SEND INFORMATION REPORT

Common Road Infant and Nursery School

Flying High Together

Common Rod Infant and Nursery School Accessibility Plan

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.
'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and

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language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents
  and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical facilities	**Process for identifying barriers**
	Action planning following site inspections by relevant personnel (e.g. SLT, SEN governor) • Feedback from users of the school, parents and carers. • Needs review for enrolment of pupils through discussion with the Head Teacher or liaison with Wakefield inclusion and special educational needs support service (WISENDSS, various teams within this service such as hearing impairment team, visually impairment team) and NHS medical services • Review of One page Profiles, Educational and Health Care plans, My Support Plans, Care Plans, Behaviour Plans, Risk assessments (or equivalent documents) for pupils with SEN/D
	Summary of progress to date
	• Disabled parking bay allocated • Sign for disabled parking bay • Ramp access to main entrance of the school. • Wider door access at entrances and throughout school. • Levelling of Year 1 quad to ensure safe access for all • New EYFS outdoor area, accessibility for all pupils. • LED lighting installed in all classrooms • Sensory space installed in Sunshine room • New area installed in the Year 1 quad; to promote physical, imaginative and sensory play
	Objectives for improvement 2026-2029
	• Emergency Evacuation Plans to be written as and when required to meet individualised needs of the person. • Hearing loop installed as and when required • Visual fire alarm system for pupil/adult toilets as and when required
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

School Curriculum	**Process for identifying barriers**
	• Monitoring of class teaching, learning support and impact on progress • Data analysis by teachers and SLT at termly pupil progress meetings • Review Education and Health Care Plans, My Support Plans, Care Plans, Risk Assessments, One Page Profiles (or equivalent document) for pupils with SEND

	• Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school • Governor visits, SIP visits, learning walks
	Summary of progress to date
	• Robust systems in place to assess, monitor and track pupils • All teaching staff deliver quality Wave 1 quality teaching to **all** pupils • Staff aware of, and using, Wakefield Progression Steps with SEND pupils, as appropriate • Chatterbugs speech and language training for all staff, autumn term 2021, regular drop-ins with therapist take place when necessary to ensure delivery is of a high quality. • Termly planning meetings with WISENDSS, Educational Psychology to advise and update provision to meet the needs of the child. • NELI training for EYFS practitioner Autumn 2021 • Elklan training Autumn 2022 • Good Autism Practice gap training Spring 2023 • Early Years cluster networking Summer 2023 • Social, emotional mental health November 2023 • Makaton training Summer 2024 • OPP/SMTLP training for teachers November 2025 • REACT training June 2026
	Objectives for improvement 2026-2029
	• Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access • Termly meetings with SEN support services; continue to deliver training to all staff to ensure best practice around meeting the needs of SEND learners. • Newly appointed SENCO to attend Nuts and Bolts of Being a SENCO • SENCO to attend SEMH training
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Support Service	**Process for identifying barriers**
	• Review of One Page Profiles, Educational and Health Care plans, Behaviour Plans, Risk assessments for pupils with SEN/D (or equivalent document) for pupils with SEN/D • Advice from external agencies

	• Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services • Governor visits, SIP visits, learning walks
	Summary of progress to date
	• SEND information report on the school website and updated annually • All statutory SEND documentation on the website and updated annually • SENCO and SLT are aware of the services available to support families externally and regular planning meetings with external agencies keep school up to date with changes to services • School website has a link to the LA Local Offer • Additional transition events for pupils and parents for those who have identified/arising SEN/D, external agencies in attendance for questions/support.
	Objectives for improvement 2026-2029
	• Regular review of SEN register to identify new pupils and their parents • Research and maintain a directory of local parent support groups for children with SEN/D • SENCO is up to date with current referral systems across the NHS and LA external agencies
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Awareness	**Process for identifying barriers**
	• Observations of learning, pupil comments • Feedback from pupils, parents, staff and visitors • Curriculum and provision review • Feedback from external agencies • Governor visits, SIP meetings, learning walks
	Summary of progress to date in last three years
	• Curriculum reviewed and in place • Texts purchased (SEALS books) stored in Leopards room • Themed assemblies and visitors to raise awareness of different disabilities

	• Texts to be purchased from the RWI 'Windows and mirrors list' • Texts purchased to support the Jigsaw PSHE curriculum • RHSE policy has been updated in line with the updated guidance
	Objectives for improvement 2025-2029
	• Continue to mark world awareness days by getting involved with suggested events/activities in school • Review PSHE/RHSE curriculum (Jigsaw) to monitor the coverage of the updated guidance • Whole staff training on a range of SEND in line with current and future needs
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Communication of Information	**Process for identifying barriers**
	• Feedback from pupils, parents and other users • Feedback from external agencies • Review of One Page Profiles, My Support Plans, EHCP, Behaviour Plans for pupils with SEN/D • Impact of communication streams in ensuring pupil and parent understanding and participation
	Summary of progress to date
	• Pro-active - parent contacted by SENCO to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes • Half termly review of specific vulnerable pupils • SEND Information report on the school website along with all other statutory SEND documents and is amended and republished annually • Provision mapping in place and updated regularly • Additional transition events for pupils and parents for those who have identified/arising SEN/D, external agencies in attendance for questions/support.
	Objectives for improvement 2025-2029
	• Ensure One Page Profiles, behaviour plans, positive handling plans and advice from professionals are routinely shared with all staff in school

	• SEN/D pupils discussed at pupil progress meeting to ensure all staff have latest relevant information on specific pupils with SEN/D • SEND register, including SALT updated regularly and given to staff half termly • Continue to identify the relevant alternative forms of communicating key information and ensure these are available to parents
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.