



# Witton Middle School Inclusion Policy

## Rationale

Witton Middle School is committed to inclusion, providing an appropriate and high quality education for all the children. In our school we recognise that all pupils are individuals with their own gifts and talents, strengths and unique learning needs. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

- We believe that all children, including those deemed as having Special Educational Needs (SEND), those at risk of disaffection and exclusion, have the right to be included in a broad, balanced and relevant curriculum; and that every pupil is entitled to have the opportunity to be involved in education appropriate to their needs enabling them to fulfil their potential, and to be fully included and encouraged in all aspects of school life.
- We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe, engendering a sense of community.

We believe that inclusion is not only about equal opportunities for all pupils but staff, parents, carers and other users of our school regardless of their disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. At Witton Middle School we aim to identify these needs as they arise and provide teaching and learning contexts which enables every child to achieve to his or her full potential. This is the responsibility of all staff.

The development and monitoring of the school's work on Inclusion will be undertaken by the Leadership Team, the Special Educational Needs and Disability Coordinator (SENDCo) and the Governors (see Appendix 1 for details).

## Objectives

- To ensure the principles of Higher Standards: Better Schools for All, the Disability Act and the SEND Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination of any kind.
- To respond sensitively to the range of intellectual, social and emotional needs of pupils.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide intervention, support and challenge as early as possible.
- To ensure that all staff provide full access to the curriculum\* through differentiated planning and classroom provision matched to individual needs. (\*Except where disapplications arising from a Statement occur; disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.

## Special Educational Needs and Disabilities

Witton Middle School sees the inclusion of children identified as having 'special educational needs' as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The school recognises that not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability.

### Arrangements for co-ordinating SEND provision

- The class teacher or subject teacher is responsible for the learning of the children with Special Educational Needs in their class, even when interventions involve group or one-to-one teaching supported by an intervention teacher or teaching assistant.
- The teachers work closely with teaching assistants or intervention teachers to plan and assess the impact of support and interventions and ensure they are linked to classroom teaching.
- The Special Educational Needs and Disabilities Coordinator (SENDCo) oversees the progress of any child identified as having Special Educational Needs and/or Disabilities (SEND). The SENDCo supports the class or subject teacher in the effective implementation of support and is responsible for:
  - Co-ordinating provision for children with SEND and developing the school's SEND policy.
  - Ensuring that parents are:
    - involved in supporting their child's learning and in decision making;
    - kept informed about the range and level of support offered to their child;
    - included in regular reviews of how their child is doing;
    - consulted about planning successful transition to a new class or school.
  - Ensuring pupils are involved in decision making concerning their learning.
  - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
  - Providing professional guidance to colleagues and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
  - Liaising with First and Secondary Schools to ensure a smooth transition.
  - Advising on the deployment of the school's delegated budget.

### Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. This includes reference to information provided by:

- baseline assessment results and ongoing teacher assessment
- end of key stage assessments
- progress measured against the P Level descriptors (performance descriptors for pupils aged 5-16, working towards level 1 of National Curriculum)
- standardised screening and assessment tools
- observations of behavioural, emotional and social development
- an existing Statement of Special Educational Needs or Education, Health Care Plan
- assessments by a specialist service, such as educational psychology, identifying additional needs
- another school or LA (Local Authority) which has identified or has provided for additional needs.

Using this data, and following discussions between the class teacher, SENDCo and parent/carer, the child will have their needs met through a graduated approach, a 4 part cycle of assessing, planning, doing and reviewing.

- **Assess:** the class or subject teacher, working with the SENDCo where required, identifies the learning needs of the pupil through regular classroom assessments or if necessary specific assessments.
- **Plan:** the class teacher or subject teacher works with parents/carers, the pupil, the SENDCo if required, to develop a plan to support the pupil in their learning and development.

- **Do:** appropriate strategies and / or interventions are implemented. These strategies or interventions may include:
  - Support by teaching assistants and intervention teachers in the classroom, in groups or on an individual basis.
  - Participation in reading programmes eg Fresh Start, Rapid Reading.
  - Access to specialised equipment or IT programs.
  - Participation in movement programmes eg Developmental Exercise Programme.
  - Speech therapy work delivered by teaching assistants following the Speech and Language Therapist's advice.
- **Review:** in consultation with parents/carers and the pupil, the additional or different provision and its impact on pupil progress is regularly reviewed and the next learning steps are identified.

There are three levels of provision, described as 'waves of provision', which support access to the curriculum.

**Wave 1 Provision** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

- In order to make progress, a child may only require differentiation of the plans for the whole class (eg modifying learning objectives, teaching styles, access strategies etc.).
- Under these circumstances, a child's needs will be provided for within the whole class planning framework and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- Assessment of progress will be reviewed at the same intervals as for the rest of the class and will identify pupils making less than expected progress. That is progress which:
  - is significantly slower than their peers starting from the same baseline.
  - fails to match or better the child's previous rate of progress.
  - fails to close the attainment gap between the child and their peers.
  - widens the attainment gap.
- Where a period of differentiated curriculum support has not resulted in the child making expected progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **Wave 2** may need to be made.

**Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

- The class teacher is responsible for and directs this Wave 2 provision.
- The targeted, time-limited provision is recorded in a Class Provision Map.
- At the completion of the intervention pupil progress is reviewed.
- In some cases, the pupil will not have made the expected progress during the intervention and a different, targeted provision may be planned.
- Provision will run concurrently with differentiated curriculum support.
- Where, despite quality Wave 1 and Wave 2 provision, a child's needs are not being met or a child is not making expected progress as defined by the 2014 Code of Practice, and they require provision which is different from or additional to that normally available to pupils of the same age, provision at **Wave 3** may need to be made.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. When the child requires Wave 3 provision, they will be added to the school's SEN Register under the heading **SEN Support**. The child's needs will be categorised under one or more of the following headings:

- Communication and Interaction Difficulties
  - speech, language, social communication or social interaction difficulties

- Cognition and Learning Difficulties
  - Learning difficulties where pupils learn at a slower rate than their peers
  - Dyslexia, dyscalculia, dyspraxia
- Social, Mental and Emotional Health Problems
  - withdrawn or isolated
  - displaying challenging, disruptive or disturbing behaviour
  - underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
  - attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory or Physical Needs
  - vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD)

### **SEN Support:**

- The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo.
- An Individual Provision Map (IPM) will be developed by the class teacher for children on the SEN Register, through consultation with the SENDCo, parents/carers and pupil. This will document specific individual targets, provision and the impact of the provision on the child's learning. This is a working document reviewed on an ongoing basis.
- The class or subject teacher will use the IPM to inform their planning, ensuring that the SEN child can access the learning in each lesson.
- The IPM will be reviewed termly by the class teacher through consultation with the teachers, parents, pupil and if required the SENDCo.
- The impact of support offered is considered along with the progress of targets set.
- Monitoring will be carried out by all those involved with the child. The SENDCo will look at the monitoring information on a half-termly basis and make adjustments to the provision, if appropriate. Provision will run concurrently with differentiated curriculum support.
- Provision at this level may include the involvement of specialist services. A variety of support can be offered including advice about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.
- As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision through an **EHC plan**.

### **Education, Health, Care Plan:**

If the needs of a pupil cannot be reasonably provided from within the school's resources and require provision significantly outside and beyond the descriptors for [Ordinarily Available](#) provision a request for an Education, Health and Care (EHC) Plan can be made.

When an educational establishment makes a request for statutory assessment to a LA, the child/young person will have demonstrated significant cause for concern. The LA will seek evidence from the school that any strategy or programme implemented for the child/young person in question has been continued for a reasonable period of time (and in Worcestershire this is regarded as at least two terms) without success and that alternatives have been tried, or the reasons why this has not occurred. The LA will need information about the child/young person's progress over time, and will also need clear documentation in relation to their special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

A child who has a Statement of Special Educational Needs or an EHC Plan will continue to have arrangements as for SEN Support in addition to support provided using the funds made available through the Statement or EHC Plan.

There will be an Annual Review, chaired by the SENDCo, to assess the appropriateness of the provision and

to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

### **The School's Arrangements for Inclusion In-Service Training**

- Inclusive practices underpin the school's long term goals as reflected in the School Development Plan.
- Skilled specialists are invited to take whole school staff meetings to expand knowledge of Inclusion.
- In-house additional needs and Inclusion training is provided through staff meetings by the Deputy Headteacher, Subject Co-ordinators and the SENDCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

### **The use made of teachers and facilities from outside the school, including support services**

- Each term a School Support Team (SST) meeting is held, where concerns are raised and an agenda is drawn up to decide which pupils are in most need of assistance from the services. Prior to this meeting, the SENDCo consults with the staff to select pupils for whom they have concerns. The pupils are seen by the appropriate service during the term.
- The facility is there to contact any member of the support team if an emergency referral is needed.
- The Educational Psychologist visits the school regularly to assess pupils (according to timetable), with a following discussion with the SENDCo and class teacher to discuss findings and give advice.
- LA Inclusion Support visits regularly to assess pupils, provide specific information, share resources and provide in-service training.
- Teachers from the Visual Impairment Team and the Hearing Impaired Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with TAs who deliver the programmes.
- The SENDCo liaises frequently with a number of other outside agencies, for example:
  - Behaviour Support Team
  - Disability Team
  - Complex Communication Disorder Team
- Parents/carers are informed if any outside agency is involved.
- The necessary forms are completed when a pupil needs to have the input of outside agencies, with a multi agency meeting following the parent/carer/school initial appointment to complete the paperwork.
- Should it be necessary, a multi agency meeting can be arranged either by request from the school or by an outside agency.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- We make sure that all parents/carers are given information about our WCC SEND Information Advice Service and Support Service and/or Early Intervention Family Support Group as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IPM targets will include targets to work towards at home and parents/carers are invited to contribute their views to the review process. All IPMs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parental Pupil Progress Meetings provide regular opportunities to discuss concerns and progress.

- Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

### **Links with other schools/Transfer arrangements**

Class teachers of pupils joining the school will receive information from their previous school; if there is an SEN, disability, LAC, EAL issue the SENDCo will visit the school to further discuss their needs. Pupils transferring from Witton Middle School to new schools will have details of particular needs and additional provision made by the school sent on to them and the SENDCo or G&T Co-ordinator will visit the new school to discuss pupils.

### **Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the School Nurse by the SENDCo or School Manager and referrals will be made as appropriate.
- The SENDCo has links with the Community Paediatrician, Child and Adolescent Mental Health Service (CAMHS), speech and language, social services, School Nurse and WCC SEND Information, Advice and Support Services.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk. Class teachers will alert the School Manager if there is a concern they would like discussed.

### **Inclusion Principles**

- Staff at Witton Middle School value pupils of different abilities and support inclusion.
- Staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a 'balanced and broadly based' curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils.
- The school, in conjunction with parents/carers, will provide intimate care plans to enable particular children to remain in school.

### **Access to Information**

- All children requiring information in formats other than print will have this provided.

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We are very aware of the Disability Act and provide resources to enable pupils with sensory or physical impairments to access all areas of the curriculum eg coloured overlays for reading, note taking technology for deaf pupils, enlarged print for visually impaired and use of laptops and LearnPads where necessary.
- We provide alternatives to paper and pencil recording where appropriate or provide access through peer/extra adult scribing.

### **Incorporating disability issues into the school environment**

- The PSHCE curriculum includes issues of disability, difference and valuing diversity.
- The school actively promotes equal opportunities for the disabled (Appendix 2).
- Increasing site access is constantly being reviewed to meet the diverse needs of pupils, staff, parents/carers and community users. The school's Access Plan is reviewed on a five-year cycle (Appendix 3).
- Documents are made available in alternative formats for pupils, staff, parents/carers and community users.
- Accessibility of ICT for pupils with disabilities is reviewed on a regular basis.

### **Terminology, imagery and disability equality**

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs, disability and racial stereotype.
- We make sure we have positive images of disabled children and adults in displays, resources etc.
- We make optimum use of Circle Time for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- Witton Middle School encourages the inclusion of all children in the School Council and other consultation groups.
- We include children in their target setting and encourage and support them to take an active part in their annual reviews.

### **Disability equality and trips or out of school activities**

Witton Middle School makes all trips inclusive by planning in advance and using accessible places. We provide additional TA support for individual children as required.

### **Related Policy**

More Able, Gifted and Talented Policy, Anti-bullying Policy, Attendance Policy, Behaviour Policy, E-safety Policy, 'Looked After Learners' Policy, Pupil premium policy, Race Equality and Cultural Diversity Policy, Safeguarding Children Policy, Supporting Children at School with Medical Conditions Supporting Children Unable to attend School Due to Medical Conditions, Learning and Teaching Policy.

Prepared by: SENDCo	Responsibility of: SENDCo
Agreement date: Spring Term 2016	Review date: Spring Term 2018

This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.

This Policy appears on the School's website.

**Named Governors for Inclusion:**

Mrs. Barbara Humber  
Mrs. Annette Rabjohn

**SENDCo:**

Mr. Simon Marshall

**Inclusion Administrative Assistant:**

Mrs. Mandi Harris

# Promoting equal opportunities for the disabled

# Appendix 2

<b>PRIORITY 1: Promoting positive attitudes towards disabled people</b>				
<b>Objective</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Expected Outcome and Evaluation</b>
a) To ensure that staff know their duty under the law to promote positive attitudes towards disabled people	<ul style="list-style-type: none"> <li>• Agenda item on Staff Meeting</li> </ul>	Head Teacher	Ongoing	<ul style="list-style-type: none"> <li>• Staff know the legislation and expectations and duties that arise from the legislation</li> </ul>
b) To ensure that pupils are exposed to positive attitudes towards disabled people, eg the use of the Para Olympics to promote appreciation of overcoming difficulties	<ul style="list-style-type: none"> <li>• Use of assemblies and PSCHE lessons</li> <li>• Opportunities to promote positive attitudes are signposted in work schemes.</li> </ul>	All staff Subject Co-ordinators	Ongoing	<ul style="list-style-type: none"> <li>• Pupils' attitudes as measured by response to work in class is more positive</li> </ul>
c) To ensure that the positive attitudes developed are sustained	<ul style="list-style-type: none"> <li>• Embedded in work schemes</li> </ul>	Subject Co-ordinators SLT	As work schemes are updated	<ul style="list-style-type: none"> <li>• Reports by Subject Co-ordinators to Governors indicate where in the curriculum positive attitudes are developed</li> </ul>

**PRIORITY 2: Promoting the participation of disabled people in public life**

Objective	Action	Personnel	Timescale	Expected Outcome and Evaluation
a) Ensure that issues that relate to disabled pupils are published in a manner accessible to those pupils who need them	<ul style="list-style-type: none"> <li>Measures are taken when necessary to ensure accessibility to all relevant documents as and when required</li> <li>Pupils are asked to suggest improvements in methods of communication</li> </ul>	PSHCE SEND Co-ordinator  SEND Co-ordinator	Ongoing	<ul style="list-style-type: none"> <li>Disabled pupils are informed and feel involved in the decision-making processes of the school</li> <li>Disabled pupils are given the opportunity to participate</li> <li>Strategies for improvement in accessibility are suggested by disabled pupils</li> </ul>
b) Materials sent home encourage disabled parents/ carers to seek any help necessary for them to access Pupil Progress Meetings	<ul style="list-style-type: none"> <li>Letters are amended to encourage parents/carers to seek assistance from named contact</li> </ul>	School Manager	Ongoing	<ul style="list-style-type: none"> <li>All disabled parents/carers are actively involved in their children's learning by attending Pupil Progress Meetings</li> </ul>
c) Developing resources in the school to assist disabled users of the facilities whether pupils or external to the school	<ul style="list-style-type: none"> <li>Put in a disabled toilet and bathroom management area (BMA)</li> <li>Use hearing loops as appropriate</li> <li>Work with appropriate agencies to support disabled pupils</li> <li>Seek ways of providing a quality experience of the ICT curriculum</li> </ul>	SEND Co-ordinator Finance Committee/ Headteacher	Completed  As required As required As required	<ul style="list-style-type: none"> <li>Feedback indicates that disabled members of the public, parents and carers can use the facilities safely and with confidence</li> <li>Pupils who are disabled believe they have had good access to the lessons delivered to other members of their year group</li> <li>Appropriate resources are in place to support disabled pupils</li> </ul>
d) Inform users of the school facilities what we can offer in terms of facilities for the disabled	<ul style="list-style-type: none"> <li>Publish information in the school prospectus about the level of support offered and the facilities available</li> <li>Publish information about the facilities in any letters about the hire of the halls, etc.</li> </ul>	School Manager  Business Manager (Lettings)	Ongoing  Ongoing	<ul style="list-style-type: none"> <li>Feedback from users of the facilities report that they were aware of the level of support available</li> </ul>

**PRIORITY 3: Taking steps to ensure that disabled person's needs are met even if this means more favourable treatment**

<b>Objective</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Expected Outcome and Evaluation</b>
a) Disabled users of the facilities are asked to identify where the school could have made our processes better for them	<ul style="list-style-type: none"><li>• Responses are sought and monitored, and where possible changes are made to the school's procedures</li></ul>	Headteacher	Ongoing	<ul style="list-style-type: none"><li>• The level of satisfaction expressed by disabled users of the facilities increases</li></ul>
b) Disabled pupils are asked what their teachers could do differently to enable them to learn better or have a better experience	<ul style="list-style-type: none"><li>• SENDCo uses discussion to elicit information from pupils and presents their findings to the Headteacher/Governors</li></ul>	SEND Co-ordinator	Ongoing	<ul style="list-style-type: none"><li>• Pupils with disabilities express that things have improved</li><li>• Pupils with disabilities make more progress than previously</li></ul>

Objective	Action	Personnel	Timescale	Cost	Expected Outcome and Evaluation
<b>1. Curriculum</b>					
<ul style="list-style-type: none"> <li>To ensure that staff know their role in supporting disabled pupils</li> <li>To ensure that reasonable steps are taken so that the curriculum can be delivered to disabled pupils</li> <li>To eliminate discrimination from any source material used in the delivery of the curriculum</li> <li>Specific disabled pupils receive individual learning plans that support their access to the curriculum making all reasonable adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Train staff in the requirements of the law</li> <li>Audit the curriculum to identify what steps need to be taken to ensure that disabled students can access the curriculum</li> <li>Action appears in teams' Action Plans: to review source material for content discarding any that are suspect or amending in the light of the legislation</li> <li>SENCo ensures that each child can access the curriculum, planning whatever steps need to be taken to ensure equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Subject Co-ordinators</li> <li>All staff</li> <li>SEND Co-ordinator and Subject Co-ordinators</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>As required</li> <li>Ongoing</li> <li>As required</li> </ul>		<ul style="list-style-type: none"> <li>Staff appreciate the ramifications of the law</li> <li>An audit is carried out and curriculum leaders amend the work schemes in the light of the outcome</li> <li>Source material is amended to match the expectations of the law</li> <li>Disabled pupils experience the full curriculum with equal quality to that of other pupils</li> </ul>
<b>2. Buildings, facilities and layout</b>					
<ul style="list-style-type: none"> <li>To review access to the current site identifying where steps need to be taken in the light of a disabled pupil coming to the school</li> <li>Any plans for a new build/alterations are scrutinised for compliance with DDA legislation</li> </ul>	<ul style="list-style-type: none"> <li>The limitations of the site are identified in terms of access to specific facilities and specialist resources, eg bathroom management area (BMA); heavy doors, resources on upper levels</li> <li>Any new build or alterations to existing structures are assessed in terms of access for the disabled</li> </ul>	<ul style="list-style-type: none"> <li>Business Manager, Site Manager; Headteacher; Specialist Support Services, eg Access and Inclusion Services; Architects; Governors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		<ul style="list-style-type: none"> <li>Specific and detailed inventory of necessary adjustments is made and reported to the Finance Committee of the Governors.</li> </ul>
<b>3. Information</b>					
<ul style="list-style-type: none"> <li>To ensure that information published by the school reflects the positive attitude that the school promotes towards disabled people</li> <li>To ensure that disabled people that use the facilities are informed of any support we offer</li> </ul>	<ul style="list-style-type: none"> <li>All published documentation is scrutinised to see if it should contain any reference to disability</li> <li>Letters to parents/ carers invite parents/ carers to seek help where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Administration staff and SLT</li> <li>School Manager; Business Manager (Lettings)</li> </ul>	<ul style="list-style-type: none"> <li>On preparation for publication</li> </ul>		<ul style="list-style-type: none"> <li>Published material reflects the ethos of the school and engenders positive attitudes to disability</li> <li>Parents/carers respond by seeking help when needed</li> <li>Disabled parents/carers attend more school events</li> </ul>