

## SIR GRAHAM BALFOUR MAT



### **Disability Equality Accessibility Plan and Additional Needs Register for Sir Graham Balfour School**

## CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
March 2021	1.a	Updated following review by Trustees
21/03/2021	2.0	Updated following approval at Board Meeting 24/03/2021

<b>Next Review</b>	March 2023
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## AUTHORISATION

Approved at Board Meeting on 24<sup>th</sup> March 2021

Signed:



29/4/2021

Chair of Board

Date

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# SIR GRAHAM BALFOUR POLICIES AND PROCEDURES

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## Disability Equality Accessibility Plan & Additional Needs Register Policy & Procedure

### Key Elements

As of February 2021;

#### **Additional Needs Register**

There are 181 students on the additional needs register which is a reduction of three since the last report. However, we have seen a rise in the number of more complex cases with 14 students now having an Education, Health and Care Plan and a further 41 working with outside agencies. The increase in EHCPs from last year are due to three being given to existing SGB students and two students joining the new Y7 intake.

#### **By year**

Year	Number of students
7	40
8	36
9	37
10	34
11	31
12	1
13	2
<b>Total</b>	<b>181</b>

#### **By gender**

<b>Male</b>	<b>133</b>
<b>Female</b>	<b>48</b>

#### **By need**

	Number of students
<b>Moderate Learning Difficulties</b>	59
<b>Specific Learning Difficulty (eg Dyslexia)</b>	29
<b>Autistic Spectrum Condition</b>	40
<b>ADHD</b>	3
<b>English as additional language</b>	12
<b>Other (medical)</b>	4
<b>Other (ASC tendencies)</b>	4
<b>Hearing Impairment</b>	3
<b>Visual Impairment</b>	2

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<b>Physical Impairment</b>	<b>3</b>
<b>Social, Emotional, Mental Health</b>	<b>16</b>
<b>Global Development Delay</b>	<b>2</b>

### By stage

<b>EHCP</b>	<b>16</b>
<b>Stage 2 (Outside agency involved)</b>	<b>40</b>
<b>Stage 1 (School based provision)</b>	<b>125</b>

### Education, Health and Care Plans

1. Year 7 student with global development delay, 20 hours of support
2. Year 7 student with ASC, 15 hours of support
3. Year 7 student with ASC, 15 hour support
4. Year 8 student with SEMH, 27.5 hours of support – currently seeking move to a special school.
5. Year 8 student with muscular dystrophy, 32.5 hours of support
6. Year 8 student with ASC, cerebral palsy and cystic fibrosis, 25 hours of support
7. Year 8 student with Social, Emotional and Mental Health needs, 15 hours of support
8. Year 9 student with cerebral palsy, 10 hours of support
9. Year 9 student with cerebral palsy and ASC, 17.5 hours of support
10. Year 9 student with ASC, 27.5 hours of support – currently seeking move to special school
11. Year 9 student with hearing impairment, 25 hours of support
12. Year 9 student with global development delay, 27.5 hours of support – review took place March 2020
13. Year 10 student with ASC, 20 hours of support.
14. Year 10 student with SEMH 32.5 hours of support.
15. Year 10 student with ASC 17.5 hours of support
16. Year 11 student with SEMH, 15 hours of support

<b>The purpose and direction of the schools plan: vision and values</b>	Resources targeted by Leadership Group and evaluation for their impact on pupils to ensure equality of opportunity according to their diverse needs.  Barriers to inclusion rigorously identified and action take to reduce their impact e.g. specific training for staff to assist with medical needs, disabilities and learning difficulties.
<b>Information from pupil data and school audit.</b>	Disability awareness training undertaken by key staff. Training in supporting students in lessons with specific needs such as Hearing Impairments, Autistic Spectrum Conditions and Dyslexia is part of the CPD programme for all staff
<b>Views of those involved with the development of the plan.</b>	Issues regularly discussed at SEN Link meetings with representatives from each faculty. Issues discussed at meetings with LG link
<b>Increasing the participation of disabled students in the curriculum.</b>	Reasonable adjustments made for those with disabilities in terms of access and support. Assist the attendance of pupils with disabilities via provision of individualised support. Maintain high levels of support for pupils with emotional and social issues via the inclusion unit and through targeted intervention programmes such as anger management and self-esteem courses. Maintain high levels of intervention and support for students whose levels of literacy and/or numeracy present a significant barrier to academic progress We have continued to liaise actively with parents of students who have potential barriers to participation.
<b>Improving the physical environment of the school</b>	Disabled parking in place. Lift available for disabled students or those with a temporary disability. Ramps in place. Toilets are purpose built. Edge of stairs identified in yellow. Hearing loop at reception and finance office. Room temperature monitored. Evacuation chair in place with regular refresher training taking place. Additional storage space for equipment provided for students with mobility issues. Specialist furniture has been provided, e.g. low level tables in science laboratory for wheelchair users. Designated areas are available for the use of vulnerable students (particularly those with an ASC) at break and lunch time. A hoist is stored in the upstairs access toilets for use with a student in the event of a fire alarm or to assist with toilet use. Refresher training takes place every term.

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<b>Improving the access to printed information to those with a disability</b>	Information provided to students is matched to readability. Monitored by Leadership Group via classroom observations. Prospectus evaluated for readability. School policies available in a dyslexia friendly format on request
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Signed by Headteacher ..... Chair of Governors .....

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

### 4) DES/AP action plan 2019-2022

#### Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, and the curriculum and ensure equality in regards to access to information.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets.

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
<b>Collect the views on adjustments made from pupils with a disability, their parents and advocates</b>	Results from Education, Health and Care Plan reviews.	DC	July 2021	Produced survey results
<b>Monitor the effects of adjustments on student's progress/ attendance/ behaviour.</b>	Long / short reports. B4L data. Attendance data.	DC	July 2021	Via school data. Annual Learning Support Self Review SEND review
<b>Update the AN Register on the Gateway regularly to provide live information to staff on individuals needs.</b>	Staff are able to provide individual needs using agreed strategies.  Further strategies to be communicated to staff as and when required.	DC	Ongoing	Evaluation of data.

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<b>Evaluate the impact of reasonable adjustments on students with a disability and report annually to governors</b>	<b>Annual statement to be included in Head's report to governors and Report to Student and Community sub-committee</b>	<b>DC</b>	<b>September 2021  September 2021</b>	<b>Results presented to governors  Annual Learning Support Self Review</b>
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Action	Success criteria	Lead person	Timescale	Review
<b>Further disability awareness training of key staff in response to the needs of new students</b>	Needs are met.  Vast majority of students make progress against targets.	DC	July 2020	Evaluation of data.
<b>Further increase access to the curriculum by: Providing Teaching Assistant support for all disabled students as appropriate to access open options GCSE's</b>	ASD/Dyslexic/Hearing Impaired/Visually Impaired students take full range of GCSEs	DC	September 2019 On-going	Annual Learning Support Self Review
<b>Increase access to assessment resources: e.g. Exam access arrangements. Dyslexia Friendly strategies.</b>	Students achieving target grades.	DC	September 2019 On-going	Annual Learning Support Self Review
<b>Personal Evacuation Plans to be documented for all students with a disability or temporary disability</b>	Documented plans in place	DC	September 2019 ongoing	Health & Safety Committee. Annual Health & Safety Self Audit

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### **UPDATING**

This document will be updated annually by the SENCO and will be forwarded to appropriate bodies, starting with the Leadership Group of the relevant Academy.

### **Monitoring and Evaluation**

The Staffing and Standards Sub-committee of the MAT Board will formally review this policy every two years or more frequently if circumstances or legislation suggest it is appropriate.