SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES AND DISABILITIES POLICY

(INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SENDA) ACCESSIBILITY PLAN)

THIS POLICY APPLIES TO EYFS

Date of Policy	**Sept 24**
Member of staff responsible	**Linda Smith**
Role	**Assistant Head Pastoral & Inclusion**

SEND Policy Review	
Last Review	**Significant changes**
Sept 25	Definitions of special educational needs and disabilities updated
Sept 26	

SENDA Plan Review	**Within this policy**
Last Review	**Significant updates**
Sept 25	Last year of three-year cycle. Updated to reflect goals for the next few years.
Sept 26	

ADMISSIONS & INCLUSION STATEMENT

At St Edward's, we aim to offer pupils full access to a broad, balanced and relevant curriculum, and 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 and can flourish in the caring environment of St Edward's Prep. We are committed to fulfilling our duties towards children with SEN, disabilities and medical conditions and to working in partnership with families to this end. We have high aspirations for 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 access for children with SEND to experience the full range of educational and social opportunities available to their peers. Treating every child as an individual is important to us, and we welcome pupils with mild to moderate special educational needs, provided that our Learning Support Department can give them the support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children 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, for example, for extra time or other special arrangements.

Definition of Special Educational Needs (SEN)

At St. Edward's Prep, we recognise that every child is unique and may require differing levels of support at various points in their learning journey.

A pupil is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

In line with the *Children and Families Act 2014*, a child of compulsory school age has SEN if they:

- Have a significantly greater difficulty in learning than most other children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to or different from that made generally for other children of the same age.

We also recognise that some pupils may have a disability under the *Equality Act 2010* - that is, a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This does not necessarily mean they have SEN, but where a disabled child requires special educational provision, they will also be covered by the SEN definition.

ON ENTRY

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the school.

Our Learning Support Department is staffed by a fully qualified, experienced teacher who is able to help parents and staff gauge the level of intervention required for their child.

POLICY AIMS

Our aims are for all pupils to achieve their full potential and to promote full access for all pupils, and to this end, we have a system in place to identify additional needs and to promote the appropriate provision to ensure that these needs are met. This system is reviewed regularly.

Pupils are entitled to have their needs identified, assessed and addressed at the earliest opportunity. We are committed, through our SEND Policy and practice, to the early identification of any difficulties a child may be experiencing, and to providing early intervention through an appropriate learning environment in which a range of differentiated activities meet individual needs.

We are committed to working in close partnership with parents, and we value a multi-disciplinary approach, liaising effectively with various agencies for the benefit of the child.

ROLES AND RESPONSIBILITIES

The Headteacher, Mr Jonathan Parsons, has overall responsibility for the school's policy and approach to provision for children with SEND.

All staff, both teaching and support, are familiar with and follow the practice as stated in this policy and are aware that SEND is a whole-school responsibility and that all teachers are teachers of SEND. Every teacher recognises their responsibility to adapt their teaching to respond to the strengths and needs of their pupils. Class teachers have responsibility and accountability for identifying and supporting the children with SEND in their class, and they lead the process for each child identified with SEND.

The Head of Learning Support, Mrs Linda Smith, is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with parents and other professionals in respect of pupils with SEND and being a point of contact for external agencies.
- Advising and supporting practitioners in school.
- Ensuring that relevant information about pupils with SEND is collected, recorded, updated and disseminated.

MONITORING AND REVIEW

We support parents to arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer one-to-one support as per advice from the Educational Psychologist for pupils with assessed needs and help with study skills outside the normal curriculum. We work closely with the child and their parents to help them overcome the barriers that their difficulties present.

Our Learning Support Department will prepare an Individual Education Plan for each child, setting achievable targets. The child, together with their parents and teachers, reviews the plan regularly, and the child is encouraged to take ownership of it and to set their own targets.

Our Learning Support Department adheres to the SEN Code of Practice 2014, 2015.

REQUEST FOR STATUTORY ASSESSMENT

The school, parents or an outside agency can request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern.

EDUCATION, HEALTH AND CARE PLANS

An EHCP can be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHCP and reviewed termly through an IEP.
- Established through parent/pupil consultation.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Head of Learning Support will organise these reviews. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP of SEN.

PHYSICAL ACCESSIBILITY

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of St Edward's Prep's Accessibility Plan and Disability Policy from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

IDENTIFYING PUPILS WITH ADDITIONAL NEEDS

We draw on evidence from clear assessment and analysis of pupils' needs:

- Records and information from previous settings.
- Assessments of a pupil's current skills and levels of attainment on entry.
- In Pre-Reception and Reception, holistic ongoing observations take place as part of the process of recording for Early Years Foundation Stage (EYFS) profiles.
- Throughout the school: teachers' assessment and experience of the pupil (ongoing and continuous assessment in class).
- Pupils in Reception to Year 6 participate, at the start of each school year, in interactive computerised assessment systems (PIPS baseline assessment at the start and end of Reception and InCAS Years 1 to 6). These give specific whole-school, individual class and individual pupil measures of attainment (age-equivalent and age-standardised) across a range of areas and attitudes, creating a cumulative record. These are used alongside other assessment strategies to create a fuller picture.
- An individual's development in comparison with their peers.
- An individual's attainment in comparison with their learning potential.
- The views and experience of parents.
- Advice from external support services and more specialised assessments and recommendations.

These forms of assessment, singly or combined, lead us to identify pupils who are underachieving, are not progressing typically or who have barriers to learning or gaps in their learning. They also aid us in monitoring and tracking the progress of these pupils.

ACTION/LEARNING SUPPORT PROCESS

Planning is continuous, ongoing and takes place both individually and in conjunction with other staff. Considering our assessment process, teachers constantly plan how to adapt their core teaching to suit the needs of their pupils. With pupils' needs at the centre of the planning process, teachers plan to provide and put in place high-quality, well-targeted, differentiated and suitably challenging teaching for individuals in lessons.

Our first response upon identifying an area of weakness is to target it with high-quality, personalised teaching. The rate of progress is monitored and observed. If there is little or no progress as a result of these approaches, then a plan of intervention is drawn up, in conjunction with parents, which is in addition to, or different from, that provided as part of the usual curriculum. This is known as SEN support. The strategies and actions to be taken are recorded on an Individual Education Plan (IEP). The profile clearly sets out the expected outcome of the intervention and what support is intended to achieve. The IEP plan is reviewed with parents on a biannual basis (Autumn and Summer terms) to ensure that the approaches used are having the required impact on progress. If a child has an EHCP, the IEP plan will be reviewed termly.
If help given through SEN support does not enable satisfactory progress, the school, in consultation with parents, will consider contacting an outside agency to complete a specialised assessment. A further meeting with parents would then take place to discuss the outcome of the assessment and resulting actions.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – see also EAL Policy

The SEND Code of Practice recommends particular consideration when identifying and assessing SEND in children with EAL. At St Edward's, we recognise difficulties with learning a language and therefore put early support in place. Most of our children with EAL will make progress based on the support; however, some might have additional SEND needs.

SEND STRATEGY FOR EAL PUPILS

Steps to take when concerned about the progress of a bilingual child.

1. Record clearly the reasons for the concern and who has the concerns.
2. Collect background information on the pupil. This should include information on the child's family, educational and linguistic proficiency in the home language, academic and social attainment levels, relevant medical information, attendance record and community links, e.g. attending classes in home language.
3. Assess non-verbal aspects of communication: areas of development that are less dependent on language skills. This might mean looking at fine and gross motor skills, social communication needs and sensory issues.
4. Collect evidence/information on the following:

    - The steps that have already been taken in meeting the needs of the pupil, including teaching strategies and strategies used to support pupils with EAL.
    - The pupil's strengths and areas in need of development.
    - The pupil's rate of progress over time in English and other curriculum areas. Include QCA/National Curriculum levels together with the perceptions of teaching staff, pupils, parents and any other agencies.

- Samples of work.
- The pupil's level of proficiency in their first language – is it age-appropriate or not? This should include literacy skills in the first language for those pupils who have received schooling in their country of origin before moving to the UK. Poorly developed speaking and listening skills in the first language can be a sign of speech, language and communication difficulties or a developmental language delay.

5. Analyse the evidence/information collected.
6. Seek specialist support if there are indications of SEND.

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

Disability Policy

THIS POLICY APPLIES TO EYFS

ADMISSIONS AND DISABLED PUPILS

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of St Edward's Prep. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities, provided that they can cope with our site.

We advise parents of children with physical disabilities to discuss their child's requirements with St Edward's Prep before they are informally assessed so that we can make adequate provision for them. Parents should provide a copy of a medical report to support their request, for example, for large-print material or other special arrangements.

ON ENTRY

Each pupil with a disability requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. A copy of St Edward's SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES ACCESSIBILITY (SENDA) PLAN can be found below.

SHORT-TERM DISABILITIES

If a child has an accident and requires surgery or medical intervention during their time at St Edward's, we will complete a Health and Safety Risk Assessment on their needs and plan how best we can provide for their continued education. The school may request a doctor's certificate to confirm that the pupil is fit for school. It may be possible to ensure the majority of lessons are taught on ground level. If contact sports need to be avoided, they may complete their work or join another class during these sessions. Younger children may need to be collected early if they are physically unable to complete the timetabled afternoon sessions, such as swimming.

PHYSICAL ACCESSIBILITY

Parents and prospective parents of disabled children may find a copy of St Edward's Prep's SENDA Accessibility Plan below. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

St Edward's Prep has an active monitoring policy and will do its best to make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its

historic buildings on a scattered site. We hope to progressively introduce facilities for wheelchair users and hearing loops as our buildings are upgraded.

OTHER ADJUSTMENTS – ***refer to SENDA Accessibility Plan for full details on reasonable adjustments made to ensure access to the curriculum.***

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special educational needs and disabilities.

Signed

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

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 Policy
- English as an Additional Language (EAL) Policy
- Admissions Policy
- Administration of Medicines and First Aid Policy
- Equal Opportunities Policy
- All Employment Policies

INTRODUCTION

The accessibility plan considers:

- Curriculum and learning access.
- Making improvements to the physical environment of the school.
- Accessibility to written information for pupils and parents.

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 that all pupils are unique and learn differently. We welcome pupils with mild to moderate special educational needs, provided that our Learning Support Department can give them 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 seek 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 EHCP 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.

Jonathan Parsons is the Designated Safeguarding Lead and Janet Elwood, Kelly Turner and Linda Smith 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 to increase the extent to which disabled pupils can take advantage of education and associated services of the school.

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

- Provisions, criteria and practices.
- Auxiliary aids and services, including assistive 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 school visits. We welcome pupils with disabilities and special educational needs, provided that our site and our Learning Support can accommodate those needs. Due to financial and physical reasons, we are unable to accommodate children who 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. So 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 of 2 October 2023: 17 on the SEND register, 17 receiving in-school support, 14 pupils with Individual Education Plans (IEPs) and no pupils awaiting or on Educational Health Care Plans (EHCPs).

We have 26 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, 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 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.
- Ensure 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 SENDCOs.

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:

Year	Curriculum Area	Action / SMART Target	Lead	Timeline	RAG	Evidence / Review Notes
2025–2026	Inclusive Curriculum Design & Adaptive Teaching	Improve consistency in adaptive teaching and SEND scaffolding across lessons through staff development and monitoring	TH/Subject leads	Autumn 2025- 2026	☐ Completed	Subject development plans
2025–2026	Inclusive Curriculum Design & Adaptive Teaching	Audit curriculum resources and introduce appropriate visuals, writing supports and assistive formats where needed	TH/Subject leads	Autumn 2025- 2026	☐ Completed	Subject leads audit resources
2026–2027	Inclusive Curriculum Design & Adaptive Teaching	Embed adaptive teaching approaches and accessible curriculum resources consistently across subjects	TH/Subject leads	Summer 2026	☐	
2027–2028	Inclusive Curriculum Design & Adaptive Teaching	Review SEND pupil attainment, participation and independence across the curriculum to evaluate impact	TH/Subject leads	Autumn 2028	☐	
2025–2026	Language, Communication & Curriculum Access	Strengthen identification of language and communication barriers and increase use of visuals and technology to support curriculum access	JP	Spring 2026	☐completed	Training on AI

2026–2027	Language, Communication & Curriculum Access	Embed vocabulary and curriculum language IT support strategies consistently across subjects	JP/TH	Autumn 2026	☐	
2027–2028	Language, Communication & Curriculum Access	Review the impact of language support strategies on curriculum access and independence for EAL/SEND pupils	SENDCo	Summer 2028	☐	
2025–2026	Inclusive Wider Curriculum Participation	Review PE, STEM, Arts and enrichment provision to ensure SEND pupils can participate through appropriate adaptation and scaffolding	Subject leads	Autumn 2026	☐	
2026–2027	Inclusive Wider Curriculum Participation	Embed inclusive approaches within wider curriculum areas, including adapted PE provision and multisensory learning approaches	Subject leads	Autumn 2027	☐	
2027–2028	Inclusive Wider Curriculum Participation	Evaluate SEND participation, confidence and achievement across wider curriculum subjects and enrichment opportunities	SENDCo	Summer 2028	☐	
2025–2026	Curriculum Continuity & Transition	Improve sharing of SEND learning strategies and curriculum expectations between phases	SENDCo	Autumn 2026	☐	
2026–2027	Curriculum Continuity & Transition	Embed consistent curriculum progression approaches across EYFS, Pre-Prep and Prep	SLT	Autumn 2027	☐	
2027–2028	Curriculum Continuity & Transition	Review SEND transition data and continuity of curriculum provision across phases	SENDCo	Autumn 2028	☐	

Physical Environment

St Edward's Prep occupies an urban site in Reading, Berkshire. One of the obvious problems (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 Astroturf. 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.

The areas identified within this plan have been chosen following review of the school site, day-to-day pupil experience and the practical barriers that can affect access, safety, wellbeing and participation. Given the nature of our buildings and the limitations of a historic, sloping site, the school has prioritised improvements that are both reasonable and achievable, while having the greatest impact on pupils' ability to move safely around the site, access learning environments, benefit from supportive pastoral spaces and participate as fully as possible in school life. These priorities also reflect ongoing feedback, review and the school's commitment to making progressive improvements over time.

Year	Priority Area	Action / SMART Target	Lead	Timeline	RAG	Evidence / Review Notes
2025–2026	Accessibility & Safe Access	Install upgraded pathway lighting between key buildings	SBM	Spring 2026	🟢 Complete	Lights installed
2025–2026	Accessibility & Safe Access	Relocate First Aid Room adjacent to toilet facilities	SBM	Autumn 2025	🟢 Complete	Room allocated
2025–2026	Accessibility & Safe Access	Replace outdoor shelter to improve protected movement around site	SBM	Summer 2026	🟢 Complete	New shelter
2025–2026	Accessibility & Safe Access	Improve organisation and presentation of the main entrance and shared access spaces	SBM	Summer 2026	🟢 Complete	Painted and welcome screen

2025–2026	Accessibility & Safe Access	Conduct termly accessibility walks with staff and pupil feedback	SBM	Termly	● Complete	Pupil voice collected
2026–2027	Accessibility & Safe Access	Review effectiveness of lighting, pathways and movement systems through stakeholder feedback	SBM	Spring 2027	☐	
2026–2027	Accessibility & Safe Access	Review winter and after-school accessibility and supervision arrangements	SBM	Spring 2027	☐	
2027–2028	Accessibility & Safe Access	Complete full review of Accessibility and Safe Access provision	SBM	Summer 2028	☐	
2027–2028	Accessibility & Safe Access	Maintain annual accessibility audits and prioritised improvement planning	SBM, SLT, SENDCo	Annual	☐	
2025–2026	Inclusive & Supportive Learning Environments	Ensure the Music Room refurbishment includes appropriate SEND considerations, including sensory environment, layout and ease of access	SBM/HH	Summer 2026	● Complete	Upgraded music room
2025–2026	Inclusive & Supportive Learning Environments	Ensure the STEAM Room environment is developed with accessibility, organisation and inclusive use in mind for pupils with SEND	SBM/DW	Summer 2026	● Complete	STEAM room
2025–2026	Inclusive & Supportive Learning Environments	Refresh the Year 5 classroom environment through painting, with SEND needs considered in relation to visual calm, predictability and accessibility	SBM	Spring 2026	● Complete	Refreshed room
2025–2026	Inclusive & Supportive Learning Environments	Reconfigure the hall layout to improve visibility and sound for children, with consideration given to access and participation for pupils with sensory or communication needs	SBM/JP	Summer 2026	● Complete	Screen moved to the side
2025–2026	Inclusive & Supportive Learning Environments	Introduce low-sensory classroom principles in at least 50% of classrooms	Class teachers and SLT	Summer 2026	● Complete	Seating plans, blinds to block light, muted colour displays.

2026–2027	Inclusive & Supportive Learning Environments	Extend low-sensory design approaches to all remaining classrooms and shared spaces	Class teachers and SLT	Summer 2027	☐	
2026–2027	Inclusive & Supportive Learning Environments	Review environmental impact through pupil voice and SEND monitoring	Assistant Head Pastoral	Annual	☐	
2026–2027	Inclusive & Supportive Learning Environments	Upgrade hall sound amplification and microphone systems where needed	SBM	Summer 2027	☐	
2027–2028	Inclusive & Supportive Learning Environments	Embed inclusive environmental expectations into refurbishment planning	SBM and SLT	Ongoing	☐	
2027–2028	Inclusive & Supportive Learning Environments	Complete annual classroom accessibility and sensory provision reviews	SBM	Annual	☐	
2025–2026	Wellbeing & Pastoral Support	Develop the Wellbeing Hub as a structured pastoral and regulation space that supports pupils with additional sensory, emotional or self-regulation needs	SENDCo	Autumn 2026	🟢 Complete	Wellbeing hub established
2025–2026	Wellbeing & Pastoral Support	Introduce systems and guidance for Wellbeing Hub use	LS/JE	Autumn 2025	🟢 Complete	Guidance given to staff
2025–2026	Wellbeing & Pastoral Support	Improve locker provision and changing arrangements	BW	Autumn 2025	🟢 Complete	in place
2025–2026	Wellbeing & Pastoral Support	Gather pupil voice on wellbeing twice annually	LS	Twice yearly	🟢 Complete	Pupil reflections

2026–2027	Wellbeing& Pastoral Support	Refine Wellbeing Hub provision through review and feedback	Assistant Head Pastoral	Spring 2027	☐	
2026–2027	Wellbeing & Pastoral Support	Introduce additional wellbeing and self-regulation resources	Assistant Head Pastoral	Autumn 2026	☐	
2026–2027	Wellbeing & Pastoral Support	Review changing and storage facilities annually	Assistant Head Pastoral	Annual	☐	
2027–2028	Wellbeing& Pastoral Support	Complete full review of pastoral environment provision	Assistant Head Pastoral	Summer 2028	☐	

Information:

The Information section of St Edward's SENDA explains how the school ensures that all pupils and families can access important information in a clear, fair and inclusive way. It outlines our commitment to providing school communications and materials in accessible formats, including translation and alternative formats on request, so that individual needs are met. This section also highlights how pupils are supported to access learning through appropriate tools and technologies and how staff are guided to communicate information consistently and accessibly. The aim is to remove barriers, promote independence and ensure that access to information is embedded as part of everyday school practice rather than provided only in response to difficulty.

Year	Priority Area	Action / SMART Target	Lead	Timeline	RAG	Evidence / Review Notes
2025–2026	Access to Information	All school communications and materials are **translated and made available in alternative formats on request**, with staff aware of how to access translation and formatting support.	SLT / Admin Team	Throughout 2025–26	☐ Complete	Requests logged; staff guidance shared; parent/carer feedback indicates improved access.

2026–2027	Access to Information	Requests for translated and alternative format materials are **responded to consistently and promptly**, with accessibility options clearly signposted to families.	SLT / Office Lead	Throughout 2026–27	☐ Complete	Reduced delays; increased uptake; improved family confidence in requesting support.
2025–2026	Accessible Tools & Pupil Support	Pupils are supported to **use accessibility tools safely and effectively**, including font adjustments, visual stress aids, speech-to-text and captions, where appropriate.	SENDCo / Class Teachers	Throughout 2025–26	☐ Complete	Access arrangements documented; observations show tools used appropriately; pupil voice gathered.
2026–2027	Accessible Tools & Pupil Support	**Assistive technology** (e.g. screen readers, voice typing, predictive text, reading pens) is used consistently by SEND and EAL pupils across curriculum areas.	SENDCo / Subject Leads	Throughout 2026–27	☐	Increased independence; reduced reliance on adult support; progress monitored.
2025–2026	Staff Confidence & Sustainable Practice	Staff receive **clear guidance on accessible information practices**, including when and how to provide translation, alternative formats and accessibility tools.	SLT / SENDCo	Throughout 2025–26	☐ Completed	Guidance shared; improved staff confidence; early consistency across practice.
2026–2027	Staff Confidence & Sustainable Practice	**Consistent accessible practice** is evident across communication methods and digital platforms such as Onenote.	SLT / Digital Lead	Throughout 2026–27	☐	Monitoring confirms consistency; fewer ad-hoc adaptations; positive staff feedback.
2027–2028	Staff Confidence & Sustainable Practice	Accessibility and inclusive design standards are **embedded in training and decision-making**, ensuring new tools and platforms meet accessibility requirements before implementation.	SLT	Throughout 2027–28	☐	Accessibility considered at procurement stage; regular training established;

						sustainable practice confirmed.

MONITORING AND REVIEW

This policy is the responsibility of the Headteacher, but is reviewed annually in conjunction with the Deputy Head Academics, School Business Manager and SENDCo.