



Squirrel Hayes First School

Policy Reviewed on	March 2016	March 2017	March 2018	March 2019	Feb 2020	Feb 2021	March 2021	March 2023
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	Mrs. A Harris	Mrs. A Harris	Mrs. A Harris	Mrs. A Harris	Mrs. A Harris	Mrs. A Harris
Policy adopted by the Governing Body on	March 2016	March 2017	March 2018	March 2019	March 2020	March 2021	March 2021	March 2023
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Version	03	04	05	06	07	08	09	10

Disability Equality Scheme & Action Plan Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Disability Equality Scheme & Access Plan 2017-2020

Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past:

- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- Not to treat disabled pupils **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three-year period to increase access for those with a disability in three key areas, is published and evaluated annually.

The three areas include:

- Increasing the extent to which disabled pupils can participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of **information which is provided in writing** for pupils who are not disabled.

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

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This duty requires schools to

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually.

In order to meet these duties, one plan includes the outcomes for both the Disability Equality Scheme and the Accessibility Plan. This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. Attached is an action plan showing how the school will address the priorities identified.

Definition of disability

Squirrel Hayes First School uses the DDA definition of a disabled person. The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms

- 'physical impairment' includes sensory impairments
- 'mental impairments' includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- 'substantial' means more than minor or trivial
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Disorder (ADD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn and understand
- Perception of risk of physical danger

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Some conditions or illnesses mean that people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Vision and Values of Squirrel Hayes First School

"Aspire, Believe, Achieve"

At Squirrel Hayes First School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff, members of the community and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

Disability Act Of 2001: the schools ambitions for the disabled members of its community are the same as those who are able bodied namely that:-

- Everybody within the learning community is respected and valued.
- The maintenance of the school as a caring community where relationships are based on trust, tolerance, forgiveness and respect for people, property and the environment.
- Working to ensure that the school is a place where a strong self-esteem, confidence and high personal expectation allow each member of the school's learning community to grow and develop.
- A recognition of the need to value every member of the school's learning community as a unique individual, and to promote equality of opportunity at all times.
- A belief in the value and importance of endeavor and achievement in all aspects; recognising the potential of all and the positive contribution they can make to society.
- A belief in the need to create a safe and stimulating environment, with a sense of ownership of the school by pupils, parents, staff and the local community.
- Collaboration with local groups including, parent partnership, other schools, the local church and a wide variety of outside support agencies.
- There is a belief that there are no barriers to learning at Squirrel Hayes First School. Pupils with disabilities are entitled/encouraged to join in all aspects of school life including after school clubs, educational visits and residential activities.
- Parents are welcomed into school through our 'open door' policy and are encouraged to take an active role in their child's education.
- We have support networks in place for children and other members of the learning community identified with disabilities supported through a Home-School Link Worker and Inclusion Leader. In addition, the school provides additional support for those who have social, emotional and behavioural difficulties. This support ranges from intensive to as and when required depending on individual needs.

Throughout the school we hold the 'Every Child Matters' agenda at the heart of all we do. This is achieved at Squirrel Hayes First School by having established:

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All groups of learners have access to and participate in extra-curricular learning.

During the pandemic it has not been possible to offer extended school provision / extra-curricular learning for most of the year. Where a limited number of covid safe after school clubs were offered in the Autumn Term, there was not enough interest from parents to run them. This is quite understandable due to concerns about transmission of infection and the covid 19 virus. Therefore, there is no data report around extended school provision in this review.

Information from pupil data and school audit.

Squirrel Hayes First School is for pupils aged 3-9 years and is situated in the Biddulph East ward of the Staffordshire Moorlands. This is an area of high social deprivation and as a result the school has a high proportion of children in receipt of free school meals and with complex social and emotional needs. The school is currently accessible to people with physical disabilities as identified in our audit, although we do not currently have any wheelchair users in our learning community.

There are approximately 100 pupils on roll and of these approximately. The range of disabilities within the school community including children, staff and parents at present include, physical impairments, sensory impairments, learning difficulties, medical conditions, dyslexia, dyspraxia, autism, social, emotional and behavioural difficulties and speech and language difficulties.

Exclusions

In the academic year 2020-2021, there was one fixed term exclusion for four days.

The school takes all exclusions very seriously and the decision to temporarily exclude all 5 children had been the final step in a long process in which the school had been dealing with ongoing disruptive behaviour and breaches of the school's discipline and behaviour policy. A wide range of strategies and support mechanisms involving a number of external agencies have been tried to support the children and their families. As a result, all 5 children had TAC plans or Individual Behaviour and Safety Plans in place.

Attainment

Year 2 learners age related expectations

	2018-2019		2019 - 2020 No Formal Assessments Due to Covid 19	2020 - 2021 No Formal Assessments Due to Covid 19	2021 - 2022	
	School	National			School	National
Reading	83	75			78	67
Writing	78	69			72	58
Maths	83	76			78	68

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Staff Awareness of Disability

The teaching staff and Inclusion Team have received outline training on the expectations of the DDA. Individual members of staff have received training and support regarding the needs of the following groups of pupils:

- Social & Emotional Difficulties
- Speech & Language Difficulties
- Autism
- Attachment Disorder
- Behaviour Support
- Sensory Awareness

Further Training Needs

During the academic year 2022-2023:

- The Inclusion Team will deliver further update training on the Disability Equality Scheme and the Disability Discrimination Act.
- The Accessibility plan will be shared along with an review of the impact of previous actions
- All staff will have continued CPD for behaviour support.
- All teachers and support staff will have ongoing CPD for RWI phonics training.
- All staff will have CPD for maths mastery approach
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Presence of pupils and adults that require additional support, plans or adjustments in the school

An audit of impairments, disabilities and medical conditions is undertaken each year to understand the needs of the learning community. Adults include school staff and parents who have volunteered to disclose a disability, impairment or mental health condition.

	Sensory Impairment	Physical Impairment	Learning Difficulty	Dyslexia or Dyslexic Characteristics	Speech and Language Difficulties	Autistic Spectrum Disorder	Metal Health Conditions	Behavioural, Social or Emotional Difficulties	Medical Conditions
Learners	5%	0%	33%	7%	17%	5%	0%	32%	15%
Adults	1%	3%	7%	1%	0%	0%	18%	3%	6%

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Where a child has a specific disability or need, an individual risk assessment is carried out to enable the school to put into place the appropriate and relevant measures to enable them to participate safely and successfully in all activities.

The impact of disabled pupils and adults on school life

The presence of disabled adults in school is seen as a good role model for those pupils with disabilities. School Council representatives for each class are voted in place by pupils and disabled pupils are able to hold these roles successfully. Other responsible roles are also filled by a cross section of the pupils e.g. Super Squirrel Squad. Many other roles are fully represented by disabled pupils alongside everyone else - Class monitors, lunchtime monitors.

Administration of medicines

We currently only have a few children who are required to take regular medicines during the school day. If medicines or treatment is required, we work alongside parents to ensure that children are still able to attend school whilst receiving medicine or treatment. At present, we have 6 2 members of staff who are trained First Aiders. This enables us to ensure that when any activity is carried out there is always a First Aider on hand to support or provide basic treatment if required.

Anti-bullying Policy

The philosophy and ethos that informs the everyday life of Squirrel Hayes First School is that 'every child and everyone matters' and as a result it is imperative that every member of the school's community feels respected. Anti-bullying frameworks and events are prevalent throughout the year and Bully Busters have training. Allegations of bullying are investigated, and restorative justice is facilitated to enable targets to have a voice and be supported to develop assertiveness; and perpetrators to develop empathy and positive behaviour. Peer on peer bullying is never accepted.

The impact of the physical environment on those with a disability

Physical

As we currently have no pupils with a severe physical disability or the need to use a wheelchair, all areas of the schools physical environment are accessible. At present we have two disabled toilets located in the Reception Community Library area and the Year 4 mobile classroom.

After the installation of a disabled access lift in the community library area the school hall is now also accessible for wheelchair users. This means that a disabled child or visitor would now be able to access all buildings on the school site.

Hearing Impairment

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Pupils and staff with hearing impairments in school report very few difficulties in accessing the physical environment. They report no difficulties in hearing the teacher as long as the teacher positions themselves in the middle of the room or close to them.

Visual Impairment

Pupils with visual impairments that are in school report no general difficulties in accessing the physical environment or curriculum.

As part of the health and safety programme we have demarcated the edges of steps and doorways with a florescent/yellow strip to ensure exits are made clear for both fully and partially sighted members of our learning community.

Autism

At present we have 4 children with a diagnosis of Autism. They can fully access all physical aspects of the school and its curriculum and are supported on a one-to-one basis by a key support worker. Staff involved in the close care of these children have received up-to-date training and are also supported by Autism Outreach work with the school to further develop good practice and team centred planning.

Dyspraxia/Developmental co-ordination Difficulties

Children with dyspraxia who are able to fully access all physical aspects of the school.

The impact of the curriculum on disabled pupils

All disabled pupils have full access to the school's curriculum, although in some cases they may have the curriculum differentiated or modified to meet their individual educational needs. The pupils with disabilities have a wide-ranging academic ability and are taught alongside other pupils as well as receiving intervention support when needed.

The way in which information is currently provided for those with a disability

Widget pictorial software is available to support written communication. Where necessary concrete resources are used to support conceptual understanding. All written communication in school and for parents and carers is produced to Dyslexia Friendly standards. The use of information evenings and parent's evenings enables information regarding the children's learning and school routines to be conveyed verbally with less reliance on the written format. Development of the school website has also enabled information to be presented and accessed in a different media and format.

The Parent's information board uses more visual and pictorial prompts to convey important messages and up-to-date information. This is also supported using the text messaging service, which has been extremely well received by all parents.

The priorities from the School Strategic Development Plan to promote accessibility

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- Supporting sensory needs for learners with autistic spectrum condition
- Supporting vulnerable families to engage and work in effective partnership with school
- To further develop the use of digital platforms to promote equal access and engagement for all families
- To support learners with SEND through a targeted catch-up programs
- To support the well-being and mental health of the learning community

The views and aspirations of disabled pupils

Representatives of disabled pupils were invited to contribute to the development of the plan. They were very positive about their experiences in school and felt they were given the opportunity to join in the same activities as all the other pupils. The following suggestions for future considerations were made during a School Council meeting:-

- Ramps could be installed to replace the steps into the classrooms.

The views and aspirations of the parents

The parents of disabled pupils consulted, want the best possible experience and support for their child. They would like their child to be as fully a part of everyday school life as possible. They believe as we do that what they participate in should be up to the child and not dictated by their disability.

The views and expertise of external partners

External partners such as the school nurse and outside agencies were consulted their views reported on and included in the planning process. The school nurse was extremely happy with all of the measures that are already in place at our school.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

All current pupils with disabilities can fully participate in the curriculum although in some cases they may have the curriculum differentiated or modified to meet their individual educational needs.

The effectiveness of short term planning in identifying the range of reasonable adjustments being made

Short term planning is effective in identifying the reasonable adjustments that need to be made. The class teacher, subject leader and teaching assistants all work closely together when new activities are planned, to ensure that all pupils are able to access the activity, visit or curriculum. The range of reasonable adjustments that have been made include;

- Modified tests or work sheets for visually impaired pupils.
- Extra staff taken on visits in order to ensure encouragement and support of full participation in activities.
- Pupils with writing difficulties can have a scribe when content rather than presentation is the focus.
- Writing assessments may be transcribed to mark for content separately to presentational skills.

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- Pupils with hearing difficulties have all listening tests spoken to them in a quiet room or staff use looping sound equipment.
- Risk assessments completed in PE and adjustments made to activities in order to incorporate all children.
- Personalised curriculum provision through small group, one to one or outreach provision
- Children with specific needs have individual risk assessments carried out to ensure that they can fully participate in all activities safely and successfully.
- Home-school-partnership promoted.

The appropriate deployment of adult and peer support

Adults are deployed to support pupils with disabilities depending upon the severity and need of their disability.

Pupils with learning difficulties or Dyslexia

All pupils are assessed, and their progress tracked throughout the school. Through analysis of the data collected, additional adult support is then deployed in order to ensure the appropriate interventions and support is given to meet the needs of all individuals, including those with a disability. Parents and carers are involved in the agreement of targets on PLPs, IBSPs, PEPs and Pastoral support programmes where they are required and are kept informed of progress and support developments.

Adult support provided can be any of the following:

- One to one support
- Small group support delivering intervention programmes or additional support work.
- General in class support to enable all pupils to access the curriculum.
- Attendance at social clubs
- Delivery of specific intervention programmes.

Pupils with visual impairments

Hearing impairments can be supported by:

- School follow advice from Staffordshire LA Visual Impairment team

Pupils with hearing impairments

Hearing impairments can be supported by:

- In practical or noisy learning activities adult support is provided to ensure that the pupil can hear instructions.
- Consideration is given to where chairs are placed for least noise.
- Visual resources are used to support language and understanding.
- Training for using a hearing loop and deaf awareness for key staff.
- School follows advice from Staffordshire LA Hearing Impairment team

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Pupils with Physical Disabilities.

We are partially wheelchair accessible:

- A wheelchair lift supporting access to and from the school hall for visitors, staff and pupils working in the Year 4 classroom, (there are stairs with handrails from the two main classrooms before accessing the wheelchair lift to the disabled toilet).
- Handrails either side of the stairs to the hall from two classrooms and the main toilets.
- There is a disabled car parking space on the staff carpark.

Pupils with Medical conditions

If a pupil has a medical condition which requires medication this is carried out in a place where the child feels comfortable and safe. A care plan and risk assessment will be drawn up to cover procedures and any emergencies.

Pupils with social, emotional or mental health difficulties (SEMHs)

Staff work closely with parents and outside agencies to ensure that pupil's with SEMHs are supported. Learners have access to a tiered level of in school counseling from educational mental health practitioners (EMHPs) and Visyon Counselling.

A whole school emphasis is placed on the teaching Relationships in education. Assemblies are based around SEAL materials and is built into the PHSE & Ct curriculum. Support for vulnerable learners is available at less structured times during the school day with a full programme of lunchtime and break time clubs is available to enable learners to develop cooperative learning skills, have quieter times adults and make new friends. Any temporary suspensions are viewed as a time to plan for personal support to ensure that social and emotional barriers are reduced, and success is experienced.

General

Review of the curriculum policies is an ongoing process. At Squirrel Hayes First School we strive to improve everyone's learning experience. We focus on checking that all pupil's progress, regardless of disability, is in line with their potential and should we uncover any discrepancies then we will endeavor to investigate, evaluate and improve our practices appropriately.

The deployment of peer support

All pupils at Squirrel Hayes First School are encouraged to support each other in all aspects of school life. Throughout the school we have a number of peer support systems in operation as described below:

- Study buddies are used within classes to support each other's learning.
- 'Talk partners/response partner' are used within lessons to encourage active learning enabling the children to share their achievements and discoveries with others.
- Alternative ways of recording are valued for learners that find need support to record their ideas.
- Learners are encouraged to bring their own choice of books, comics or magazines to fire enthusiasm for reading and discuss their preferences.

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- School Council representatives including children with disabilities from all classes meet on a regular basis to discuss issues within school. At Squirrel Hayes we view 'pupil voice' as a crucial aspect of the school's self-evaluation process.

How the curriculum supports awareness of and positive attitudes towards, disability

We strive to promote values of belonging and a sense of community, regardless of any background. Through SEAL work and PHSE & Ct we promote and encourage awareness and celebrate the varied makeup of our community and wider world. Through focus days/weeks such as 'Anti-bullying', 'Safety' and 'Diversity' week we encourage children to consider their own actions and how these can impact on the lives of others. Community forms one of the key drivers which underpins our afternoon 'Creative Curriculum'. Children are encouraged to consider the importance of community throughout their learning and how they can positively contribute on a local and wider scale.

Effective access to specialist advice and support

The school has access to a wide variety of advice and support. The list below identifies specialist support we currently access in order to support children with disabilities in school:

- Educational Psychologists - provides assessment and support for individuals and groups of children. This advice is acted upon and individual programmes of support are put into place.
- Special Educational Needs Support Service (SENS) - provides support by assessing individual pupils. It will be through this service that we aim to seek advice on becoming a Dyslexia Friendly School.
- Autism Outreach - provides support and guidance for learners we currently have with autism. They are able to work with both the school and parents in partnership.
- School Nurse - provides support and advice on all aspects of health and medical issues. She currently works closely with a number of children and families in order to ensure we are all working towards meeting the needs of the children in our care.
- Behavioural Support - provides advice and support for children and their families with social, emotional and behavioural difficulties.
- Social Services - We often work in partnership with social services in order to consider the needs of the 'whole child'
- Speech therapy - provides support and advice and work with children within lessons.
- Parent Support Worker - provides support to parents in all aspects of their child's experiences.
- CAMHS
- EMHP - first tier counselling
- Visyon - second tier counselling
- Parent Partnership
- Local Support Team

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At Squirrel Hayes First School we see the co-operation and partnership between all agencies involved in children's lives to be essential in providing them with a positive and safe learning environment.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Squirrel Hayes First School does not currently have any children with specific physical difficulties which require alterations to the physical environment. We have a disabled toilet located in the Community Library Area and the mobile classroom and a disabled access lift in the school community library, providing access to the main school hall.

For pupils, staff and parents with visual impairments or dyslexia, visual/pictorial signs are used to identify exits and entrances and directions around the learning environment. Regular checks are made to sound equipment and alarms and we have not been made aware of the need to currently make any changes to the use of auxiliary equipment we currently use.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED STAKEHOLDERS

Squirrel Hayes First School is working hard to improve the way in which information is accessed by all members of the learning community. This work includes:

- Ensuring all interactive whiteboards have a dyslexia friendly background.
- Children are presented with information and learning activities in order to cater for a wide variety of learning styles.
- Parent information evenings and parent's evenings place an emphasis on information being shared verbally.
- Marking and feedback of children's work and learning is made accessible for those with learning difficulties or dyslexia by using visual symbols and a consistent approach throughout the school. Where children are unable to understand written comments, a verbal explanation is given or the use of a colour coded traffic light system.
- Tests and assessments are modified appropriately to enable all learners to fully participate.
- Use of the school website and text messaging service.
- Parent's Information Board used for visual prompts and summary information.

We are continually looking for additional ways to share key information effectively in order to meet the needs of the disabled members of our learning community, especially parents and visitors.

Management, co-ordination and implementation of the plan

The Disability Equality Scheme and Access plan will be jointly managed, coordinated and implemented by:-

The Governors

The Headteacher

SENCO Inclusion Leader supported by the Inclusion Team and Home-School Link Worker

Health and Safety Team - including Office Management Team

Senior Teaching Staff

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It will be made available to all interested parties from the school office, in the new school prospectus and on the school's website.

Review & Monitoring

The plan will be reviewed annually and the progress will be monitored and reported on the school website. As part of the review process, pupils, parents and other interested parties will be encouraged to comment on the plan and attend working party meetings each term if requested. The school council reps will be kept informed of developments and encouraged to continue in their contribution to the plan.

The plan will be formally reviewed and updated in the summer term of each year along with reviews of all other key priorities from the Schools Strategic Development Plan.

Evaluation of the Plan

The success of the plan will be evaluated by:-

- Evaluating the achievement of disabled pupils in academic and non-academic areas.
- The ability of disabled pupils to fully take part in all aspects of everyday school life.
- The comments and feedback from parents and interested parties on their ability to access the school environment, curriculum and information provided by the school.
- Parent's comments will be collected at working party meetings, parent's evenings, coffee mornings and through questionnaires.

Version No.	Date of review	Reviewer	Changes Made
01	12.6.13	H. Johnson-Allen	New statistics included, information on Chill out club, the role of the Home School Link worker, parents views.
02	June 15	A. Harris	Update on disabilities in school, Social and Emotional support and SEND documentation.
03	March 16	A. Harris	No changes.
04	March 17	A. Harris	Inclusion of 2010 Equality Act. Updated SATS results. Updated training focus.
05	February 2018	A. Harris	Updated SATS results. Updated Clubs marginal groups data. Updated training focus.

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Version No.	Date of review	Reviewer	Changes Made
06	February 2019	A. Harris	Updated SATS results. Updated Clubs marginal groups data Updated training focus. Updated support for social and emotional challenges.
07	February 2020	A. Harris	Updated SATS results. Updated Clubs marginal groups data Updated training focus. Updated support for social and emotional challenges. Included information about Visyon Counselling and EMHPs Updated deals about Anti Bullying
08	March 2021	A. Harris	Updated information on COVID 19 impact on formal assessment and extended schools. Update details of learning difficulties, disability, mental health and medical status of the learning community
09	February 2022	A. Harris	Updated details on wheelchair accessibility. Updated details on support for hearing impairment. Update details of learning difficulties, disability, mental health and medical status of the learning community
10	February 2023	A Harris	Updated terminology from fixed term exclusions to suspension. Updated details of first aiders. Updated performance of pupils. Updated details of CPD. Updated audit of children and families that require additional support or adjustments.

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