



Wilkinson
Primary School

Wilkinson Primary School

Special Educational Needs & Disabilities Information Report 2024-2025

Intent

It is our intent that by the time they leave Wilkinson Primary School, all our learners will have made at least expected progress in line with their individual learning needs and that they will be happy, independent learners who feel valued for who they are.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEND and disabilities.

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 SEND.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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



Our approach to identifying SEND needs:

The teachers in school monitor the progress of all children carefully and are quick to put measurable interventions in place that they feel will benefit a child. This does not necessarily mean that a child has an identified Special Educational Need. You will not always be told about all of these interventions as they happen as part of the normal every day high quality teaching and learning within the school. You are always welcome to talk to your child's teacher if you have any questions about how your child is progressing.

As part of a teacher's ongoing assessments they consider and identify pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Monitoring Stage

If a child has received a number of measurable interventions and the teacher is still concerned about an aspect of the child's learning and / or social, emotional or mental wellbeing, they will inform the SENCo. Together, potential barriers to learning will be discussed. At this stage, the class teacher will talk to parents about our concerns and will share what strategies are being put in place to address these. Parent / carer input at this stage is vital as we may ask your permission to work with outside agencies at this point. Where possible, we will also discuss this with the child and share how we endeavour to support them. The Monitoring Stage, which is completed over a period of time (usually 6 weeks), enables teachers to collect and analyse evidence towards progress.

If, after monitoring your child's progress during these extra interventions, a Special Education Need is identified that requires extra or differentiated support, the class teacher will share their findings with the SENCo. The SENCo will arrange a meeting with parents / carers to feedback on the interventions provided and to discuss next steps. We will discuss the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our Quality First Teaching (QFT), or whether something additional is needed. If additional support is required, we will provide a tailored Support Plan and will place your child on the SEND register. If appropriate we will involve the child themselves in this.

In the case of a child who is looked after by the Local Authority, this liaison will be with the child's social worker and their carer(s).

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Staff at school are skilled in differentiating work to meet the needs of all pupils in their class. As well as the high quality differentiated teaching that our children receive in class, children on the SEND register will be working towards specific targets. These will be reviewed termly and will include details of specific programmes / interventions / working practices that each child is receiving as part of their SEND provision. This information is included in their personal Support Plan and also on the whole school Provision Map.

Support staff are available in every year group to assist the teacher in providing the appropriate level of support needed.

At the end of each Support Plan cycle, parents / carers are invited in to discuss progress and next steps. If appropriate, your child will also be involved in this process. Where a child has an Education Health and Care Plan (EHCP), we will ensure that the recommended provision for each individual child is planned into the weekly timetable with the appropriate level of support.

We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of ways which include whole class teaching, small group work and individual teaching. Individual support is used where needed but we try to make all our children independent learners.

We follow the National Curriculum 2014 and Foundation Stage Curriculum. Where children require a personalised curriculum, it is planned in the first instance by class teachers, with support being provided, if needed, from the SENCo. If external agencies are involved in your child's development, their statutory guidance will be used to inform each individualised curriculum.

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed in order to access this. The school endeavour to make sure that these adaptations are made and communicated to parents. These include: using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We use a wide variety of resources to support children with their specific Special Education Needs and Disabilities. These include but are not limited to: low arousal work stations, sensory items and

manipulatives. We also use Literacy and Numeracy intervention resources, timers, ear defenders, specialist chairs, specialised writing equipment, sensory bags and sensory equipment, mind mapping resources, working memory programmes, visual perception resources and fine and gross motor skills programmes etc.

We use a range of ICT hardware and software to help pupils engage with subjects they find difficult; practise basic skills and to support independent learning. Some of these can also be accessed from home.

School provide a Cool Kids gross motor intervention before school and implement support for other identified needs by providing whole class interventions through 'Do Something New'. This inclusive approach enables all children to participate in activities with their peers.

The school offer emotional and mental health support to pupils who are finding certain aspects of life challenging. We have a pastoral team who meet weekly to discuss appropriate support and how it needs to be implemented. Each tailored intervention is delivered by staff who have been specifically trained to ensure the desired outcome is achieved. If a child requires a more specialist intervention that school are unable to provide, we will reach out to external agencies to ensure the right support is sourced and implemented. This intervention may be delivered by a trained professional.

Additional support for learning

The school works closely with the Speech and Language Service who are available to support children who find certain aspects of communication difficult. The therapists will conduct initial assessments and populate individual targets for both home and school to work on. These targets will be reviewed every 6 months to ensure the correct support is provided.

The SEN Early Years Service (SNEYS) also deliver Early Bird training for parents of children under 5 who have a diagnosis of autism.

The school engages with many outside agencies. For most agency referrals, school will complete the paperwork with your authorisation. If you believe your child is showing traits of autism or ADHD, then a referral needs to be made directly through the GP.



Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Assess: The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work within the classroom will be made aware of individual children's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is stored in a class SEND folder that is kept within the classroom in a locked cupboard. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan and Do: For children on the SEND register, a Support Plan outlines the package of provision that is in place for a child.

Review: The Support Plan also gives further details about their progress against their personal SEND targets. These are reviewed termly by the class teacher in discussion with the child where this is appropriate. At the time of review, parents are also asked to share their own thoughts on how their child is progressing and about the support that they are receiving.

Children who have an Education Health and Care Plan will have these reviewed annually. Parents are invited to come to this meeting. The child is integral to this process and where appropriate will be present at the meeting. Where this is not appropriate, the thoughts of the child will be sought prior to the review.

We have an open door policy and parents are welcome to ask about any aspect of their child's school life at any time. We ask that this is done either at the end of the day or by booking an appointment as the teachers are busy just before the start of school welcoming the children in and settling them down to work.

Supporting pupils moving between phases.

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained and to ensure that children are happy and continue to make the best progress.

We hold transition meetings for parents and children in the summer term for those starting in Nursery and Reception.

We work closely with our local secondary schools to ensure a positive and effective transition for the children in year 6 as they move into year 7. Many secondary schools offer enhanced transition opportunities for children who have SEND.

Expertise and training of staff

As part of the school's continual professional development programme, all staff receive training on different areas of SEND and on identifying and supporting these additional needs in class.

In addition to this, the SENCo and other support services will give specific training to staff on the individual needs of children in their class.

Where needed, we use outside agencies to deliver training on a specific area of need. This may include the Educational Psychology Service, our Specialist Teacher and the School Nurse. There is specific training that must happen annually, for example asthma training and the school ensures that we are compliant in this.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure that all children, including those with Special Educational Needs and / or disabilities, receive a broad, balanced and inspiring curriculum. We pride ourselves on the number and variety of different extra-curricular activities which are open to all children regardless of any Special Educational Needs and/or disabilities that they may have.

As part of our open door policy, parents can talk to us at any time about any activities that happen at school.

We liaise with a number of outside agencies who support us in trying to make all activities that we run as accessible as possible. These include the Visual Impairment and Occupational Therapy teams.

Physical access

The main building has a lift that enables wheelchair / disabled pupils to access the first floor. There are gender neutral toilets on both floors as well as additional disabled toilets that are wide enough for wheelchair access. These toilets are positioned around the school to support pupils from all key stages and are additionally equipped with emergency assistance alarms. There is an additional disabled toilet on the ground floor with a shower. Our T for T's building has 2 gender neutral toilets and a disabled facility mirroring that of the main building.

Support for improving emotional and social development

Emotional and Social development needs can lead to frustrations and difficulties in negotiating social situations which can result in behaviour difficulties. We provide support for pupils to improve their emotional and social development by providing measurable interventions delivered by our pastoral team.

If the child is still presenting with difficulties, school will contact the Outreach Team or the Educational Psychologist.

Consulting and involving parents:

We will have an early discussion with the pupil and parents when identifying whether an individual pupil may require special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will notify parents when it is decided that a pupil will receive SEND support.

Everything that you need to know about your child's Special Educational Need will be shared with you either in writing, over the phone or face to face.

We always try to make all information as clear and as easy to understand as possible, but if you are unsure of anything, please ask to speak with your child's teacher. Equally, if you receive any reports from external agencies that you are unsure about, if you book an appointment, the SENCo will be available to talk through the document with you.



SEND Information Report

Some of the forms that health care and other professionals may ask you to fill in can be quite confusing. If at any point you would like any help in doing this, please contact school.

If at any point, you feel that you need extra support at home, please come and talk to us about this. We have a list of agencies who may be able to help and can access Early Help support through the local authority.

Raising concerns and complaints:

Parents who wish to raise a concern or complaint are strongly encouraged to initially speak to the class teacher or SENCO regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCo, the parent will be directed to the school's complaints procedure, which is available on our school website.

Useful Numbers:

Educational Psychology Service (EP):
01902 550609

Speech and Language:
01902 444363

Occupational Therapy:
01902 446290 / 446302

Bright Minds SEND specialist support teaching:
Leave a message with school

CAMHS:
01902 444021

School Nurse: Julie Thomas
01902 444418

Gem Centre General Enquiries
01902 446270



Wilkinson
Primary School

SEND Information Report

The local authority local offer

You can access the Local Authority Local offer using this link:

<http://www.wolverhampton.gov.uk/article/6575/WIN>

Reviewed September 2024: S Buff

Next review September 2025



Wilkinson Primary School Accessibility Plan

3-year period covered by the plan: 2023-2026

Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Wilkinson Primary School has high ambitions for all its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people, pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit

Wilkinson Primary School is a two form entry school, spanning Nursery to Year 6 with a facility for two year olds also. The majority of children who attend the nursery go on to attend Reception. Initial information to establish the profile of the pupils in Nursery and their needs is gathered by school staff. The information is collated prior to starting school by:

- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers

Annual questionnaires are sent to parents asking for information on disabilities. The parents are asked to explain how school could help in addressing the needs of the child who is attending Wilkinson Primary School. This feeds into and informs the points for action including:

- Written information
- Physical environment
- Curriculum access

Information Gathering in relation to the recruitment, development and retention of disabled employees

Wilkinson Primary School follows Local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the Local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the Local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

Views of those consulted during the development of the plan

The Wilkinson Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the school to ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils. This informs the:

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

The main priorities in the school's plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the SMT to lead a team of teachers to ensure that the needs of all of the pupils are met.

In order to ensure that all children are catered for the SENCo works closely with the Head Teacher and each member of SMT is in charge of their team.

SMT leading Early Years

SMT leading Key Stage 1

SMT leading Lower Key Stage 2

SMT leading upper Key Stage 2

SMT leading Year 6

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision. It also gives bespoke methods or equipment needed so that each child can have equal access to the curriculum.

Where necessary, outside agencies are contacted for specialist support e.g. Autism Outreach team, physiotherapists, support for behaviour management, support from the Educational Psychologist, Speech and Language.

All classrooms are able to access the outdoor environment through exits which have wheelchair access. There is a lift so that all stakeholders can go from level to level and also access the outside environment.

See action plan for increased access to the curriculum.

2.Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Wilkinson Primary School is a two storey building with double doors in all main areas. There is disabled access from each classroom or exit point to the outside footpaths and yard area.

The main doors operate on a mechanised system, leading to a secure lobby and the office hatch is at a suitable level.

There are 3 designated disabled toilets.

On site car parking for visitors includes disabled parking bays

The school has internal emergency signage and escape routes are clearly marked

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.

The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.

Preferences of parents will be taken account of.

See action plan for increasing the accessibility of written information

Making it happen - Management, coordination and implementation

Wilkinson Primary senior management team e.g. Head Teacher, Assistant Head Teachers, SMT and Governors will ensure that the 2023-26 Accessibility Plan is managed and implemented.

The Head Teacher, Assistant Head Teachers and Business Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of

1. Increasing the accessibility of written information
2. Increasing the accessibility of the physical environment
3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Development Plan and the School Self Evaluation Plan and Strategic Overview.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

With the Local Authority's Accessibility Strategy

Social services

Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local authority.

The attached action plans set out the priorities set by the school to improve accessibility of Wilkinson Primary School under the headings of

Increasing accessibility to written information

Increasing accessibility to the curriculum

Increasing accessibility to the physical environment.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies:

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs Information Report
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Special Educational Needs Policy

Plan amended by Mrs Richards (Head Teacher): April 2024

Plan to be reviewed: September 2026

Accessibility Plan & Disability Equality Scheme Activities

School: Wilkinson Primary School

Date: 2023- 2026

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher Governing Body Staff	Governor minutes
Review and update school Accessibility Plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head Teacher SENCo Governing Body Staff	Governor minutes
The DES will be monitored and reviewed on an annual basis.	Compliance with DES	Annual review alongside SEND Policy		Head Teacher SENCo Governing Body Staff	Governor minutes

Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meeting Update SIMS Pupils' views survey	Phase Leaders Admin Team	
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2. Promoting curriculum access for disabled pupils and adults

All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Head Teacher	Extra-curricular Log
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits. *based on their individual needs* (they are modified)	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits

Classrooms and other settings are organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Head Teacher	Learning Walks
Training and awareness raising of disability issues for staff, Governors , parents and pupils	Whole school community awareness of the issues relating to access within school	ongoing	Asthma training Epi-Pen training Makaton Training Downs Syndrome Training Any additional training required to meet newly identified needs	Head Teacher	Training records Evidence of parental participation
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Head Teacher SENCo	Children have access to ICT equipment to help them with the recording of their work

3 Improving the physical environment of the school and its services

Ensure that individuals in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed	Head teacher SENCo	Resources Committee Health and Safety Walk rounds
Provide pathways to travel around the site. No areas in school only accessible by steps – all areas ramped	All children and adults in wheel chairs can access all parts of the school		Specialist support from outside agencies	Head Teacher	Resources Committee Health and Safety Walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day	Head teacher All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change. Retrospective action is recorded and staff updated.

4 Improving the quality of information for and about disabled pupils and adults

Provide information in a range of formats, including website access	Information to be shared can be found on website. Text messages, App, letters. *translations made where appropriate*	ongoing	Specialist resources and support from outside agencies	Head Teacher Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	Head Teacher Admin Team	Copies of information kept on file

Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	SIMS training Staff meeting Update SIMS Pupils' views survey	Head Teacher Admin team SENCo	Annual updates
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