

John Port School

Disability Discrimination and Access – Curriculum

Policy reviewed by JPS:	September 2016
Policy to be reviewed by JPS on/before:	September 2017



Disability Equality

SEN provision at John Port School 2009-10

- The needs of all students with special educational and or additional needs are carefully considered. Those on the SLASC document are reviewed and individual plans put in place. All teachers are informed of the specific learning difficulties of the students they teach and, where appropriate, advice is given on how best to support the student in accessing the curriculum. Students are withdrawn for Literacy support as appropriate.
- TA's are deployed:
 - (a) to support students with specific individual learning needs to access the curriculum.
 - (b) to support faculties in the modification of materials to make them accessible to all.
 - (c) to support those with specific physical/behavioural difficulties
- Students who present with EBD are given incremental support to improve their behaviour with the aim of increasing inclusion. There is a Referral Unit and a Student Support Unit. The Student Support faculty works with parents, the child and other professionals to improve the behaviour of those who fail to respond to normal classroom management. The School Nurse, the Family Resource Worker and the Safeguarding officer are involved where appropriate. Positive Play Support is offered to the most vulnerable students.
- Students with medical conditions are known to the School Nurse who publishes a booklet to all staff including protocols for dealing with specific conditions such as epilepsy, diabetes and nut allergies. Where it is considered beneficial for peers to be aware, with the student's permission, the school nurse, or other professional will talk to the form in order to increase understanding, improve peer support and avoid teasing.
- Students with physical disabilities such as cerebral palsy or cystic fibrosis are given individual support. Special short-term arrangements are made for those with occasional injuries such as fractures or post operative conditions.
- The school site is large and historically not wheelchair friendly. Ramps and rails are available in some areas; there is a lift in one building. Two TAs have been trained in Moving and Handling. Where necessary members of the site management team are called on to push wheelchairs. Reasonable adjustments are made to accommodate students who need wheelchair access e.g. use of teaching rooms on ground floor. The site has been surveyed to identify what further changes could be made to improve wheelchair access.
- Provision is made for social time for those students who need it before school and during break and lunchtime.

