

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SENDA) ACCESSIBILITY PLAN

THIS POLICY APPLIES TO EYFS

Please read this policy in conjunction with:

- Special Educational Needs and Learning Difficulties and Disabilities (SEND) Policy
- Disability
- English as an Additional Language (EAL) Policy
- Admissions
- Administration of Medicines and First Aid Policy
- Equal Opportunities Policy
- All Employment Policies

INTRODUCTION

The accessibility plan considers:

- Curriculum and learning access
- Physical access in school

ETHOS AND AIMS:

At St Edward's we recognise the importance of a diverse community and aim to offer our pupils full access to a broad, balanced and relevant curriculum. We strive to ensure equality of opportunity for all pupils, through a full commitment to our [Equal Opportunities Policy](#). We welcome all children who can make the most of the opportunities that we offer to flourish in the nurturing environment of St Edward's Prep. We are committed to fulfilling our duties towards pupils with SEND and medical conditions and to working in partnership with families to this end. We have high aspirations for all our pupils and we seek to achieve the very best outcomes for them. Our aim is for each child to achieve their full potential and to promote inclusion for children with SEND to experience the full range of educational and social opportunities available. We respect and understand all pupils are unique and learn differently. We welcome pupils with mild to moderate special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive personalised learning.

We advise parents of pupils with special educational needs to discuss their child's requirements with St Edward's Prep before they are assessed for a place so that we can make adequate provision for them. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request.



We have an Admissions Policy and criteria (available to view on our website) which seeks to remove any barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be fully inclusive and welcoming.

St Edward's is not a specialist independent school within the meaning of the Children's and Families Act 2014, and is not registered with the Secretary of State under section 41. Consequently, St Edward's is not required to publish an SEN information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools.

St Edward's may, from time to time, consider whether to admit a pupil subject to an EHCP, if parents/carers express a wish for the school to be named, and if this is agreed by the Local Authority, and where the school can fully and clearly meet the child's needs. We would welcome parents to first have this discussion with the school to understand the pupil's needs and whether St Edward's can meet them.

An updated termly SEN register is kept and all staff are provided with information about the children with additional needs. The school works closely with outside agencies and in conjunction with the LA for children with EHC plans. Staff meetings are held to discuss pupil progress as well as plans for pupils who are joining the school.

There is a strong pastoral team in place at St Edward's. All the staff at St Edward's play an important part in the welfare of children.

Sadiya Mahmood is the respective Designated Safeguarding Lead and Janet Elwood and Jonathan Parsons are the appointed Deputy Designated Safeguarding Leads.

Physical access

The school is situated in one location with many smaller units and buildings. A physically disabled pupil or visitor would not be able to access all areas of the school.

In accordance with Schedule 10 of the Equality Act 2010, St Edward's Prep is required to have a three-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum and therefore improve their outcomes;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled);
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.



In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services including assisting technologies
- Physical features

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The cost of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Educational Health and Care Plan, Individual Education Plan, Educational report, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting and other standards

Admissions

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at St Edward's Prep.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

The school asks parents to complete a medical questionnaire in respect of a prospective pupil at the time of application. Parents of prospective pupils should notify the school of any disabilities and learning difficulties as early as possible so that we can make appropriate arrangements for any visits to school. We welcome pupils with disabilities and special educational needs providing that our site and our Learning Support can accommodate those needs. Due to financial and physical reasons we are unable to accommodate children that require the use of a wheelchair. Parents should provide a copy of any Educational Psychologist's report or medical report at the earliest opportunity but specifically during the registration stage of the Admissions process. We can then discuss thoroughly with parents and their medical advisors the adjustments that we can reasonably



make for the child. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Once we have assessed a child's needs and offered a place, the school will do all it reasonably can to ensure that the child can, with 'reasonable adjustments', access the curriculum, whether in the classroom or through other means. In order that all pupils may have the fullest possible experience at the school and achieve the best outcomes, we try and ensure that all pupils can participate fully in all aspects of school life including trips, sports and events, but must ensure that no pupil's safety or education is put at risk by the needs of another individual.

Context

As at 8th January 2022 St Edward's Prep has two pupils with an EHC plan, 18 on the SEND register, 18 receiving in-school support, 13 pupils with Individual Education Plans (IEPs). These are reviewed regularly to assess progress and those that may be funded by the LEA are reviewed annually when all relevant parties are invited to attend Annual Reviews.

We have 18 pupils with medical disabilities (including asthma, mild allergies, epilepsy, and eczema). All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips.

We take a fully inclusive approach to staff recruitment and aim to appoint the best person based on their skill set and regardless of any disability they might have. We have no members of staff with medical needs and/or physical disabilities and they are provided with the necessary support for their roles.

At Wishford Schools, the management team of each individual school commits to:

- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- Prepare the school's disability inclusion, SEND and learning support policy.
- Prepare the school's accessibility plan.
- Review such plans and policies as necessary and at least on an annual basis.
- Ensuring the plan is reviewed annually by a member of the Wishford Board.

Access to the Curriculum

We are a non-selective preparatory school which prepares pupils for entry to Independent Schools at 11+ and grammar school entry. Pupils receiving help from the Learning Support staff are still candidates for Reading Grammar School entrance exams and local Independent Schools' entrance exams.

Reasonable adjustments for secondary school can be made for pupils. In a few cases, pupils with specific learning difficulties can be catered for through access arrangements and with agreement with appropriate secondary school SENDCO's.

We aim to provide pupils with special educational needs the greatest possible access to a broad and balanced curriculum to ensure they achieve the best possible outcomes, alongside their peers.

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next three-year period is as follows:

Short-Term- 2020/2021	Medium-Term- 2021/2022	Long-Term- 2022/2023
<p>Outcome: Assisted technology is used to support learning Action: Introduce assisted technology to pupils with SEND lessons to support struggling writers and offer an additional means of recording. Ensure that classrooms have tablets for children who need them. Ensure children who need assisted technology have access to it.</p> <p>Outcome: Increase confidence of all staff in adapting the curriculum for all learners and SEN pupils Action: Reassess continued professional development for teaching staff and support staff and be aware of their needs. Plan and develop a staff training programme according to staff demands. Ensure intervention work is moderated at least twice a year. Ensuring quality-first teaching strategies are used in class and</p>	<p>Outcome: IEPs and information to be easily shared with teachers and for safer sharing for transition. Action: Transfer all pupil records to a safe electronic system with regular staff input.</p> <p>Outcome: Increase teacher and learning staff confidence to adapt the curriculum for SpLD. Action: Assess and train staff on SpLD and ensure assistive technology is supporting pupils with SpLD. Plan and develop a screening system for SpLD pupils to further understand their barriers to learning in the classroom. Ensure that all worksheets and handouts are copied onto cream/buff coloured paper where required.</p>	<p>Outcome: SEND staff CPD to increase confidence in SEND Assessment and planning Action: Review professional development. Review interventions and monitoring of interventions. Review the impact of interventions.</p> <p>Outcome: Educational visits and sports fixtures to be accessible to all pupils and SEN learners Action: Develop guidance for staff and making trips and sports accessible. Sports Teacher to ensure inclusive PE curriculum in place.</p> <p>Outcome: Review PE curriculum and after-school clubs to ensure they are accessible to all pupils and pupils with SEN.</p>



ST EDWARD'S PREP

A WISHFORD SCHOOL

the impact of QFT can be seen in the pupils' progress.

Deliver INSET sessions for teachers in order to support them in better communication with pupils with SEN.

Outcome: Increased sensory regulation is used to support learning.

Action: Introduce an emotional regulation intervention for small groups. Children to use strategies to help them identify and self-regulate. Ensure Tree Tops and the Library have comfortable safe spaces for children requiring 'Time Out' to go to.

Outcome: Review sharing of school documentation to be inclusive.

Action: On request the school will arrange for documents to be provided to prospective parents whose children have SEN, in a format that will meet their needs.

Outcome: Increase the effectiveness of the literacy and numeracy interventions.

Action: Research further interventions for literacy and numeracy.

Outcome: Raise awareness of mental health and promote health and wellbeing.

Action: Promote mental health through PSHE, assemblies, INSET, Chatterbox and listening ears. Plan and develop training for mental health. Teachers to recognise early signs and to be able to support the pupils in school further.

Outcome: All communication is available in large print for visually impaired pupils and parents.

Action: Ensure that parents who are unable to attend school as a result of disability or other impairment can access Parents' Evenings via Teams.

Outcome: Technology is used appropriately to enhance teaching and learning.

Action: Update and invest in classroom technology to better facilitate communication to pupils with SEN:

- To enable clear provision of images and text in large printed format.
- To enable the use of high-quality audio/visual materials
- To enable the easy dissemination of printed material of appropriate quality

Physical Environment

St Edward's Prep occupies an urban site in Reading, Berkshire. One of the obvious problems which the school has (in common with many other schools) is its layout which covers a wide area and consists of many separate and some historic buildings of several stories and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

The school is built on a very steep slope and as such we have decided that it would not be feasible to ramp all access routes. It would also be too financially restrictive to rebuild parts of the site to improve access. The school has made numerous changes to date: ramp access via the back gate, access to the lower playground and the Astro-turf. Ramped access via Western Elms Avenue has been built and this facilitates wheeled access to the bottom of the property and hall.

We do, however, make every attempt we can to make reasonable adjustments for disabled access; this includes both those adjustments which are financially and structurally possible and those adjustments which are of a very short-term nature. For example, we will provide auxiliary aids as and when required. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

Short Term- 2020/2021	Medium Term- 2021/2022	Long Term- 2022/2023
<p>Outcome: Carry out building management Action: To ensure all classrooms have blinds up at the windows to dampen sound and prevent echoing acoustics for children with hearing difficulties and sensory processing difficulties. To ensure the replacement of the decking areas take disabled access into account</p>	<p>Outcome: Carry out building management Action: To ensure the refurbishment of the disabled toilet enables a further improvement in this facility. Sensory lighting to come on entry point.</p>	<p>Outcome: EYFS pupils have a safe space to play and learn. Action: To create a sensory area/environment for children (particularly Early Years) with sensory processing difficulties so they have a place to regulate their sensory diet and manage their sensory overload.</p> <p>Outcome: Carry out building management Action: To ensure that plans are in place to replace the Astroturf and pathway remove steps and replace with ramp.</p>



MONITORING AND REVIEW

This policy is the responsibility of the Headteacher but it is reviewed annually in conjunction with Deputy Head BCO and SENDCo.

Review of SENDA Plan	Next Review	Next Review
SLT meeting		
	Signed: _____ (Deputy Head BCO)	
	Signed: _____ (SENDCo)	
	Signed: _____ (Head)	

Next review September 2023