

THE KIMBERLEY SCHOOL

THE SEN AND DISABILITY ACT 2001

(SENDA). In line with the SEN Code of Practice, 2014

December 2016

It requires all education providers to address Disability Equality and anticipate and remove the barriers to disabled children and students full participation.

Inclusion paves the way for school improvement and effectiveness. In inclusive schools where teaching and learning has been developed to meet the diversity of need, achievement for all students has been shown to improve faster than in schools with a non-inclusive ethos.

All schools have to have an access plan to improve physical and curriculum access. We have a good record on inclusion and for forward planning and this is formalised in the attached policy document.

POLICY SUMMARY

- SENCo, Assistant SENCo and Learning Support Manager conduct an audit each Autumn with feeder primary schools to anticipate future needs over the next 3 years. The findings form the basis for the Policy Document. As a member of the Family of SENCos, plans for students moving into the Family with significant needs are made.
- Each Autumn and Spring Term, Teaching Assistants with responsibility for students with a physical disability and the SENCo, Assistant SENCo and Learning Support Manager liaises with the School Bursar about future building plans to include them in SENDA planning.
- Curriculum needs are reviewed each year, by literacy monitoring, observation and raising staff awareness.

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SENCo, Assistant SENCo, Learning Support Manager

December 2016 (updated)

KIMBERLEY SCHOOL SENDA PLAN NOV 2013 – NOV 2017

SHORT TERM

	<u>TARGETS</u>	<u>STRATEGIES</u>	<u>OUTCOME</u>	<u>TIMEFRAME</u>	<u>GOALS ACHIEVED</u>
1.	To ensure school's procedures complies with the new SEN Code of Practice	Staff training, sharing good practice with other schools through SEN network	School will be fulfilling statutory SEN duties	Sept 14 and on-going Reviewed December 2016	One network meeting attended SENCo conference booked.
2.	Consider/update each autumn students on medium/ long term lists, considering students in feeder primary schools as well as students on roll	*KL / CH / HC to meet each Autumn term to carry out an audit Family SENCo meetings	Plans made for new students	November 2013 and on-going	Visits attended by future students, access discussed
3.	To ensure the safety of students who have emotional well-being issues and could harm themselves	Let staff know who the students are and the procedures which are in place Have a keyworker / member of staff for the students to go to in times of crisis CAMHS training for staff	These students will be safe	On going	Information on students profiles Keyworkers aware of issues

MEDIUM TERM

	TARGETS	STRATEGES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
1.	To ensure adequate level of support in place to meet needs of students in years 4 and 5.	*Bids to HLN/AFN *Attend review (TA key worker)	Ensure adequate funding AFN/HLN bids submitted	June 13 (year 5) June 14 (year 4) July (in prep for September 2016) Year 6 student- significant access needs	Student safe and well supported Ongoing- reviewed December 2016. Changes made- mainly around technology (access to the curriculum)
2.	To train key worker TAs in any specialisms as needed	*Attend training (TA) *Purchase software *Raise awareness of all staff (inset day)	TA Trained Staff aware & trained Include in school calendar	Summer 13 July 14 September 2016- Manual Handling training needed	Staff confident Student able to access the curriculum
3.	To ensure site accessible to any student with a physical disability	*Arrange planning meetings *To arrange site visit to ensure alterations needed are identified (SAI) *To identify specialist equipment e.g. desks/work surfaces *To minimise difficulties by arranging suitable support Bids to AFN.	Site accessible External funding from School Access Initiative (SAI) Equipment in place TA support as necessary	Autumn 13 Autumn term 13 Autumn 2016 Summer term 14 June 14 Autumn 2016	Student safe and well supported Reviewed December 2016

4.	To ensure access to the curriculum is possible for students of all abilities	<p>Monitor Literacy levels and advise staff KL/SLM</p> <p>Switch on Reading for the weakest readers so they can build up strategies</p> <p>Monitor the setting of suitable learning challenges</p> <p>Raise awareness of staff to different learning styles as appropriate</p>	<p>Assess literacy of all students in Year 7 and students in Year 8 – 10 with literacy scores below 10 years</p> <p>Observations of lessons and feedback to staff</p> <p>Staff inset on learning styles and alternative activities as appropriate.</p>	<p>Year 7 test in May of year 6 and May of year 7</p> <p>The following are ones that cause concern</p> <p>Year 8 Dec</p> <p>Year 9 Jan</p> <p>Year 10 March</p> <p>Autumn term 13 (begin)</p> <p>Autumn term 2016- reviewed. Literacy interventions increased.</p>	<p>Staff more confident to set suitable learning challenges, respond to students diverse needs, overcome barriers to learning, assess individuals and groups of students</p> <p>Lexia programme used with SEN students</p> <p>Accelerated Reader rolled out to more students</p>

KIMBERLEY SCHOOL SENDA PLAN NOV 2013 – NOV 2017

LONG TERM 2015/2017

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
1.	To enable more Teaching Assistant staff be trained in 'attachment disorders'	Staff training, sharing good practice	More staff able to work with students with attachment disorders	Jan 15 and on-going	
2.	Consider/update each autumn student on medium/ long term lists	*KL / CH / HC to meet each Autumn term to carry out an audit	Plans made for new students	Oct 15	
3.	To enable all students/adults to access all areas where reasonable.	*Consult students about access needs JB	External funding (SAI) for alterations if necessary.	Sept 16 and on going	Areas accessible, Physio Room- new equipment, ceiling

					hoist, room 23 door was modified, one 'closi – mat'
4.	Ensure that all new builds are accessible.	*Meet Bursar each Autumn to review plans. *Consult Access Officer (Trent Bridge House) Re: New builds To audit individual student needs.	New buildings need to be accessible and conform to building regulations. Individual student needs met externally (SAI)	By Sept each Year	Access considered and plans updated each year
5.	To ensure all students have access to school trips	Ensure school trips consider disabled access When new mini bus purchased ensure it has a ramp/lift	Students able to access all trips	Remind staff each Autumn	Students able to access all trips