



HUMPHREY PERKINS SCHOOL

Lionheart Educational Trust

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Statement of intent

This plan outlines the proposals of Humphrey Perkins School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The school will recognise its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised annually.

Planning Duty 1

Increased access to the curriculum for SEND pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Ensure an appropriate and personalised Key Stage 3 and 4 pathway for students with SEND	<ul style="list-style-type: none"> Analyse success of SEND students based on current curriculum. Review exam specifications for vocational courses that fit Progress 8. Visit other trust schools with experience at KS3 and KS4. Student voice to gain views. Review option booklet and resources for options. 	Ongoing	<p>Meeting time for student voice, research time.</p> <p>Visit time to internal and external provisions.</p> <p>Options booklet.</p> <p>1:1 careers advice for SEND students.</p> <p>Meeting time with parents e.g. through annual reviews.</p>	MR, RK, HV, EB CG	MR
Develop the experience of classroom-based staff in differentiating the curriculum and providing Quality First Teaching	<ul style="list-style-type: none"> CPD training via pathway HUBS e.g. Dyslexia, ASD, Quality First Teaching. Ensure differentiation and QFT is a standing item on agendas – Department Heads, SEND. Seek issues and feedback from Teaching and Learning Team. Staff / Student feedback questionnaire. 360s Bespoke CPD for teaching assistants (TAs). 	Ongoing	<p>CPD time through Professional Development HUBS.</p> <p>External training costs. E.g. Autism Outreach.</p>	MR, HV, RK, HODs, 2nd in Department	MR, HV, RK, DB
Ensure ICT software is appropriate and accessible for students with SEND	<ul style="list-style-type: none"> Review current equipment e.g. Room 38, 58a, ICT Rooms, Library, software and interactive white boards in classrooms. Prioritise software that needs to be purchased. Visit other SEND departments to gain understanding of strategies. Apply to SENA for Top Up funding/EHCP funding where appropriate. 	Ongoing	<p>SENDCo time</p> <p>Equipment and software costs</p>	MR, RK, ICT	MR

Planning Duty 2

Improving access to the physical environment of the school including physical aids to support learning.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Ongoing accessible lunchtime facilities for SEND students	<ul style="list-style-type: none"> Review SEND register. Identify students who require SEND room support. Ensure that lunchtime arrangements include plans for SEND students e.g. Queue system for ASD students, use of wheelchairs. Audit participation in extra-curricular activities by SEND students. Gather information on accessible PE and disability sports Seek specialist support from external providers e.g. friendship group training for TAs from Autism Outreach. 	Ongoing	<p>Meeting time:</p> <p>Set up a system of individual access plans for SEND students when required</p> <p>Social stories for ASD students to help with systems and routines.</p>	TAs, MR, DBr	MR
Provide appropriate equipment for students with sensory or visual impairment	<ul style="list-style-type: none"> Ensure awareness of students requiring sensory support. Discuss needs with LA / review need for top-up funding. Bid for Intervention funding (SENIF) where appropriate. Review EHCP hours for students that qualify. Apply for EHCNA where appropriate. 	At need/ annual reviews	<p>Finance for any new resources – top up funding if available.</p> <p>SENCO meeting time with parents and /or external providers.</p> <p>TA time to support students in 1:1 sessions.</p> <p>Adaptation time for resources for visually impaired students through omnipage</p>	MR	MR
Review site access to ensure that it meets the needs of all students, staff and community users.	<ul style="list-style-type: none"> Review signage around the school site – EAL, font size. Ensure fire evacuation procedures, e-safety and safeguarding procedures are clearly displayed. Ensure all walkways are accessible. Train appropriate staff in lift and fire evacuation procedures where necessary. Review lesson space allocation if necessary, and meet with any parents who have issues in a downstairs room. 	Autumn term 2019 / Ongoing	<p>Costs for signage</p> <p>Time for staff training e.g. English block teachers</p> <p>Site premises team's time.</p>	LET, AC (Premises)	LET, AC, MR, KC

Planning Duty 3

Improve the delivery of written information to SEND students. This information should take account of pupils' SEND and parents preferred formats and be made available within a reasonable timeframe.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Review reports and progress data for parents / carers and students to ensure that it is accessible to all	<ul style="list-style-type: none"> Hold parents' information evening to outline proposals and gain feedback. Student voice activity 	Ongoing	EB, RK, MR meeting time Students and parent feedback time Printing costs	RK, MR, HV	RK
Improve staff knowledge of appropriate and accessible formats to use for students with SEND	<ul style="list-style-type: none"> Review SEND advice for staff on SEND strategies for the classroom. Dyslexia resources e.g. overlays more accessible. ASD level 1 training for all staff. Quality First Teaching CPD. 	Ongoing	CPD training time Appropriate resources – screening materials, overlays, LSA time. External support – Autism outreach, attachment, dyslexia training as available.	MR, HV, TAs	MR, HV
Ensure documentation for the annual review process, including pupil profiles, is clear and transparent	<ul style="list-style-type: none"> Liaise with SEND case worker and LA SEND advisory service to establish best practice. Attend SENDCO network meetings for local and national updates. Review in school documentation to include student and parent feedback. 	Ongoing	SENDCo and SEND administrator time Meeting time – SENDCo NET and SENA Printing costs Meeting time with parents and SEND students	MR, KB	MR