

4.14 SPECIAL AND ADDITIONAL NEEDS

- a. People with special needs and/or disabilities may be more vulnerable to the effects of an emergency, and the school will ensure that suitable and sufficient arrangements are made to identify and meet those special needs or consequences of the disability as it devises and implements its response to the emergency.
- b. The key principles that will be followed are:
 - Establish who has been affected by the incident
 - Of those identify who has special needs and/or a disability
 - Understand their needs in the given situation
 - Identify what additional resources may be required
 - Make the arrangements for these to be provided
 - Ensure these are administered/delivered to the point of need
- c. The following may be applicable to the incident in question – pupils in any of these categories may require higher supervision ratios and extra support e.g. non-teaching assistants. Particular attention will be given to ensuring those with special educational needs and/or disabilities are made aware of and understand instructions and advice.
 - Physically disabled requiring specialist facilities e.g. vehicles with lifts, ramped access to buildings, accessible toilets.
 - Those with hearing impairment requiring communication support e.g. visual reinforcement of spoken announcements, signers, induction loops, text phones, hearing aid batteries, specialist ICT.
 - Those with visual impairment requiring additional support e.g. braille, guiders, and guide dogs.
 - Non English speakers requiring interpreters ([see 4.04j](#))
 - Those with speech and language difficulties who may need communication support.
 - Those with social communication difficulties which may include those with autistic spectrum disorders, including Asperger's Syndrome, who may have cognitive difficulties, impaired social awareness, and require supervision and support with communication.
 - Those with behavioural/ emotional/ social difficulties requiring higher supervision ratios extra support e.g. non-teaching assistants.
 - Those with learning difficulties who may need help understanding instructions.
 - Very young children requiring transport, higher supervision ratios, reassurance and more sensitive handling.
 - Those on special diets and vegetarians requiring specialist catering.
 - Those with medical conditions requiring medication or special treatment.
 - Elderly people with limited mobility requiring transport.
 - Looked after children where there may be joint responsibility e.g. between foster parents/carers and a local authority requiring additional consultation.
- d. Where pupils have statements these will be consulted to determine the nature and extent of their special needs; records kept in filing cabinet in SENCo office.
- e. Where *the* mainstream school plan is inappropriate or does not meet the needs of specific individuals, compatible personal plans will be provided for example a

Personal Evacuation Plan, for a physically disabled person to evacuate the building in such a way that gets them quickly out of the building without compromising their safety or the safety of others. The school will take advice from the LA SEN Manager and the LA Safety Adviser ([see contact details in 4.04k](#)) to determine whether personal plans are required and what they should include.