

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY and ACCESSIBILITY POLICY (SENDA) POLICY 2025 – 2026**

THIS POLICY INCLUDES EARLY YEARS FOUNDATION STAGE

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Governor sign – off		
Governor: Franklin Neathercoat	Date:	

### **1. Introduction**

In accordance the Special Educational Needs Discrimination Act 2001 (SENDA); the Special Educational Needs and Disability Code of Practice 2014 and Schedule 10 of the Equality Act 2010, Pennthorpe understands that the SENDA is statutory for pupils with an Education Health Care Plan (EHCP). This document outlines how Pennthorpe ensures inclusive access to education for pupils with SEND and/or disabilities. It complies with the Children and Families Act 2014 and the Equality Act 2010. This policy should be read in line with the school's Special Educational Needs Policy 2024-25.

Pennthorpe is an educationally inclusive School, where the teaching and learning, achievements, attitudes and well-being of every pupil matter. We recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with physical disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an Additional Language.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

'Reasonable adjustments are changes that organisations and people providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others that aren't disabled.

This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets.' (taken from [www.educationhub.blog.gov.uk](http://www.educationhub.blog.gov.uk))

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age;

or

- b. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age

This plan aims to ensure:

1. Access to the curriculum of pupils with SEND

- Differentiated teaching strategies
- Use of assistive technologies
- Staff training and CPD
- Support for transitions and exam access arrangements

2. Access to the Physical Environment

- Adjustments to buildings and facilities (e.g. ramps, lifts, signage).
- Safe evacuation procedures.
- Sensory-friendly spaces where needed.

3. Access to Information

- c. Alternative formats (e.g. large print, coloured paper)
- d. Accessible communication platforms (e.g. visual timetables).
- e. Website accessibility compliance.

## 2. Access to the curriculum

We are a non-selective preparatory school which prepares pupils for a combination of state and private senior schools. We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers.

### Reflection on Previous Targets:

- Whole staff training on literacy difficulties, particularly reading (decoding and comprehension) to ensure children can access all lessons - **COMPLETED**
- Whole staff training on numeracy difficulties, including understanding 'dyscalculia' to ensure children can access all lessons – **IN PROGRESS – RWI Training for all staff was prioritized this year**
- Ensuring the passions of every child are recognised along with their ability through the introduction of Engagement Sessions into Years 3&4 along with sessions in Years 5-8 - **COMPLETED**
- To ensure all additional events (Wellbeing Walks, Easter egg Hunts, Whole School Off Timetable afternoons) are reviewed in advance by relevant Form or Class teachers to ensure that reasonable adjustments can be made for all children - **ONGOING**

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next 2-year period is as follows:

### Short Term- 2025/26

- Head of Learning Support to work with Heads of Department on the design of curriculums and schemes of work to make these more accessible to all pupils
- To create a team of 'SEND Staff Specialists' who staff can seek support from for ideas on how to better support pupils with SEND
- To ensure that a clear plan is in place for any child who cannot access a particular subject or session (Sport, Drama, Hobbies etc) to enable them to achieve success

### Medium - Long Term- 2026/27

- To have all core lesson content available on Teams with key explanations and tasks available via a video call so that all children can access all core subjects remotely

### 3. Provision of Information

#### Reflection on Previous Targets:

- Train children working on laptops to use Dictate and ensure that materials made available by all staff on Teams are in a Word format so that Dictate can be used – **COMPLETED AND ONGOING**
- Reassess Learning Support Parent Feedback sessions to create a schedule which has two parent sessions per year with Head of Learning Support for any child who accesses Learning Support or has an EHCP – **Completed - All pupils who receive Learning Support and/or have an EHCP are invited to termly meetings with Head of Learning Support as per the SEND Policy**
- Create a 'Teacher Guide' for staff for children who have physical needs so their needs can be considered and accommodated. Consideration should be given to timetables, break times, changing for sport, routes around school, lunch times, Huddles, sports fixtures and Games lessons, residential trips and performances. - **Completed**

The improvement of the delivery of information to pupils with SEND and parents of pupils with SEND, in part, in response to specific needs as and when they arise. Our 3-year plan is as follows:

#### Short Term- 2025/26

- Consult with outside specialist / consultant to advise on assistive technologies and artificial intelligence for pupils with SEND
- To explore how resources and lesson explanations to be recorded and shared virtually at the end of each lesson
- Re-introduce 'Satchel 1' as a way of sharing all homework digitally for pupils in Year 5-8

#### Medium - Long Term- 2026/27

- To use Teams and the Parent Portal to share all Curriculum Overviews, Schemes of Work, Topics and Skills Grids for each academic year
- Ensure all pupils receive lessons on how to organize and collate their work online as well as in exercise books

#### 4. Physical environment:

Pennthorpe occupies a rural site in West Sussex. The administrative, catering and dining facilities are situated in a 19th century Main House, spread across three floors. Two separate teaching blocks house the Pre-Prep and Prep School (McConnell Building). Both teaching blocks have two or three levels and classrooms are configured by year group together with dedicated rooms for science and an assembly hall. Both of the buildings have lifts and full disability access. Other separate buildings on the site include a Sports Hall, Nursery (Honey Pot) and a purpose-built Art and Design Centre which are all single storey buildings. One portacabin houses Performing Arts lessons, whilst the other is used as a classroom. The old Chapel is a two storey building with limited disability access, housing a Year 7 & 8 common room known as 'The Attic'.

The school is also situated on undulating ground. Taken together, these factors mean that, in their current configuration, our site and buildings are intrinsically problematic to disabled access. 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.

#### Reflection on Previous Targets:

- Recognise and establish a site route for wheelchair access – **Completed**
- Establish provision for travelling to and from the field for a pupil with mobility difficulties - **Completed**
- Create an additional 'sensory space' – **Completed**
- Ensure all classroom and shared areas are accessible to wheelchair users - **Complete as practically possible**
- Add a handrail to the steps on and off the Terrace – **Completed**
- Plan for access to lessons on the upper floor of the Main teaching building when the lift is out of action – A new multi-purpose classroom has been created on the bottom floor of the main teaching building to ensure that lessons being taught in the Prep school can be scheduled there / moved there when required. – **Adapted and Completed**
- Create wheelchair access to the Ground floor of the Main House and Changing Rooms – **Completed**
- To ensure that the disabled toilet in the Main House is again used as a disabled toilet and accessible at all times - **Completed**

#### Short Term- 2025/26

- Consider the use of 'The Attic' for the Senior Common Room. This may have to be relocated as this is not an accessible location for all pupils.

#### Medium - Long Term- 2026/27

- Create a permanent wheelchair access ramp for the PA Studio – **as 6m ramp required, this would overlap the building footprint therefore still ongoing.**
- Ensure all classroom and shared areas are accessible to wheelchair users - **Completed except for Library and Attic**