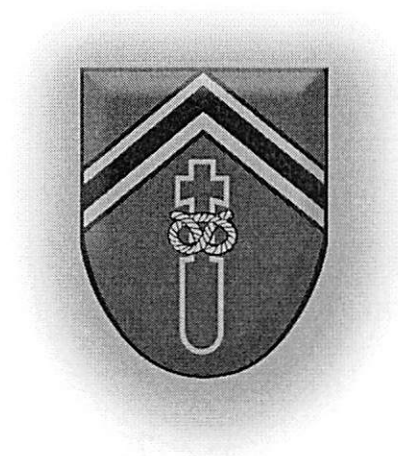


**SIR GRAHAM BALFOUR  
MULTI ACADEMY TRUST**



**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
Spring 2023	2.a	Updated following review by Trustees
Spring 2023	3.0	Updated following approval at Board Meeting 15/03/2023

<b>Next Review</b>	March 2024
--------------------	------------

## AUTHORISATION

Approved at Board Meeting on 15<sup>th</sup> March 2023

Signed:



15-3-23.

Chair of Board

Date

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

#### **Key Elements**

This plan needs to be read in conjunction with the SGBMATs Disability Equality Policy.

As of December 2022;

#### **Additional Needs Register**

There are 184 students on the additional needs register. We have seen a rise in the number of more complex cases with 21 students now having an Education, Health and Care Plan and a further 29 working with outside agencies

#### **By year**

Year	Number of students
7	30
8	24
9	43
10	35
11	44
12	4
13	4
<b>Total</b>	<b>184</b>

#### **By gender**

<b>Male</b>	<b>130</b>
<b>Female</b>	<b>54</b>

#### **By need**

	Number of students
<b>Moderate Learning Difficulties</b>	68
<b>Specific Learning Difficulty (eg Dyslexia)</b>	34
<b>Autistic Spectrum Condition</b>	39
<b>ADHD</b>	8
<b>English as additional language</b>	10
<b>Other (medical)</b>	3
<b>Hearing Impairment</b>	5
<b>Visual Impairment</b>	1
<b>Speech, Language, Communication Difficulty</b>	2
<b>Physical Impairment</b>	4

## SIR GRAHAM BALFOUR POLICIES AND PROCEDURES

---

<b>Social, Emotional, Mental Health</b>	<b>8</b>
<b>Global Development Delay</b>	<b>2</b>

### By stage

<b>EHCP</b>	<b>21</b>
<b>Stage 2 (Outside agency involved)</b>	<b>29</b>
<b>Stage 1 (School based provision)</b>	<b>134</b>

### Education, Health and Care Plans

The number of EHCP's continues to rise in school. The number has increased from 5 to 21 over the last four years.

1. Year 7 student with SEMH - 20 hours of support
2. Year 7 student with SPLD- 17.5 hours of support
3. Year 7 student with SEMH -25 hour support
4. Year 7 student with ADHD – 20 hours of support
5. Year 7 student with ASC/ADHD – 15 hours of support
6. Year 7 with ADHD - 27.5 hours of support
7. Year 8 student with ASC – 15 hours of support
8. Year 8 student with ASC, ADHD - 20hours of support
9. Year 8 student with ASC- 20 hours of support
10. Year 9 student with ASC - 17.5 hours of support
11. Year 9 student with global development delay - , 20 hours of support
12. Year 9 student with ASC - 15 hours of support
13. Year 9 student with SEMH– moving to specialist school
14. Year 10 student with muscular dystrophy - 32.5 hours of support
15. Year 10 student with ASC, cerebral palsy and cystic fibrosis - 25 hours of support
16. Year 10 student with SEMH - 15hours of support.
17. Year 11 student with cerebral palsy - 10 hours of support.
18. Year 11 student with cerebral palsy and ASC - 17.5 hours of support
19. Year 11 student with hearing impairment, 25 hours of support
20. Year 11 student with global development delay – 27.5 hours of support
21. Year 11 students with ASC – 20 hours of support.

<b>The purpose and direction of the schools plan: vision and values</b>	<p>Resources targeted by Leadership Group and evaluation for their impact on pupils to ensure equality of opportunity according to their diverse needs.</p> <p>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.</p>
<b>Information from pupil data and school audit.</b>	<p>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</p>
<b>Views of those involved with the development of the plan.</b>	<p>Issues regularly discussed at SEN Link meetings with representatives from each faculty.</p> <p>Issues discussed at meetings with LG link</p>
<b>Increasing the participation of disabled students in the curriculum.</b>	<p>Reasonable adjustments made for those with disabilities in terms of access and support.</p> <p>Assist the attendance of pupils with disabilities via provision of individualised support.</p> <p>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.</p> <p>Maintain high levels of intervention and support for students whose levels of literacy and/or numeracy present a significant barrier to academic progress</p> <p>We have continued to liaise actively with parents of students who have potential barriers to participation.</p>
<b>Improving the physical environment of the school</b>	<p>Disabled parking in place.</p> <p>Lift available for disabled students or those with a temporary disability.</p> <p>Ramps in place.</p> <p>Toilets are purpose built.</p> <p>Edge of stairs identified in yellow.</p> <p>Hearing loop at reception and finance office.</p> <p>Room temperature monitored.</p> <p>Evacuation chair in place with regular refresher training taking place.</p> <p>Additional storage space for equipment provided for students with mobility issues.</p> <p>Specialist furniture has been provided, e.g. low level tables in science laboratory for wheelchair users.</p> <p>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.</p>

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

Improving the access to printed information to those with a disability	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
--	---

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>
Collect the views on adjustments made from pupils with a disability, their parents and advocates	Results from Education, Health and Care Plan reviews.	DC	July 2022	Produced survey results
Monitor the effects of adjustments on student's progress/ attendance/ behaviour.	Long / short reports. B4L data. Attendance data.	DC	July 2022	Via school data. Annual Learning Support Self Review SEND review
Update the AN Register on the Gateway regularly to provide live information to staff on individuals needs.	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.

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

<b>Evaluate the impact of reasonable adjustments on students with a disability and report annually to governors</b>	Annual statement to be included in Head's report to governors and Report to Student and Community sub-committee	DC	September 2022  September 2022	Results presented to governors  Annual Learning Support Self Review
---	---	----	--------------------------------------	---



## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

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 2022	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>	ASC/Dyslexic/Hearing Impaired/Visually Impaired students take full range of GCSEs	DC	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	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	ongoing	Health & Safety Committee. Annual Health & Safety Self Audit

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

### **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 Students & Community Sub-committee of the LGB will monitor and evaluate this plan annually.