



BUSHBURY HILL PRIMARY SCHOOL

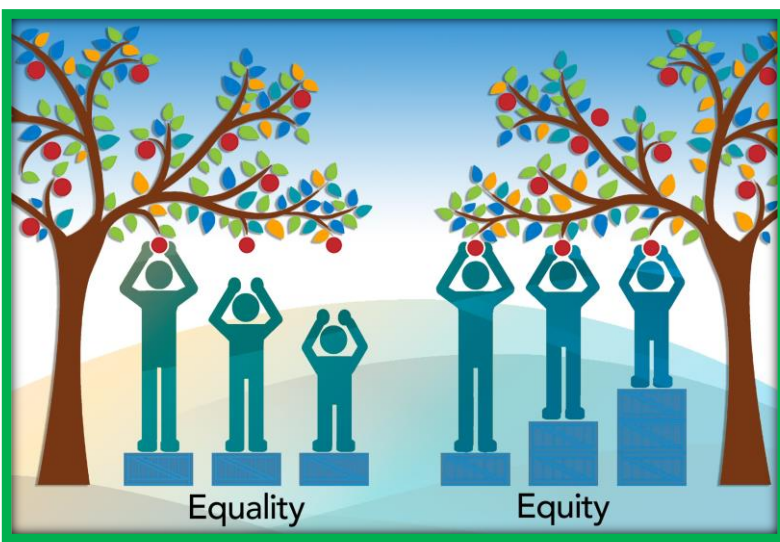


Our local offer for children with SEND 2024 - 2025



Bushbury Hill Primary School SEN Information Report

At some time in their school life, many children require additional support for learning to help them access the curriculum effectively. All schools are required to publish a report that details the provision and support that they will provide for any child with special educational needs or disabilities. It is important to note that this document may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children. We strongly believe in providing the right support at the right time to ensure equity for all.



Mrs Collings



Meet our SENCO



The special educational needs coordinator at Bushbury is **Mrs Analiese Collings**.

acollings@bushburyhillprimary.co.uk

The link governor with responsibility for SEND, is **Mr Robert Cottrell**.

Please contact us on the school number if you require any further information - **01902 558230**.



Table of Abbreviations

SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
ADHD	Attention Deficit Hyperactive Disorder
SEMH	Social, Emotional & Mental Health
EHCP	Education, Health and Care Plan
ASC	Autistic Spectrum Condition
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SLCN	Speech, Language & Communication Needs
SLDO	Speech & Language Development Officer
PD	Physical Difficulty
VI/HI	Visual Impairment / Hearing Impairment







What Bushbury Hill Primary School can offer



- ❖ At Bushbury Hill Primary School, we believe that every child is an individual and that all children contribute and play a special part in our school. We aim to provide outstanding educational provision that meets the needs of all children and families, so that they can achieve the highest standards and aspire to achieving our motto, **"to be the best that we can be"**, in everything they do.
- ❖ Bushbury Hill Primary School is an inclusive mainstream primary school catering for children from the age of 3 years (Nursery) to 11 years (Year 6). It welcomes all children, with or without needs equally. We support children with a wide range of special educational needs and disabilities including cognition and learning, physical and sensory, speech and language, social, emotional and mental health as well as children with very specific needs such as ADHD and autism etc.
- ❖ Bushbury Hill Primary School has a strong learning mentor team who work in the Beehive, they along with all staff work hard to meet the individual needs of each pupil to enable the potential of every child to be developed, both personally and academically. Learning mentors design and deliver bespoke interventions, strategies and initiatives to promote pupil mental-health and wellbeing with those pupils who have a social, emotional and mental health need or short-term needs.
- ❖ Bushbury Hill Primary School runs a Nurture Provision for pupils with more complex needs, our nurture room is called The Rainbow Room. Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Our Rainbow Room is led by a qualified SEND Teacher and also has three further members of

staff to support the children. Children attend nurture groups but where appropriate remain an active part of their main class group, spend appropriate times within the nurture group according to their need and have the aim of integrating pupils back into their mainstream class full time.

- ❖ Bushbury Hill Primary School strongly believes in adaptive teaching and that quality first wave teaching is essential in moving all learners forward and has a layered provision map which details 'What we can offer', in all four areas of need.
- ❖ The areas of need are identified as:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Our Curriculum



Our curriculum is taught alongside our school values: Respect, Honesty, Determination, Resilience and Positivity.



Our vision is for our children to become confident and caring individuals, who work hard and become life-long learners, so they aspire to be the best they can be, in everything they do. Developing the holistic child is of utmost importance, as we offer our pupils an enriching and challenging learning journey that is enjoyable and relevant for the future. It enables them to develop their knowledge and skills in a range of subjects; motivating and inspiring the Scientists, Historians and Artists of the future. At Bushbury, we are committed to the equal inclusion of all children in all areas of school life through Quality First Teaching, for them to make the best possible outcomes. We understand that some children may require extra support for where they are on their learning journey, in order that they achieve their potential, and this is where our SEND support is offered.



How we adapt the curriculum



adaptations

Teaching staff adapt their high-quality teaching to cater for their pupils' needs using a variety of different resources and strategies. We scaffold pupil's learning, use pre-teach and over-learning to aid pupils memory and provide tools and adaptations to help pupils achieve. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom. In Rainbow room, children are given the curriculum they need. Below are just some of the adaptations and strategies used at Bushbury to support SEND pupils:

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Hint Sheets
Ear defenders	Timers	Pencil grips
Dyslexic resources	Talking tin	Brain breaks



How we identify individual special educational learning needs



Identifying Need

- ❖ When pupils have an identified special educational need or disability before they join Bushbury Hill, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English may have an 'Initial Language Assessment'.
- ❖ If teachers feel that your child has a special educational need, they will adapt the curriculum. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted by their class teacher or our Special Educational Needs Coordinator, Mrs Analiese Collings (SENCO). If you tell us that you think your child has a special educational need, we will discuss this with you and assess your child accordingly. Often these assessments

will be carried out by the school, sometimes we seek advice from more specialised services such as specialist teachers, Educational Psychology or Speech Therapist - we always share our findings with you and the next steps and interventions we need to take.

- ❖ Lucinda Dunn, Senior Educational Psychologist works one day a fortnight at our school to provide guidance, support and assessments to staff, pupils and parents in order to best meet a child's need.
- ❖ Julie Higgins, our Speech and Language Development Officer, works two days a week to deliver a range of interventions. Our SLDO works closely with Speech and Language Therapy services to ensure all pupils with a communication and interaction ate the best that they can be.
- ❖ Children are placed on the SEN register as either having an Education, Health and Care Plan (EHCP) or SEN support and the area of need is identified for each pupil.



How we assess special needs and measure the progress made by individual pupils

Assessing Need



- ❖ All pupils in the foundation stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day in all areas of the curriculum, through observations, pupils' work and responses. Children are also screened for speech and language difficulties on entry to Nursery and, where applicable, on entry to Reception.
- ❖ In Year 1, a formal assessment of pupils' phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.
- ❖ Our staff complete pupil performance data in reading, writing and maths and analyse termly to ensure every child is making the best possible progress. Our dedicated support staff assess the progress made with interventions and share these with class teachers, who analyse for their impact. These results are summarised termly and analysed by senior leaders and governors at a termly review meeting. The termly progress monitoring for all pupils (including those with special educational needs and disabilities) provides an overview of progress against age related expectations. From these meetings, a clear action plan is devised for the next term and future interventions are set to maximise each child's learning.
- ❖ Using a cycle of assess, plan, do, review - we are able to set outcomes and actions for pupils using Edukey and evaluate their effectiveness.





How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them



- ❖ We are child and family centred so will always communicate with pupils, parents and carers to make decisions about special educational needs.
- ❖ When we assess special educational needs, we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ We hold an open evening in the Autumn and Summer terms and a more formal parents' evening in the Spring term. This allows school staff and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps. The success of interventions and the planning of next steps and future interventions will be shared at these meetings. We gather views of parents and carers at our termly parent consultation afternoons and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Children with severe and complex needs have personalised SEN support meetings where discussions involve reviewing targets set and progress made. Children with EHCPs also have a multi-agency annual review of progress and targets which is reported to the Local Authority.
- ❖ Our school website has a dedicated area for parents, providing information about the school and our school Facebook page offers further updates. Class dojo provides day to day information, reminding parents of events to support all pupils.
- ❖ Our learning mentor team are available at the start of each day and welcome children and parents on the drive as they arrive. Messages given at this time will always be shared with staff first thing in the morning.
- ❖ Our teaching staff are available at the end of every school day to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other. Class dojo messaging can also be used to communicate.
- ❖ Each child has a reading diary. Teachers will write comments and targets for parents to read at home, and we encourage parents and carers to add observations of their own.



How we use other adults in school to support pupils with special educational needs or disabilities



- ❖ Our SENCO leads a team of talented support staff who are trained to support pupils with a wide range of needs.
- ❖ Our SEN team, including Teacher Tutor (TT) Learning Support Assistants (LSAs) and a HLTA (Higher Learning Teaching Assistant) are able to undertake small group work interventions or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The recording of progress during these interventions is ongoing and reported to the class teacher of the pupil at SEN review meetings. Our staff analyse the progress of every child and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern and writes an Edukey plan of

interventions for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible - "If children can't learn the way we teach, perhaps we should teach the way they learn" (Howard Gardiner).

- ❖ Our Learning Mentors and Attendance and Family Liaison Officer have an excellent knowledge of how to support our children and their families. They work closely with staff and have regular input from educational psychologists and are able to design bespoke interventions to meet the needs of our pupils and work with parents to ensure the consistency of approach. For more information on our Beehive Wellbeing Team and our Family support offer, please see the website.
- ❖ We have a dedicated Educational Psychologist, who regularly observes and assess pupils and offer advice and support to both home and school.
- ❖ Speech and language intervention sessions are delivered to all pupils who are working towards targets with the speech and language team. Teachers support this work in their classroom practice with these pupils.



How we ensure our staff are trained



- ❖ At Bushbury, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.
- ❖ The school has a school improvement plan that includes identified training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for children with a SEND, as well as training to support staff working with identified groups of learners in school with difficulties such as autism, dyslexia, etc.
- ❖ Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care. The SENCo and teacher work closely with specialists from external support services who may provide advice, training or direct support as appropriate.
- ❖ The SENCo provides in house training as and when needed. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Occupational Therapist (OT) or school nurse, we will always discuss this with you and support you in making the right referrals.
- ❖ Some of our staff have completed training in the following areas:

Attachment	Deaf Awareness Training	Sensory needs	Dyslexia	Dyspraxia	Understanding Autism	ADHD Training	Phonics	Team Teach



How we use specialist resources to support pupils with special educational needs or disabilities



specialist equipment

- ❖ Specialist resources to support educational needs and disabilities might be in the form of:
 - * Specialist equipment (coloured overlays or books, special pencil grips or scissors),
 - * Different reading schemes,
 - * Makaton sign language and visual cue cards for children with hearing and language difficulties.
 - * Larger print size,
 - * Specially adapted furniture, keyboard/mouse as needed.
 - * We have a Disability & Equality Policy (available on the website) and an Accessibility plan that is included in this document.
- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning. These include I-pads, laptops, computers, microphones, programmable toys, green screen filming, talking tins and cameras.
- ❖ We use workstations, visual timetables which incorporate rewards and we use equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets.
- ❖ We use a range of software on our school learning platform to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners who are able to self-regulate their behaviour.
- ❖ Children's termly targets and provisions are recorded, monitored and shared with parents through our online provision mapping tool, Edukey.



How we modify teaching approaches for individual pupils



- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: specific learning difficulties (including dyslexia and dyspraxia); Autistic Spectrum Condition; speech, language and communication needs; and social, emotional and mental health (behavioural) needs.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including individual workstations.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan timetables and activities where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able 'to be the best that they can be'.
- ❖ We have many different learning resources / materials so that staff can use to ensure work is always at the right level for pupils with special educational needs, or those who are 'most able'.

- ❖ We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.
- ❖ Our interventions can be designed to meet all needs. These include phonics, reading, writing, handwriting and maths to support the learners' needs. We offer Zones of Regulation, Cool Kids, Cool Characters, sensory circuits, Dough Disco, language development groups, creative play therapy, sand therapy, drawing and talking, craft based interventions, parent / child workshops, among many other interventions.
- ❖ All interventions planned and delivered across the school are recorded on Edukey. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to Edukey.



What extra support do we bring in to help us meet SEND: using services and expertise. How we work together collaboratively.



- ❖ We can access support from specialist teachers and outreach support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our local authority can provide educational psychologist support for assessment, advice and training and we have our own educational psychologist who works one day a fortnight.
- ❖ We have an attendance officer, Miss Jemma Claire who works closely with staff, pupils and families in raising attendance and punctuality and gets support from local authority Educational Welfare Officers (EWO) if required for ensuring children are attending and maximising their learning opportunities.
- ❖ We get support from the Special Needs Early Years service (SNEYS), based at the GEM centre, who will come in to observe, support staff and parents and to ensure that we are meeting the needs of pupils in Nursery.
- ❖ We get support from Speech and Language Therapy (SALT) who provide regular assessments and advise staff on strategies and programmes.
- ❖ We liaise with the School Nurse Mrs Joanne Vickers regularly and care plans are in place for pupils with medical needs.
- ❖ The Wolverhampton Outreach Team, offers valuable support and guidance to meet the needs of children with more complex difficulties.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as sensory processing, special seating, writing slopes or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions as much as possible.





What other activities are available for pupils with SEND in addition to the curriculum?



- ❖ All our extra-curricular activities and school visits are available to all our children, including before-and after-school clubs.
- ❖ All children are encouraged to go on our trips, including residential. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- ❖ All children are encouraged to apply for roles of responsibility in school e.g. school council, Eco council, Peer Mediators, Digital Ambassadors etc.
- ❖ No child is ever excluded from taking part in these activities because of their SEN or disability unless the safety of the child or other children is compromised.
- ❖ We have a number of before and after school clubs. We have two breakfast clubs, both are open to all pupils from 8:00 am to 8:25am. Rainbow Room Breakfast Club is run alongside the main Breakfast Club in a smaller and quieter environment for our children who need that calmer start to the day. Breakfast is an extremely successful way of starting your child's school day. Our Breakfast clubs aim to promote healthy eating, improve learning, attendance and punctuality at school, and increase social development. This is offered to your child FREE of charge. We are sponsored by Warburtons and work with the National Breakfast Club Programme, so children receive bagels, crumpets, a range of cereal and fruit, alongside juice or milk to start their day.
- ❖ We have a sensory room, fitted with lights, vibrating walls, tactile surfaces and a bubble machine. For some, this multi-sensory environment can be a relaxing space that helps to reduce agitation and anxiety; for others, it is a room of stimulation, an engaging interactive space full of light and sound.



How we support pupils in their transition into our school and when they leave us



Entering Early years

- ❖ Prior to children entering our school in either Nursery or Reception, staff make home visits and / or Nursery visits to meet the children in their current setting. We hold a number of 'taster' sessions with and without parents / carers so that children feel settled in our environment.
- ❖ A new parent meeting is held to welcome you and your child to the school, where key staff and the school nurse are available to talk through any worries you may have for your child.
- ❖ For any SEND pupils, the SENCO and class teachers attend meetings with the feeder school.

End of Year transition

- ❖ All children are given an introductory 'Meet the Teacher' letter, which shares all about their new teacher.
- ❖ All pupils take part in two 'Moving on up days' where they get the opportunity to take part in activities in their new class with their teacher, teaching assistant and lunchtime, learning and play leader.
- ❖ Children with SEND are offered additional transition both as they move into their new class and when they move to their secondary school. Children will often meet staff on a 1:1 basis or as part of a small group to ensure smooth transition. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers meet with each other during the summer term to discuss the needs of the children and share Edukey plans.

Secondary Transition

- ❖ We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. Support staff can accompany children with SEND to their new secondary school for additional visits where necessary.
- ❖ Pupils with an EHCP will discuss the options of Secondary School at their annual review which is held during the Summer term of Year 5.
- ❖ The school curriculum encompasses transition as a theme for all Year 6 pupils and Secondary schools work closely with Y6 staff to ensure this transition is smooth, especially for pupils with SEND.
- ❖ Reflexions team support Y6 by providing workshops and sharing skills necessary for transitioning.
- ❖ The beehive team run bespoke sessions with SEND pupils to ensure they feel ready.

Mid-Year new starters and leavers

- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, a tour of the school can be arranged where your child can meet with the SENCO and the class teacher. This enables us to gain a greater understanding of the support we need to put in place. For pupils joining and leaving us mid-year, individual transition arrangements can be designed and implemented.
- ❖ Visits to prospective new schools are arranged with the parents / SENDCo. We liaise with the pupil's next school to ensure that the transition is as smooth as possible. Information regarding SEN is passed on to the new SENDCo in advance so that suitable provision can be made.



How additional funding works



- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). There is a small amount of top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, funds will have to be prioritised - this includes funds from other bodies including Health. Parents will have a say in this prioritisation and any agreed plan will be formulated by professional advisors, other funded bodies (e.g. Health), parents and school.



Where pupils can get extra support



- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share.
- ❖ Our Learning Mentors are available during the day, where pupils can come and discuss issues or concerns.
- ❖ We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. This involves utilising our playgrounds and grounds as we employ Lunchtime Learning and Play Leaders to utilise the MUGA pitch, football, gym equipment and assorted activities on the middle playground and a variety of apparatus on ground levels.
- ❖ Depending on age, children are encouraged to be involved by;

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.



Where parents/carers can get extra support



- ❖ Our inclusive philosophy aims to support parents of children with special educational needs and disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration. The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- ❖ The Wolverhampton Information Advice and Support Service (IASS) can offer advice and support to parents of pupils with special educational needs or disabilities. They offer impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. They help parents to understand what support is available across education, health and social care and help to participate in discussions and decision making. Their contact details are: Telephone 01902 556945 Helpline and General Service Number, 01902 556945 / 555860 Exclusion Helpline, 01902 550396 Parent Information, or email ias.service@wolverhampton.gov.uk
- ❖ Our SENCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.



Wolverhampton Information, Advice and Support Service

For special educational needs and disabilities from birth – 25 years





What parents/carers can do if they are not satisfied with a decision or what is happening.

Complaint Procedures



Our school operates an open-door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Learning Mentor Beehive Team or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed, please see our complaints policy, available from the office or on the website.



Wolverhampton Local SEND Offer



The Wolverhampton SEND local offer can be accessed via the council website:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>



Bushbury Hill Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Target 1 - Increase the extent to which pupils with disabilities can participate in the curriculum

Target 2 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Target 3 - Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Bushbury Hill Primary School strongly believes in inclusion and ensures the desire to meet all of the needs of all of our children and families is at the heart of everything we do. We support all of our children including those with a wide range of educational needs and disabilities to ensure that all children can succeed.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Bushbury Hill Primary School understands that there are hidden disabilities. Hidden Disabilities refer to disabilities which may not be visible at a glance, but can have a major impact on people's lives. They can arise from conditions such as epilepsy, autism, diabetes and ADHD.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, our Educational Psychologist and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target 1 - Increase the extent to which pupils with disabilities can participate in the curriculum

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria 2022 - 2025
<p>To ensure that lessons provide opportunities for all pupils to achieve</p>	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Children work in a range of ways – individuals, talking partners, groups and whole class. Some children may choose personal preferences of working that suit their needs.</p> <p>Interactive whiteboards are used appropriately to involve all children and use a coloured background to support access for visually impaired children.</p> <p>ICT is used to support children with access needs to the curriculum</p> <p>Additional time requested for children in Y6 to complete SATs papers.</p> <p>Specific staff training for support staff and teaching staff dealing with children with disabilities. E.g. Training to support</p>	<p>Training for staff:</p> <p>Lego therapy</p> <p>Autism Awareness training</p> <p>Sensory Circuits</p> <p>Sensory Modulation</p> <p>Condition awareness training</p> <p>Cool Kids and Cool Characters</p> <p>Adaptive teaching</p>	<p>SENCo to coordinate.</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Outreach team</p> <p>Outreach team / EP Lucinda Dunn</p> <p>CU / AC</p>	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes</p> <p>This monitoring will continue on an ongoing basis, focusing initially on Numeracy and Literacy lessons and then other subjects.</p> <p>Regular meetings DHT/Ed Psych /Learning Mentors</p>

	<p>classroom assistant working with children with specific disabilities</p> <p>Regular meetings between SLT and Pastoral team ensure that children receive bespoke interventions to meet their needs.</p>			
<p>To ensure all children can access the curriculum in a way suitable to their needs</p>	<p>Bushbury Hill Primary School offers the following systems for children depending on need:</p> <p>Workstation, desk barriers, now and next boards, daily timetables, writing tools, pencil grips, writing slopes, wobble boards, wobble foot boards, fiddle toys,</p> <p>Children working within the Nurture provision of Rainbow Room have access to their year groups' curriculum and access the Rainbow room provision according to needs.</p> <p>Sensory Circuits and Cool Kids to be resourced so that children can access equipment to help children regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning. This takes place for</p>	<p>Each classroom to a box for resources which reflect the zones of regulation. This is a tool box for children in whichever zone to help regulate their emotions.</p> <p>Children requiring interventions to support their learning are withdrawn for the minimum amount of time and this is rotated so that they are not missing out on any one curriculum area.</p> <p>Ensure all children in the Rainbow Room can access all areas of the curriculum, whilst responding to their needs. This is a flexible arrangement and is adapted to pupils' needs. Outreach plans to be implemented and reviewed.</p>	<p>Rabia Adeogun</p> <p>Analiese Collings / Class Teachers</p> <p>Outreach, Rainbow room staff and AC</p> <p>Jane Humpage-Collins Analiese Collings</p>	<p>LA SEND review to provide actions for future developments.</p> <p>Children use adaptive devices to assist with learning and where applicable, these are removed over time, to ensure independent learners.</p>

	<p>allocated pupils 3 x a week for 15 mins each session.</p>	<p>Purchase resources for Sensory circuits and create a room which can be set up and used as a way of calming and refocusing a child.</p> <p>£12,000 Sensory room to be created in small room within sensory room to offer calming, sensory experience for children which require this need.</p> <p>Nurture Provision to be moved to enable 2 rooms to be utilised to better meet the variety of needs for our most complex needs and to provide the resources needed as mapped out in EHCPs. Children will have access to outdoor space and resources suitable to meet objectives relating to communication and interaction, physical and sensory, cognition and learning and social, emotional and mental health needs.</p>	<p>AC CU</p> <p>Governing Board</p>	
<p>To ensure all pupils take part in physical activities</p>	<p>Sports Premium Action Plan to be reviewed annually and published on website.</p>		<p>EH and RS</p>	<p>All children to take part in PE lessons / physical play.</p>

	<p>Spare swimming kit are kept in school to enable some children not able to bring clothing are still able to undertake physical activity. Cost of swimming is wholly paid for by school.</p> <p>Children requiring additional help to access PE will be supported.</p>			<p>All children in school to take part in Swimming lessons (on a rolling programme) with the aim that all children learn to swim and learn water safety.</p>
<p>School visits are accessible to all children irrespective of attainment or impairment</p>	<p>Additional support staff are used to ensure that all children are able to access school visits. This includes the Year 2 residential to Kingswood Infant Centre and the Year 6 residential visit to the Pioneer Centre.</p>		CU	<p>All children within the class participate in the visit. Risk assessment provides evidence of this with specific inclusion section.</p>
<p>School behaviour & SEN policies ensure that the needs of all individuals are met to the best of the schools' capacity.</p>	<p>Continued development of a range of inclusion strategies at Bushbury Hill involving multi-agency approaches, provision of Nurture group, Learning Mentors, Educational Psychology, Speech and Language and Area SENCo support</p> <p>Interventions are bespoke to need and are detailed on the school provision mapping.</p>	<p>Pupils accessing outreach and inclusion support to promote positive changes to their behaviour.</p>		<p>There is a wide range of strategies and support for all children facing inclusion difficulties.</p> <p>Interventions are reviewed termly and impact analysed.</p>

Target 2 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria
To ensure that all school environments are accessible and classrooms are fully equipped to accommodate a range of disabilities	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Toilet supports, handrails and dispensers at accessible level for children with dwarfism • Steps for accessing toilet • Specialised desks and chairs to support pupils' disabilities 	CU	Fully accessible environment.

Target 3 - Improve the availability of accessible information to pupils with disabilities

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Use of sound systems connected to radio aids linked to hearing aids for pupils with HI. This will be based on the recommendations of the ToD 	<ul style="list-style-type: none"> • Elkan training for Nursery and Reception staff • Outreach training and resource suggestions to be acted upon 	CU AC AC	Visually impaired children fully able to access the curriculum. Hearing impaired children are able to access their learning.

	<ul style="list-style-type: none"> • Pictorial or symbolic representations 			Pupils have the information they need to succeed in a format which best suits their needs.
To provide information that is accessible and easily understood by all.	<p>The School Office staff will support and help parents to access information and complete forms for them. Where needed, letters will be translated.</p> <p>Parents of children with EAL - Class dojo uses a message system which allows parents to translate into their 1st language.</p>		Office staff	<p>All parents to be able to access school information.</p> <p>All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.</p>
To provide website information that is accessible and easily understood by all.	Maintain and further develop the school website which meets accessibility requirements and is accessible to all.		CU	School website to be accessible and available to all users.

This Accessibility action plan will have targets set for 3 years and will be reviewed each year.



Monitoring Arrangements

BHPS SEND Local Offer will be updated each year and will be updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCo.

It will be approved by the Governing Board.

This accessibility plan is linked to the following policies and documents:

- ❖ Risk assessment policy
- ❖ Health and safety policy
- ❖ Equality information and objectives
- ❖ SEND policy
- ❖ Supporting pupils with medical conditions policy