



SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACCESSIBILITY (SENDA) POLICY & PLAN

These procedures apply to the entire setting, including EYFS.

Date of Policy	January 2024
Member of staff responsible	Yvette Allen
Role	Learning Enhancement Coordinator (SENCo)

Last Review	Significant changes
January 2025	Updated numbers

INTRODUCTION

This policy covers the period January 2024 – January 2027 and includes Early Years.

ETHOS AND AIMS:

At St Faith's, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

In accordance with Schedule 10 of the Equality Act 2010, St Faith's is required to have a 3-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;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- 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.

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

We value the diversity of the school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

CONTEXT:

As at 1st January 2025, St Faith's has 31 pupils on the SEND register, 8 receiving weekly one-to-one learning support with 5 pupils receiving named support from a Teaching Assistant within the classroom. All pupils with Learning Plans are reviewed regularly to assess progress; all relevant parties are invited to attend.

We have 41 pupils with medical conditions (including epilepsy, sight and hearing impairment, asthma and mild to serious allergies). 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 15 staff with

medical needs, allergies 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 Enhancement policy.
- Prepare the school's accessibility plan.
- Review such plans and policies as necessary and at least on an annual basis.
- To 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 senior school entry, both independent and state funded. Pupils receiving help from the Learning Support staff are still candidates for entrance exams, though this may be modified. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that they move to an appropriate secondary school without the need to take the senior school's own entry examination, in consultation with learning support teams from both St Faith's and the relevant senior school.

We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes those pupils with identified specific learning differences and those for whom English is an additional language.

Providing all pupils with access to the curriculum is an ongoing and continuous process. St Faith's plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities (including for a temporary disability through injury, etc) as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase **access to the curriculum** for pupils with a disability (including for a temporary disability through injury, etc), expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the **provision of written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should, where appropriate and necessary, be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years, and monitored and reviewed regularly.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Health & Safety (including off-site safety)
- Special Needs
- Behaviour Management
- School Development Plan
- School Aims and Objectives
- Teaching and Learning File
- Equality, Diversity and Inclusion Policy

The Action Plan for physical accessibility relates to the Site Audits of the School, which are undertaken by the Proprietor and Site Manager. It may not be feasible to undertake some of the works during the life of this SENDA Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed we will ensure that;

- A section relating to access may be added on Equality, Diversity and Inclusion.
- The SENDA Plan is available to view on our website.
- Information about our SENDA Plan will be published in reports to The Wishford Advisory Board.
- The Plan will be monitored by the Site Manager and Proprietor.
- The Plan will be monitored by ISI as part of their inspection cycle.

INFORMATION GATHERING:

The collection of information is crucial to supporting St Faith's in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance.

Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the plan.

INVOLVEMENT OF DISABLED PUPILS, STAFF, PARENTS AND OTHER USERS OF THE SCHOOL:

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN:

1. Setting priorities

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

2. Increasing the extent to which disabled pupils can participate in the school curriculum

The following priority actions are to be introduced to increase pupil participation in the curriculum: -

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action

3. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- There are currently no disabled pupils who require assistance.

4. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The following priority actions are to be introduced to provide information for pupils: -

- Material produced for visually impaired students to be modified/adapted by teachers.

MAKING IT HAPPEN:

1. Implementation

The scheme will be supported by detailed action plans and incorporated into the School Development Plan, with oversight of the Wishford Schools board so that progress can be checked.

2. Publication

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

ACCESS TO THE CURRICULUM:

The School's policy is that all students should follow a programme which is within the framework of the curriculum offered by the school but which is appropriate to them and which takes account of their special educational needs and/or disabilities. This is managed by the Learning Enhancement Coordinator in liaison with the pupils, their parents/carers, class teachers and teaching assistants. Any new pupil to the school is assessed and placed on a suitable programme of study immediately. The School's Learning Enhancement Policy sets out the provision available within the school to enable pupils to access the curriculum. The school encourages the use of assistive technology in lessons and an application for Special Arrangements is submitted for pupils when taking the Kent Grammar School Test and End of Key Stage assessments. Arrangements such as readers, scribes and additional time are factored into school tests and examinations throughout the year to ensure students with special educational needs and/or disabilities are not at any disadvantage.

We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This also includes those pupils for whom English is an additional language. (Please refer to our English as an Additional Language policy document.)

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next 3-year period and assigned to senior leadership team members is as follows:

ACCESS TO THE CURRICULUM

Item	Reason	Responsibility
Staff confidence in differentiating the curriculum for pupils with learning differences and disabilities	To ensure that all children overcome barriers to learning.	Director of Studies Head of Learning Enhancement
Knowledge and understanding of pupils learning difficulties and disabilities for all staff	To continue staff professional development through training. To ensure staff know about each individual need through pupil passports regular meetings with staff and parents.	Head of Learning Enhancement
Pupils access to assistive technology	To have better access to use of ICT in class/iPads and through assistive technology.	Head of Learning Enhancement Head of Computing
All curriculum leaders to consider needs of SEN pupils in their curriculum planning	To improve classroom differentiation through subject material.	Director of Studies/ Head of Learning Enhancement /Curriculum Leaders
To ensure that children with physical disabilities are given reasonable adjustment.	To ensure that access to the curriculum is appropriately modified to ensure that children can learn and achieve at their level of ability. This will be done through consultation with the Physical Development professionals.	Head of Learning Enhancement Head of Sport Head of Computing Head of Music

To ensure that there are bilingual books available to children in the library. Eg: Ukrainian	To provide a range of bilingual books to support children who do not have English as a first language.	Head of Learning Enhancement
To ensure that there are a range of books in our library that promote diversity and different cultures.	To expose children to the wider world.	Head of Learning Enhancement
To have a wider range of dyslexia books in the school library that cater for all ages of Dyslexic pupils (currently aged 5-11).	To ensure that access to reading is appropriately modified to ensure that children can learn and achieve with the support they need.	Head of Learning Enhancement
To ensure that the Mental health and wellbeing of the staff and children is supported within St Faith's	To ensure that all of the staff and children's wellbeing is cared for and supported when needed so that they can work at their full potential.	Pastoral Deputy Pastoral team Head Head teacher SLT Head of Early Years
To arrange training for a Mental Health Lead	To be able to effectively support the staff and children thoroughly with their mental well-being.	Head Pastoral Deputy

ACCESS TO INFORMATION

Item	Reason	Responsibility
To maximise the full potential of the Surface Gos to support learning and accessibility for all children.	To ensure that children with barriers to learning can have their settings adjusted to suit their needs.	Head of Learning Enhancement Class teachers
Documentation may be need to be translated into another language so that it can be fully accessed by all parents. Identifying EAL children needs to happen as part of the registration process.	Some parents who do not have English as their first language may not be able to access important school information or school reports.	Registrar
To develop the support of children's transition from Nursery to Reception and year group to year group and Year 6 to Secondary school	To support children who find transition difficult through planned programmes at their appropriate level	Head of EYFS Head of Learning Enhancement
To support children with EAL with resources and a translator to allow them to access information in their own language.	To allow children to access information through translation.	Head of Learning Enhancement Head of MFL
To provide large print notices in classrooms (Fire Exit routes, safeguarding signs) and large print parental leaflets should these be required,	To give visually impaired children, staff and teachers equal access to essential signs and information	School Business Manager and Head of Learning Enhancement

ACCESS TO THE PHYSICAL ENVIRONMENT

Item	Reason	Responsibility
A suitable portable and adjustable ramp to allow access to key areas of the school.	To give full access to key areas of the school for children, parents and staff.	School Business Manager
Installation of a disabled toilet beside Kerruish Hall.	To give full access to toilet facilities for those with a disability.	School Business Manager
Expand and further develop an outdoor sensory environment for all pupils including Early Years.	To help children with Sensory Processing difficulties to have a place to regulate their sensory diet and manage their sensory overload.	Head of EYFS Site manager School Business Manager DM
To arrange to 'walk the site' with visually impaired person, to identify areas that could be improved.	To identify areas that are poorly lit, ground that is uneven, steps which need highlighting.	Head of Learning Enhancement
To arrange assessment of the site in terms of hearing and visual difficulties. PEEPs may be needed.	To identify areas that are difficult to evacuate or where the fire alarm cannot be heard.	Head of Learning Enhancement
Ensure all doors are easily opened by children.	To ensure that children are independently able to open doors in toilets and classrooms.	School Business Manager

EFFECTIVE COMMUNICATION

Item	Reason	Responsibility
Clear, regular home school communication	To ensure that emails, phone calls, newsletters, meetings with parents are effectively organized so that a good correspondence take place between teachers and parents.	SMT/Admin Team/ Head of Learning Enhancement/ Teachers
Termly EDI meetings to continue to promote EDI across the school.	To encourage, discuss and include new ideas.	Head of EDI
PSHE and social skills groups to enable children to become more aware of their own learning styles and access needs	To ensure that the new scheme is delivered regularly in classes. To monitor children's emotional wellbeing using the PASS programme which is completed by the Upper school twice a year.	PSHE Coordinator/ Head of Learning Enhancement/ Pastoral Deputy Head
To ensure that agreed support is put in place to support children with Social, Emotional and Communication difficulties and physical difficulties during Sports lessons.	To make PE accessible and enjoyable for all.	Head of Learning Enhancement Head of Sport
To ensure that agreed support is put in place to support children with Social, Emotional and Communication difficulties and physical difficulties when needed.	To ensure that all children feel supported.	Head of Learning Enhancement