

Woodlands Schools Hutton Manor



Accessibility (SENDA) Plan

This policy includes EYFS & Little Acorns

Table of contents

ACCESSIBILITY (SENDA) PLAN	1
IMPROVING PARTICIPATION IN THE CURRICULUM – 10 3.2(A)	3
IMPROVING THE PHYSICAL ENVIRONMENT – 3.2(B).....	5
IMPROVING THE DELIVERY – 3.2(C).....	8
TARGET.....	8

Accessibility (SENDA) Plan

Accessibility (SENDA) Plan - Woodlands Hutton Manor – 2023 - 2025

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice (January 2015). Woodlands School Hutton Manor is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum. We have an admissions policy, available on the school website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school and the aim of our admissions procedures is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural and pastoral environment.

A person who is disabled is defined as having a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

A child with special needs is defined as someone who has significantly greater difficulty in learning than the majority of pupils of his/her age. Special Educational Needs and Children with Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

To reduce and, where possible, eliminate barriers to accessing the curriculum for pupils to have full participation within the school community. Woodlands School Hutton Manor recognises its duty:

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Woodlands Schools have an inclusive ethos. Our strategies to achieve this ethos include:

- having high expectations of all pupils finding ways in which all pupils can take part in the full curriculum including sport, music, and drama planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate

- setting an admissions policy and associated criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- providing written information for pupils with disabilities in a form which is user friendly
- examining our resources to ensure that there are examples of positive images of disabled people

Hutton Manor will:

- recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- ensure that this curriculum endorses the key principles in the National Curriculum which underpin the development of an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. The following are carefully considered by the School's Senior Leadership Team:

- Attainment
- Attendance
- Extra-curricular activities and sport
- Physical school environment
- Selection and recruitment of staff
- Staff training
- Welfare

The purpose of a School's Access Plan is to:

- increase the extent to which current and prospective disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which current and prospective disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided to pupils who are not disabled

Improving Participation in the Curriculum – 10 3.2(a)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
To ensure that staff continue to set suitable learning challenges for disabled pupils by responding to pupil's diverse learning needs and overcoming potential barriers to learning and assessment	Training appropriate staff. Individual pupil targets and monitoring by Teachers and SENDCo.	HT / SLT / SENDCo	Inset sessions – Staff Development Budget General Staff Meetings – no budget required	Pupils achieving targets	On going reviewed termly by SLT
To provide staff with the skills and knowledge on the impact of disabilities on their teaching.	Appropriate training opportunities for staff. Monitored by SLT, and SENDCo	HT / SLT / SENDCo	Inset sessions – Staff Development Budget General Staff Meetings / Key Stage Meetings – no budget required	Feedback from SLT, teaching staff	On-going
To ensure that class teachers and Learning Assistants are fully aware of disabled pupils' needs and continue to monitor their progress in consultation with parents	Target plans for pupils distributed to Parents/Class Teachers and Learning Support Assistants/SENDCo	Class Teachers / Specialists	SENDCo oversight – time allocated on timetable Parent information sessions as appropriate – no budget required	Pupils are regularly monitored to ensure their needs are reviewed and targets achieved. Parent meetings – as required	Termly

Improving Participation in the Curriculum – 10 3.2(a)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
To review the PE curriculum ensuring that physical education is accessible to all pupils.	Identify any specific requirements or adaptations required	HT / DHT / PE staff /SENDCo	Modification of curriculum delivery Appropriate PE equipment if required – Education resources budget	Appropriate differentiation for pupils with disabilities	On-going
To ensure that all pupils have equal opportunities to participate in extracurricular activities.	Continually evaluate extracurricular clubs, to ensure a diverse range of activities and opportunities are available to all pupils	HT / DHT / Office Manager / Teaching staff	Staff required to plan & run club activities – contract requirement	A timetable of extracurricular activities is developed and published to Parents and Staff	Termly
To raise the awareness of disabilities amongst pupils and staff through PHSE curriculum and assemblies.	Schedule content / guest speakers into Assembly timetable	HT / DHT / Teaching Staff	PPA - Time given to plan and arrange activities	Planning overview and assembly timetable reflects arrange of speakers / topics covered	Termly
To ensure that targets and reports reflect the ability of children with disabilities.	IEP & EHCP meetings EYFS feedback at Parent information sessions.	SENDCo & Teaching Staff	Annual Reports are completed by Teachers and monitored by Head Teacher	Reports are produced by Teachers for parents	Annually

Improving Participation in the Curriculum – 10 3.2(a)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
To ensure that appropriate resources are available to support the learning of children with disabilities	Liaise with appropriate external agencies for support & guidance on resources, when required, e.g., Teacher of Hearing Impaired, Educational Psychologist, Visual Impairment Team	SENDCo and Class Teachers	Appropriate resources & guidance are sourced when required – educational budget ISA Regional Network Meetings (organised and run by SENDCo)	The appropriate resources are available to pupils with disabilities. Additional agency support is sourced, when required.	On-going

Improving the Physical Environment – 3.2(b)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises.	Continued cycle of review and maintenance or premises and accessibility plan, to include: Hazard lines on edges of steps	Estates Manager / H&S officer / Head	General maintenance of site needs – Estate budget	Disabled Parking bays monitored for correct use Regular maintenance of pathways Tennis courts monitored for wear and tear	On-going – monitored daily On-going – monitored daily Ongoing – termly

Improving the Physical Environment – 3.2(b)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
	Trees and bushes trimmed External lighting Disabled parking bays Pathways kept clear Tennis court and playground surfaces Signage Fingersafes			Temporary ramp is available to ensure the school office and classrooms are accessible Doors checked for wear and tear on fingersafes	Ongoing - termly
Improve physical access to facilities within the house for EYFS	Install access ramp main steps from KG playground area	Estate Team	Access ramp into the main house	Temporary ramp available or modify current access.	Facilitate this when required
To facilitate the access to all curriculum areas for a pupil in a wheelchair.	Modification to timetabling & rooming to allow all curriculum areas to be accessed via ground floor rooms Modifications to classrooms, where	Deputy Head Estate Team	No budget required Possible storage of equipment required.	Access for all pupils / staff requiring wheelchair access	Facilitate this when required

Improving the Physical Environment – 3.2(b)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
	required to allow access & movement.				
To ensure all disabled drivers have access to the school site	Disabled drivers will be allowed parking as close to the school buildings within the designated visitor parking.	Estate Team	Designated parking spaces allocated within the no-parking area of the driveway	Should further site developments happen, in regard to parking, facilities for disabled drivers would be included in these plans.	On-going, termly review as to successful implementation
To ensure the safe exit of all pupils and staff on hearing the fire evacuation bell	Regularly practice evacuation procedures – different times of the day, different days in the week	Estate Team	None required	Children understand and follow procedures in a calm and measured manner	Half Termly

As the house is a listed building any lessons that would ordinarily be located in the upstairs rooms would be relocated on the ground level.

Improving the Delivery – 3.2(c)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for dyslexia, ADHD and sensory processing, dyscalculia, differentiation and recording methods</p> <p>Online learning modules if required</p> <p>Invite specialist groups in, e.g., ADD-Up, SNAP</p>	HT / DHT / SLT / SENDCo	Access to specialist agencies / research opportunities for SENDCo – training budget	Raised staff confidence in strategies for differentiation and increased pupil participation	Ongoing – termly review
Ensure classroom support staff have specific training on disability issues	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	SENDCo	SENDCo to line manage LSAs and identify training needs – training budget	Raised confidence of support staff	Ongoing – termly review
Every type of intervention is made for pupils with visual needs such as	Texts are made bigger where necessary and readers provided for all assessments. Tinted	SENDCo / Class Teachers / LSAs	Children that require alternative forms of information are identified by	A variety of forms of information is available when required.	On-going

Improving the Delivery – 3.2(c)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
dyslexia or visual impairment.	glasses can be obtained or tinted overlays Large format production of materials. Interactive screens in classrooms to alter font size & colour iPads available in classrooms for teaching & learning. LSAs in class to assist with provision		SENDCo and provision put in place		
To ensure reasonable adjustments are made within the classroom environment	The relocation of teaching rooms and curriculum specialism lessons where practicably possible The positioning of children in the classroom to best meet the pupil's needs	HT / DHT / SLT / Class Teachers	The relocation of teaching rooms and specific curriculum subjects to allow pupils to access the lesson – no budget required, time allocation Class Teachers to be aware of individual needs and position the pupil in the classroom to meet this need. – no budget required	Pupils are able to access all curriculum areas and teaching areas.	On-going

Improving the Delivery – 3.2(c)

Target	Action Required	Lead	Resources	Success Criteria	Target Completion Date
	The structuring of timetable to meet the pupil's needs and allow access to curriculum areas.		DHT to formulate timetable to allow pupils to access teaching areas across the curriculum		
SENDCO to ensure relevant staff are aware of the specific needs of individual pupils	Pupil profiles are produced alongside IEPs for pupils with disabilities, thus informing staff on strategies for curriculum delivery	SENDCo	Pupil Profiles are produced by the SENDCo, individuals are identified and reviewed at Morning Meetings, Staff Meetings and SLT meetings – no budget requirement but time allocation for SENDCo essential	Staff have full information on pupil needs	On-going / Weekly