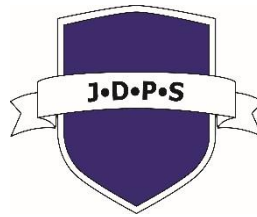


SCHOOL OFFER - revised December 2017
(Special Educational Needs and Disability (SEND) Information Report)



AIMS/MISSION
John Donne's Mission Statement

- To improve on our previous best.
- To be happy in school and to find pleasure in learning.
- To live in an ethos of fairness, honesty and mutual respect among all members of the school community.
- To develop self-discipline and a positive self-image.
- To be prepared for the next stage in our academic career and for life.

WHOLE SCHOOL/SETTING APPROACHES

Information on policies, people and statutory guidance

“What kinds of special needs are provided for in this school/setting?”

At John Donne Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

John Donne Primary School's Local Offer should be read in conjunction with the following:

Anti-Bullying Policy

Safeguarding Policy

Supporting Children in School with Medical Conditions

Behaviour and Motivational Policy

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind, generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

Inclusion Manager: Caroline Walker (KS1, KS2), Linda Nicholls (EYFS),

Responsible for:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

If you would like to contact a member of the inclusion team please call 02076390594 or email office@jdacademy.org.uk

The SEN governor: Olive Lewis

Responsible for:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher : Miss Jo Rooney and Mr Nick Tildesley

Responsible for:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Pastoral Manager: Ms. Cindy McDonald

Responsible for:

- Provide support and advice to pupils in line with promoting their social care and personal development with respect to learning and health and safety.
- Monitor and follow up attendance matters, for agreed target pupils and contact or meet with parents/carers.
- Collect and collate statements relating to incidents, following up directly when appropriate
- Issue, collect and follow up challenge cards for identified pupils
- Contribute to Behavioural Support Plans.
- Liaise with the school nurse and parents, to disseminate information concerning care plans, medication and allergies.
- Provide help and advice to families with housing and immigration difficulties
- Advising parents on behaviour strategies and parenting skills;
- Be aware of and comply with policies and procedures relating to Child Protection and all aspects of safeguarding children.
- Liaise with external agencies.
- Setting up breakfast club
- Professional development of the Learning Mentor
- Promoting PSHE throughout the school
- Works for 5 days a week in school

Learning Mentor: Ms. Amanda Riminucci

Responsible for:

- Liaising with staff to identify learners who would benefit from mentoring
- Helping learners who are underperforming in their subjects on a one-to-one or small group basis in and outside the classroom
- Listening to and helping learners resolve a range of issues that are creating barriers to learning
- Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
- Running extracurricular activities, such as lunchtime clubs

- Providing group or one to one activities to promote well-being, emotional development and social interaction skills
- Maintaining accurate records and evaluating the progress of targeted children
- Sharing strategies with the Inclusion team including the class teacher and teaching assistant
- Monitoring behaviour and implementing challenge cards for identified pupils
- Helping with transition activities for learners moving to secondary schools.
- Promoting PSHE throughout the school
- Works for 5 days a week in school

Speech and Language Therapist: Miss. Jennifer Evans

Responsible for:

- Identifying children's developmental speech and communication difficulties/disorders
- Supporting the Inclusion Manager, class teachers and teaching assistants to devise, implement and review evidence based interventions and/or strategies to support language development in class
- Where appropriate assess communication environments
- Writing and maintaining confidential case notes and reports, as well as information for school staff, parents/carers and other professionals
- Planning and delivering training sessions to increase staff awareness of speech language and communication needs, and improve the effectiveness of interventions and support
- Works 1 full day in school

Play Therapist: Miss. Julie McCann

Responsible for:

- Assessing the child's needs
- Running therapy sessions at a regular time and place
- Making use of toys (such as puppets, cars and dolls) and creative arts, including drawing, clay, sand, movement, music and therapeutic story telling
- Developing symbolic communication with children, which involves making a connection between the signs, symbols and actions the child creates through play and how these reflect their experiences
- Creating an in-depth therapeutic relationship, this promotes positive change in the child by helping them to help themselves
- Working closely with parents and communicating with parents as necessary
- Works 1 full day in school

EAL Co-ordinator: Ms. Amanda Riminucci

Responsible for:

- Assess the level of competence in English of individual targeted pupils and to provide matched support accordingly, including aspects of initial language development and use of specialist first language support as appropriate
- To work collaboratively with class teachers and support staff to plan and deliver effective English language support, to speed the acquisition of English and facilitate access to the curriculum.
- Work with individual pupils, groups and within whole class contexts as appropriate, on specific aspects of language and cognitive development
- Maintain records of pupil progress and activities undertaken and to provide regular feedback to the class teacher and Inclusion Manager as appropriate

- Works 5 days a week in school

Educational Psychologist: Mr. Matthew Hart

Responsible for:

- Advising on the best approaches and provisions to support learning, by developing a wide range of appropriate interventions, such as learning, social, mental and emotional behaviour management programmes
- Work collaboratively with teachers or parents to ascertain the best way to help a child fulfill their potential, which may include direct work with children
- Assessment of the child using observation, interviews and when appropriate test materials
- Writing reports to make formal recommendations on action to be taken
- Provide in-service training for teachers, TA's and HLTA's

“Where can I find out about what is available locally for me, my family or my child?”

Southwark Local Authority has published its own Local Offer which can be accessed by the link below.

<http://localoffer.southwark.gov.uk/>

Wider World of School: Approaches to extra-curricular activities and pastoral care

“How will my child be welcomed into the school/setting?”

“How will my child be supported to be part of the school/setting?”

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please see our admission page, along with the schools admission policy on the school website.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

“How is behaviour managed?”

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff of the school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes.

The whole school golden rules underline some of the most relevant of children's rights to the school environment and suggests some actions they need to live out if everyone in school is to enjoy these rights.

Please see the link below to the schools Behaviour and Motivation Policy.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

All of the staff at John Donne Primary are committed to the personal and social well-being of all pupils. We aim to provide a learning environment which promotes respect and welcomes diversity. We are aware of the negative impact that bullying can have on children and young people's learning, development and well-being. As a result we are focused clearly on preventing and tackling bullying. Please use the link below to access the school anti bullying policy.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

We are continuously developing PSHE education across the school, and aim to offer a curriculum which is balanced and broadly promotes the spiritual, moral, cultural, mental and physical development of all children. Below are some examples of how we aim to achieve this:

- Children may work one to one or in small groups with the learning mentor, play therapist or pastoral manager.
- Whole class or small group lessons on philosophy for learning.
- Circle times and assemblies
- Outdoor learning and team building
- Promoting good relationships and respecting the differences between people
- Developing children's confidence and responsibility and making the most of their abilities
- Religious education week
- Developing cultural respect and moral values through literacy resources and topic work
- First aid and heart start courses for children
- Financial education through maths and fundraising events
- Encouraging a healthier life style by promoting the importance of physical exercise
- Specific lessons on how to stay safe including e-safety learning for children and parents
- Direct work and open communication with parents and children concerning on-line social networking sites.

“What extra-curricular activities can my child participate in?”

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable number of adults is made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- Breakfast club and a wide range of after school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.
- The school will ensure there is a qualified first aider on site during all extra curriculum activities.
- Please see the link below to clubs currently available at John Donne Primary School

www.johndonne.southwark.sch.uk/page/?title=Our+Clubs&pid=18

Approaches to Teaching and Learning

“How will teaching be adapted to meet the needs of my child?”

All children receive class teacher input via excellent classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.

- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task.

For further information about the school curriculum please click on the link below.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

“How will I know how my child is doing?”

At John Donne School your child’s progress is continually monitored by his/her class teacher, Inclusion Manager and Senior Leadership Team.

- His/her progress is reviewed every half term and an assessment is made for reading, writing, maths.
- If your child is in Year 1 and above, but is not yet working at the level of the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’.
- At the end of Nursery, the Reception class and each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs), EYFS and Phonics Assessment (Year1). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.
- All children at John Donne, including children on the School SEND and Inclusion list will have a one to one target setting session. Through this process your child will be fully involved in setting their own individual learning targets with a key designated adult. Your child will review their progress and targets once a term with their key designated adult.
- Any child receiving additional interventions will be recorded on the year group Provision Map, which are reviewed termly by the class teacher.
- Children with high level needs will have an individual plan, which is recorded on a Team Around the Child/Family template, and will be reviewed with your involvement, every term.
- The Senior Leadership Team and Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Homework Diary and Reading Journals
 - Parents evenings
 - Additional meetings as required
 - Reports
 - Weekly newsletters
 - School Website
 - Termly class letter (which can also be found on the school website)

- DB Primary

“What skills do the staff have to meet the needs of my child?”

- The Inclusion Manager’s job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as speech, language and communication needs and dyslexia.
- Whole staff receive training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Southwark Early Autism Team to medical/health training to support staff in implementing care plans.

Information about early identification, assessment and intervention

“What happens if I am worried about my child?”

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you, what we will do next and what you can do to help your child.

“How do you identify children who may have special needs?”

“How do I get to know if my child has SEND?”

At John Donne School when children have an identified SEND before they start here, we work with the professionals who already know them, and use the information already available to identify what their SEND and how staff can best support the child in our school setting.

When a class teacher have concerns about a pupil, who they feel may have an additional and/or special educational needs the following procedures and guidance are advised;

1. The class teacher should gather relevant evidence. This may include the following:
 - Cohort assessment results e.g. baseline, teacher assessment, EYFS;
 - Analysis of progress/lack of progress from teacher’s mark book records;
 - Notes from observations;
 - Work samples;
 - Notes from discussion(s) with parent/carer;
 - Records from previous school(s) or teachers;
 - Differentiated classroom provision that has been in place over time;
 - Evidence of sustained and consistent interventions;
2. The class teacher should arrange to meet the Inclusion Manager bringing the above evidence to the meeting. A decision will be made as to whether the pupil meets the LA criteria for placement on the SEND support record.
 - If the pupil does not meet the criteria for placement on the SEND support record, advice should be provided on strategies for supporting the child through class differentiation.

- If further evidence is required to confirm the judgement, the Inclusion manager and/or class teacher may carry out further observations and assessment e.g. individualised reading analysis.
 - Assertive mentoring targets and provision maps will reflect how we intend to support the pupil;
 - Evidence documents (listed above) should be kept in the Inclusion Manager's held pupil files.
3. If the pupil meets the criteria for placement on SEND support the Inclusion Manager and class teacher will arrange to meet with the pupil's parent/carers. Parent/carer contributions will be recorded and summarised during the meeting. The following will be discussed;
 - Areas of concern;
 - Strengths;
 - Strategies already tried;
 - Strategies to be implemented including how parents/carers can support their child at home;
 4. The class teacher should discuss with the pupil his/her learning needs and strengths, what helps/hinders learning and invite and support them to contribute to their individual assertive mentoring targets.
 5. The classroom teaching team will devise a provision map that reflects the pupil's areas of need and incorporates agreed actions/strategies. This may include recommendations from outside agencies. Provision maps will be stored in the class inclusion folder and held in the Inclusion Managers held pupil files, and be available to all relevant staff.
 6. The class teacher, TA and HLTA will be able to discuss and access the pupil's targets in their books. These targets will be shared with the pupil either as they stand or in a pupil friendly format stuck into their Maths and English books for easy reference.
 7. The class teacher will monitor the pupil's progress in liaison with other supporting staff. Targets and provision maps will be reviewed once a term.

“How will my child manage test and exams?”

At John Donne School all SEND children will have their exam needs met by putting in place additional arrangements so that they can take part in the tests.

These may include:

- Different exam room
- Additional time
- Scribe
- Reader
- The use of a computer
- Rest breaks

SEN SUPPORT including students with EHC Plans

Information on the schools graduated approach -Assess, Plan, Do, Review

What happens if my child does have SEND?

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff

- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The Inclusion Manager and/or your child's key person may make a home visit or visit the educational provision your child is currently attending
- We may suggest adaptations to the settling in period to help your child to settle more easily

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by filling out a CAF form and referring it to Southwark Early Help Team.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory diet
- A group or individual work with outside professional

Education Health and Care Assessments and Plans

"What if I think my child needs more help than the school can provide?"

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site including Southwark's EHCP assessment criteria's :

<http://localoffer.southwark.gov.uk/education--health-and-care-plan/>

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the Early Years SEND support or SEND support.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The Statement or EHCP will outline support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

- Rapid Writing and/or Reading
- Phonics based interventions such as Active Literacy Kit, Units of Sound
- Speech and Language Therapy programmes such as Talk Boost, Narrative Groups
- Nurture groups, Social skills, Play Therapy, Lego Therapy
- Individualised learning or small group English and Maths sessions differentiated to your child's level

We will always use the advice of external agencies e.g. an Educational Psychologist, Occupational Therapist, Speech and Language Therapist to help develop and review each child's needs.

“What if the Local Authority says no?”

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level, and also set up a meeting in school to make certain a plan is in place, to ensure your child makes as much progress as possible.

Arrangements for supporting transitions for pupils with significant SEND

“How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?”

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school Inclusion Manager/SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance, via a planning meeting between the current and new teacher.
 - All provision maps and personalised targets on TACs or through target setting will be shared with the new teacher.

- All children visit their new classroom with their new class teacher during moving up mornings. To aid their understanding about any forthcoming moves, additional visits can be arranged for individual children who experience greater difficulties to cope with changes.
- Personalised picture booklets are used to help children in preparations for transition
- When moving into John Donne School during the academic year:
 - We will meet with you and your child to discuss their needs and decide how to best transition into John Donne School.
 - We will liaise with previous School Inclusion Manager/SENCO to discuss the provision and obtain records from external agencies.
 - Organise a TAC meeting six weeks after starting to discuss the transition and ongoing support.
- In Year 6:
 - We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
 - The school Inclusion Manager will liaise with and discuss the specific needs of your child with the Inclusion Manager/SENCO of their secondary school
 - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
 - Secondary School support workers are invited into school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
 - If your child has a diagnosis of Autism the school will contact the Southwark Autism Support Team to ensure your child receives the best support possible during and after transition.
 - If your child has an Educational Health Care Plan the school will hold a transitional annual review
 - Where we believe a child is particularly vulnerable, we will make a referral to Southwark's Special Educational Needs & Disabilities Inclusion Practitioner (SENDIP), who can liaise with your schools secondary school throughout the transition period and during the settling phase in to a new school

Information about funding and resources

"How will the school fund the support needed for my child?"

The school budget, received from Southwark Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the Inclusion Manager discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Information on where to find further support

“Where can I or my child get further help, information and support?”

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

Southwark Information, Advice and Support Team

The Southwark Information, Advice and Support Team has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process. You can find further information on Southwark's local offer or contact them directly on:

0207 525 3104

sias@southwark.gov.uk

<http://localoffer.southwark.gov.uk/information-advice-and-support/>

Contact a family

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

Contact them via their free helpline 0808 808 3555 or visit the link below:

<http://www.cafamily.org.uk/southwark>

Family information service

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, childminders, nurseries, pre-schools , breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups

- Activities

You can find further information on link below or contact them directly on:

0800 013 0639

family.info@southwark.gov.uk

<http://cypdirectory.southwark.gov.uk/>

Accessibility Plan

The school recognises its duty under the Disability Discrimination Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

a. Access to curriculum

- i. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. To development a more inclusive curriculum teachers:
 1. set suitable learning challenges
 2. are responsive to pupils' diverse learning needs
 3. identify potential barriers to learning and assessment for individuals and groups of pupils
- ii. **What Specialist facilities and equipment are available to support children with SEND?** The progress of all children is tracked carefully and resources are allocated and purchased to ensure children reach their full potential. This may be through the use of specific equipment including ICT equipment, software, staff to implement intervention programmes, specialist staff to support and advise how to meet specific individual needs, staff to provide emotional support and to support attendance, resources to develop independence skills e.g. social skills and play leaders. High Needs Funding, where appropriate, may be applied for in order to meet and support the needs of individual children.
- iii. For additional information please refer to the Curriculum statement and Prospectus

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

www.johndonne.southwark.sch.uk/page/?title=Prospectus&pid=28

b. Access to information

- i. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

c. Environment

- i. The school have a Health and Safety Committee who take account of the needs of pupils and visitors with physical difficulties and sensory impairments. Reasonable adjustments and consideration for the needs of pupils will be taken when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.
- ii. Access to all the classrooms on the ground floor are wheelchair friendly, and there are wheelchair ramps to the Reception and Nursery classrooms. The school has also ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users on the ground floor.
- iii. A range of equipment and resources are purchased throughout the year to support specific needs and these are usually recommended as part of advice received from the external professionals we work with e.g. Physiotherapists or Occupational Therapists.

d. Medical needs

- i. Please refer to the Supporting Pupils in Schools with Medical Conditions Policy, which can be found on the link below or via the school website.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

Complaints procedures***“How do I complain if I am not happy with what is happening for my child?”***

Depending on the nature of the concern, you may wish, or be asked to follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of John Donne Primary Schools policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

The complaints procedure in the Complaints Policy, which can be found on the school website.

www.johndonne.southwark.sch.uk/page/?title=Statutory+Information&pid=51

Approved by: [Name] **Date:** [Date]

Last reviewed on: December 2017

Next review due by: December 2018