



**pathfield**  
SCHOOL

Inspiring interaction

## **SEND/INCLUSION POLICY Including Accessibility Plan (Checklist)**

Adopted by Governors	<b>Avril Burrows</b>
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Policy/Procedure checked by/date	<b>Laura Somerville Claire May Abi Staff Avril Burrows September/October 2016</b>

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

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# PATHFIELD SCHOOL

## SEND/INCLUSION POLICY

We at Pathfield School believe that each pupil has individual and unique needs. If our pupils are to achieve their full potential we must recognise this and plan accordingly. All of the pupils at Pathfield School have statements of SEND (Special Educational Needs and Disability) and this is the starting point used for the planning process. Pathfield School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the widest range of educational experience cognisant with their educational, medical and care needs.

This Policy should be read in conjunction with the Equality Policy.

Our aims are to:

- promote individual communication styles through Total Communication
- provide opportunities for interaction with a range of people in a variety of settings
- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupil's progress and needs
- involve parents/carers in planning, supporting and reviewing all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

### Definitions of terms:

'Pupils have Special Educational Needs if they have a learning difficulty, which may include a physical disability and calls for special educational provision to be made for them.'

The specific objectives of our SEND policy are as follows:

- to identify individual pupils special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress

- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education where possible
- to promote effective partnership and involve outside agencies when appropriate

The named SEND co-ordinator for Pathfield School will be the Head teacher. The Chair of the Curriculum committee will be the nominated governor for SEND, but the Governing Body as a whole is responsible for ensuring appropriate provision for addressing the SEND of all our pupils.

## **Admissions**

Pathfield School takes the recommendations and instructions from the Resource Allocation Meetings for Devon regarding admissions. The head teacher and other appropriate staff ensure that Pathfield is the correct placement for the child with regard for all the circumstances presented to them. Governors will only become involved in the process where there is disagreement between the SEN 0-25 Team North, the head teacher and parents.

## **Annual Review / Target Setting**

At each Person Centred Annual Review, the past year will be reviewed and new progress targets will be put in place. These will form the Person Centred Action Plan.

The Action Plan will set targets for the pupil and will detail:

- the short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- the named person for checking each Action point
- success and/or exit criteria

The Action Plan will be reviewed at every twelve months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited (and expected to) to participate in the target-setting and review process.

## **Transfer and Transition**

For pupils who have statements of SEND, as well as the review of their Action Plan, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Authority. At years 5, 9 and 11, Transfer Reviews will be held in order to transfer Educational Statements to Education, Health & Care Plans as required by the Children's & Families Act 2014.

When pupils move to another school their records will be transferred to the next school.

## **Complaints**

The schools' complaint procedures are set out in the school prospectus. Your child's class teacher will work closely with parents at all stages in his / her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

## **Parental Support**

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

Details of Local and regional co-ordinators can be obtained by:  
Telephone: 01392 383080 or their  
Website: <http://www.parentpartnershipdevon.org.uk>

## **External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services.
- Liaison meetings with Highfield House are held to ensure a smooth start to school for children in the Foundation stage.
- The speech and language/physiotherapy/occupational therapy all contribute to the reviews of children as appropriate.
- Multi-agency liaison meetings, with representation from JAT, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

## **Inclusion and Integration**

There is a strong commitment at Pathfield School to provide as much inclusive and integrated work for pupils to make maximum progress alongside their mainstream peers.

Good effective use is made of links with mainstream schools and Petroc which maximises the opportunities for interchange of pupils.

These links are further enabled by the advancing collaboration in the Pilton Association of Schools which is led by Head teachers and supported by Governors of all four schools.

The Petroc students studying health and social care also come into the school as part of their course. This benefits the school by increasing the breadth of personnel our children come into contact with and the amount of one to one support they can have in the class and group activity setting.

The Governing Body must ensure that:

- all available resources are directed towards addressing the educational and medical needs of each pupil
- SEND do not in themselves make a barrier to any reasonable educational experience provided at our school
- all personnel have due regard for the SEND Code of Practice
- parents/carers are fully involved in the planning and review of their child's SEND
- SEND policy and practice will be a major part of the Pathfield self review programme
- SEND provision is an integral part of the school development plan.

### **Monitoring and Evaluation**

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Leadership Team and monitoring of curriculum by subject co-ordinators
- analysis of pupil tracking data for individual pupils and for cohorts
- value-added data for all pupils
- monitoring of procedures and practice by the Chair of the Curriculum Committee/Chair of Governors
- school self-evaluation
- the school improvement plan, which is used for monitoring provision in the school
- visits from local authority personnel and Ofsted inspection arrangements and School Improvement Partner (SIP)
- feedback from parents and staff, both formal and informal, following meetings to produce Action Plans and targets, revise provision and celebrate success.

# ACCESSIBILITY PLAN

## Governors Checklist for Accessibility

### Section 1: How does your school deliver the curriculum?

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	
Yes TEACCH, Team Teach, PECS, moving and handling, alternative communication aids, Makaton, general behaviour management, SENCO, (headteacher), Communicate In Print, ABA, Sherborne, Wave 3, Total Communication, setting progressive individualised targets, Fun Fit, developing independence skills	
Are your classrooms optimally organised for disabled pupils?	
Yes Disabled width doors, footage per pupil as Devon Property regs, movable furniture to allow access and curriculum delivery, IT availability in each classroom, suitable display boards and décor to take into account visual impairment, ASD pupils in sparse environment to enhance concentration skills.	No Hearing loops, Braille signs and other symbols not available across the whole school, no whole school approach to classroom organisation A Smart board at Town Station at wrong height to access adequately for wheelchair users Very restricted space in TS changing area No shower facility at TS
Do lessons provide opportunities for all pupils to achieve?	
Yes Considerable development of curriculum planning has led to individual programmes and SMART IEPs, and SMART, progressive, individualised lesson targets.	
Are lessons responsive to pupil diversity?	
Yes All children have an individualised plan and individualised targets that are worked on every lesson.	No
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Yes Classes are frequently broken down into ability groups and individuals may be required to work on their own or on a 1:1 basis. All teachers demonstrate in their planning the use of variable cohorts of children within a class.	No

Are pupils encouraged to take part in music, drama and physical activities?	
<p>Yes</p> <p>PE classes, Hydrotherapy, swimming, Sherborne Movement as appropriate to the pupil. Music Therapy for individual children supports Communication &amp; Interaction and Therapy through music across the key stages. Drama and Drama Therapy provided for ability groups supports Communication &amp; Interaction and Social, Emotional, Moral &amp; Cultural wellbeing. Playground activities and sports day, Fun Fit. We take part in county inclusive sports festivals, competitions, Ten Tors and nationally the Duke of Edinburgh Award Programme.</p>	No
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	
<p>Yes</p> <p>Frequent breaks are built into the timetable and therapy needs of many children mean that their day is broken by scheduled changes in activity. For other pupils staff are trained to recognise when tasks have reached their end point and they provide other distractions/activities for that pupil.</p>	No
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	
<p>Yes</p> <p>The school provides specialist equipment which supports the pupils' access to the curriculum eg, rise and fall equipment in Food Tech. This ensures that additional time required is kept to a minimum so that the pupil maximises the chance of a positive outcome.</p>	<p>No</p> <p>Some additional adapted Food Tech equipment needed on main school site to enable better inclusion</p>
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	
<p>Yes</p> <p>Splash Maths, Sherbourne Movement, Light Sensory Room, sensory curriculum, adapted equipment, and appropriate curriculum Ability Groups for PE across the school. Music Therapist uses music to enhance physical strengthening and development.</p>	
Do you provide access to computer technology appropriate for students with disabilities?	
<p>Yes</p> <p>Library facility includes interactive ICT suite, bespoke computer technology is in regular use by some pupils.</p>	<p>No</p> <p>A Smart board at Town Station at wrong height in some rooms for full pupil access</p>

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	
Yes Pupils have regular school visits of varying duration which occur with due regard for the health & safety of particular pupils. There are occasions where a child is given an alternative experience where it is not considered appropriate to go with other children. Each year there is a trip to a local attraction which is externally facilitated.	No
Are there high expectation of all pupils?	
Yes The differentiated curriculum and individualised targets mean that all pupils are challenged to succeed, commensurate with their level of ability.  Recent and ongoing training has successfully updated the Curriculum to ensure all areas meet the needs of the pupils.	No
Do staff seek to remove all barriers to learning and participation?	
Yes By using total communication skills, children's learning and desire to participate is motivated. This encourages innovative thinking by the staff to ensure that no child is restricted from the educational experience.	No

## Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	
Yes Access to all areas of the school building is available through internal routes, passenger lift, sloping paths in all areas, wide access points to playground areas, automatic doors, no external steps.	No New staff room does not have disabled access
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Yes Appropriate hoisting and changing facilities are available according to the needs of the child.	No Double doors at top corridor and outside Class 2.1 are fire doors and therefore should remain shut. They are heavy with childproof handles which makes access reliant on a member of staff or ambulant children. See above



Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Yes Parking arrangements for staff and visitors are separate to the access points for the school grounds.	No Signage and alternative signage for visually impaired not in place. Pedestrian access from Chaddiford Lane and Abbey Road not signed which invites visitors to use vehicular access.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?	
Yes We would not expect our pupils to be conversant with full evacuation policy. It is the responsibility of staff to ensure that all pupils are able to leave the building when necessary. We have auditory alarms and tannoy system across the school, visual alarms are active in the secondary department.	No Visual Alarms not active in all areas of school.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	
Yes Lift in secondary department is tactile with auditory prompts.	No Tactile trails around the school are not in place.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	
All pupil access doors are signed, display boards use non-reflective coverings where appropriate Coloured table cloths in dinner hall ensure good visual perception and visual discrimination.	No
Are areas to which pupils should have access well lit?	
Yes Due to large windows and availability of skylights, natural light is abundant and this is supplemented by good diffused lighting systems.	No
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	
Yes Library ceiling lowered specifically to enhance acoustics. Music lessons/therapy are delivered in areas away from classroom bases. The majority of areas are carpeted to reduce the amount of foot noise.	No Not all doors are anti-slam.

Is furniture and equipment selected, adjusted and located appropriately?	
<p>Yes</p> <p>Height adjustable tables and chairs of varying heights for pupils/staff. Food Technology room and kitchen at Town Station contains height adjustable equipment for curriculum delivery. Hoisting equipment is available in each toilet changing area and ceiling hoists have been placed in primary and secondary departments to allow equipment to floor transfer. All classes that need a ceiling hoist have one.</p>	<p>No</p>

### Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	
<p>Yes</p> <p>Communicate In Print used extensively throughout the school to provide information to pupils. Large print is available on request.</p>	<p>No</p> <p>No Braille or audiotape. Inconsistent use of coloured papers for VI.</p>
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg, by reading aloud overhead projections and describing diagrams?	
<p>Yes</p> <p>All of the above and in addition tactile media is used. A questionnaire was sent to all parents surveying disability to ensure needs of all the family are met by the school and regularly updated.</p>	<p>No</p>
Do you have the facilities such as ICT to produce written information in different formats?	
<p>Yes</p> <p>The formats used meet the needs of the pupils which are assessed individually.</p>	<p>No</p>
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	
<p>Yes</p> <p>Inclusive Technology updates and other suppliers, external advisors, regular refreshers and basic training in various signing techniques and Communicate In Print.</p>	<p>No</p>