment					
Create effective learning environments for all utilising feedback from pupil groups.	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Share this information with stakeholders.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties.</p> <p>Focus particularly on disabilities and barriers featuring at Perranporth – ASD, visual impairment (VI), hearing impairment (HI), dyslexia and dyscalculia.</p> <p>Specific examples of this include, for example, specific learning areas for pupils with ASD, yellow lines continuously re-painted to support those with VI and careful choice of IWB screen and backgrounds for those with VI and dyslexia.</p>	Ongoing	<p>Input from specialist services, such as HI team and VI team</p> <p>Ongoing work with outreach agencies including Garratt Park ASD Advisory Services</p> <p>Ongoing resource evaluation and management through SENCO plan – including purchase of new barrier-specific resources as required e.g. coloured paper</p>	HT, SENCO and CTs in collaboration with specialist staff	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p> <p>Termly dates for monitoring</p>

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Effective Communication					
<p>Ensure maximum access to information to support safety, happiness and learning of all pupils.</p> <p>Adaptation of communication formats to ensure equal and easy access to information*</p>	<p>This to include the availability of documents in alternative formats as suited to the needs of parents/carers as well as the children themselves Large print and audio formats etc as required.</p> <p>Monitor uptake of documents in alternative formats Review accessibility of newsletter and letters for parents. Homework information available as information sheets in alternative formats as appropriate.</p>	Ongoing	Alternative methods of formats to be obtained as necessary	<p>SENCO</p> <p>SBM</p>	SENCO

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Staff Knowledge and CPD					
All staff feel secure in supporting equality and equal access for all children Staff knowledge and areas of specialism are supported by the leadership team.	Ensure that all staff are aware of legal aspects of DDA	Ongoing	CPD details available	SENCO	SENCO
	Provide training as per identified areas of need for all staff	Specific dates for SEN training tbc after evaluation of skills base	SENCO to provide CPD support	HT	
	Ensure up-to-date disability awareness training			Staff Governors TPAT	

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Perception of the Child					
<p>A positive approach to difference and ethos of removing barriers will be embedded through all school activities</p> <p>Children's voice will be given meaning and value by increasing opportunities and giving children a chance to practise their pupil voice and become more eloquent in talking about their own needs and barriers.</p>	<p>Focus on removing barriers and positive solution finding</p> <p>Training for staff on perception of child (i.e. not their barrier or impairment or any categorising features such as ethnic background) as being the most important feature of positive support.</p> <p>Children to be given support to discuss their needs to enable safe, happy, learning environments at school with a focus on solution-finding and communication to support positive change, e.g. pupil voice opportunities in reviews to be more consistent and planned within the review time.</p>	Ongoing.	<p>PSHE and Lifewise resources</p> <p>Assemblies</p> <p>Class discussions, including circle time</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Pupils and stakeholders</p>	<p>SENCO and HT, along with pupil feedback</p> <p>Reflection on language being used is a crucial part of this (e.g. this child has _____ impairment, not this child is, e.g. autistic, dyslexic, ADHD etc); the barriers we are working on removing are... not, this child can't learn well because...)</p>

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Adapting the Curriculum					
<p>The newly-adapted curriculum, in line with government guidance but specific to the needs of Perranporth, will be based on the principle of maximum participation and access for all.</p> <p>Ways of measuring achievement will be examined to enable every child to achieve to the best of their own ability in each area, with a focus on the life-long learner</p>	<p>Examine government curriculum guidance specific to SEN/ Disability</p> <p>Use pupil voice to inform topic planning and to maximise enjoyment in learning</p>	<p>Ongoing.</p> <p>Opportunities for Work Review timetabled in year planner</p>	<p>Planning formats for topic plans and cross-curricular half-termly plans</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p>	<p>Work reviews</p> <p>Curriculum reviews</p>

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Monitoring Progress					
<p>Pupil progress and attainment will be used as one of the important pieces of evidence about pupil well-being and achievement, shaping the support and adaptations needed to maximise their happiness and learning at school.</p> <p>Learning observations and appraisal procedures will include a focus on maximum participation removal of glass ceilings and adaptation to ensure equal participation.</p>	<p>Revised pupil tracking system for bands to replace levels to be used to identify the progress and attainment of all individuals and groups of pupils</p> <p>Information from this to guide intervention and further monitoring</p>	<p>New tracking system in place</p> <p>Half Termly reviews of pupil progress</p>	<p>Target tracker</p> <p>Monitoring sheets</p>	<p>HT, SENCO, CTs</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p> <p>Termly dates for monitoring on the monitoring timetable</p>

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Broader Participation					
<p>Continue to maximise participation in all school activities by groups and individual children, taking particular note of those with disabilities/SEN</p> <p>Opportunities for celebration to be based on equality as the foundation for success – for example all children to be given a chance to shine in school performances or key sporting events, regardless of perceived or real barriers.</p>	<p>Support the full participation in extra-curricular activities and identify any barriers for key children.</p> <p>Work with all stakeholders to increase opportunities available.</p> <p>Consider carefully the venue for all trips to ensure equal and easy access to all pupils</p>	Ongoing	Extra Curricular Clubs	<p>SENCO/PE</p> <p>Governors</p> <p>CTs</p>	<p>Feedback from pupils</p> <p>Termly dates for monitoring to be included the monitoring timetable</p> <p>Parent voice</p>

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum disorder
HI	Hearing Impairment
SENCO	Special Educational Needs Coordinator
SLT	Speech and Language Therapy
VI	Visual Impairment