

# PENNTHORPE SPECIAL EDUCATIONAL NEEDS AND DISABILITY PLAN (SENDA)

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE



ISI Code:	17b SENDA Accessibility Plan
Policy Author:	Alexia Bolton, Academic Assistant Head
Date Reviewed by Author:	August 2020
Next Review Date:	August 2021

## INTRODUCTION:

In accordance with Schedule 10 of the Equality Act 2010, Pennthorpe 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.

## ACCESS TO THE CURRICULUM:

**PLEASE REFER TO OUR 'Individual Educational Needs Policy FOR FURTHER INFORMATION.**

We are a non-selective preparatory school which prepares most pupils for the Common Entrance examinations at age 13. Pupils receiving help from the Learning Support staff are still candidates for Common Entrance, 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 Common Entrance exam. We aim to

Short Term- 2019/2020	Medium Term 2020/2021	Long Term- 2021/2022
<ul style="list-style-type: none"> <li>VLD and HAJ to continue with LUCID but trial NFER Dyslexia /Dyscalculia screeners /LASS</li> <li>LS teachers to routinely refer to the weekly (Medium Term Plans) for English/Maths/both as appropriate for each pupil</li> <li>Extend in-class support for those pupils receiving 1:1 support, to strengthen the bridge between the two, and to encourage greater transference of skills.</li> <li>Provide increased information for staff about pupils' individual needs, including a photo for ease of reference.</li> </ul>	<ul style="list-style-type: none"> <li>Review the provision for Pre-Prep School pupils requiring intensive reading support, as part of the 'Daley Readers' initiative.</li> <li>Re-circulate the Teachers' Guide to supporting children with specific learning difficulties.</li> <li>Consider how we inform parents about reading &amp; spelling</li> <li>INSET training on Working Memory for all teaching staff.</li> <li>Begin handwriting groups using the 'Speed Up' programme.</li> <li>Purchase 4-6 iPads for the LS department</li> <li>Develop greater independent for our weakest readers</li> </ul>	<ul style="list-style-type: none"> <li>Develop Wave two literacy and numeracy interventions to include more groups run by Teaching Assistants</li> <li>Training for staff in Speech, Language and Communication Needs.</li> <li>Extend use of 'Calm Kits' to more classrooms</li> <li>Provide training for all staff on SpLD</li> <li>Maxmise the use of technology to support pupils with SpLD</li> </ul>

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

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

### PROVISION OF INFORMATION:

The improvement of the delivery of information to disabled pupils is, similarly, an ongoing process and, in part, in response to specific needs as and when they arise. Our 3-year plan is as follows:

Short Term- 2019/2020	Medium Term- 2020/2021	Long Term- 2021/2022
<ul style="list-style-type: none"> <li>Routinely screen pupils entering Learning Support to assess coloured overlay preferences.</li> <li>Ensure that coloured overlays/reading rulers are</li> </ul>	<ul style="list-style-type: none"> <li>Consider purchasing a program such as Claro-read and reading pens to help pupils with reading difficulties access more complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>JRO to bring in an outside speaker (Mrs Bateman) to train staff on the Assistive Technology systems available for pupils with SpLD.</li> </ul>

<p>available in each classroom.</p> <ul style="list-style-type: none"> <li>• Provide training for all staff on how to change the background colour on computers and SMARTboards.</li> <li>• Provide training for pupils on how to change the background colour/font size and style/line- spacing of their work.</li> <li>• Explore the possibility of introducing 'Dyslexie Font' onto school network.</li> <li>• Ensure that all worksheets and handouts are copied onto cream/buff coloured paper;</li> </ul>	<ul style="list-style-type: none"> <li>• Resurrect the annual information sessions and parental training on spelling and reading</li> <li>• Transfer SEND data to Engage for full staff access</li> <li>• Whole staff training on interpreting standardized data to identify and track attainment in pupils with specific learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Whole staff training on literacy difficulties, poor decoders and poor comprehenders with effective classroom differentiators</li> <li>• Creation of a safe space for children with mental health issues</li> </ul>
---	--	---

## PHYSICAL ENVIRONMENT:

Pennthorpe occupies a rural site in West Sussex. The administrative, catering & dining facilities are situated in a 12<sup>th</sup> century Manor House, spread across three floors. Two separate teaching blocks house the Lower School and the Upper School. Both teaching blocks have two or three storeys 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. Separate buildings include a Sports Hall, the Honeypot and a purpose-built Art and Design Centre which are single storey. A set of portacabins house English and Music with the Chapel being two storey with limited disability access. 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. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

Short Term- 2019/2020	Medium Term- 2020/2021	Long Term- 2021/2022
<ul style="list-style-type: none"> <li>• Review and explore current and alternative screeners for SpLD</li> <li>• Research more appropriate lighting for SEND rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and establish a site route for wheelchair access</li> <li>• Traffic zoning for disabled access. Move the disabled</li> </ul>	<ul style="list-style-type: none"> <li>• Research more appropriate lighting for Learning Support classrooms.</li> <li>• Reduce Dining Room noise</li> </ul>

	<p>space nearer to the front door.</p> <ul style="list-style-type: none"><li>• Set up a buddy structure for the fire evacuation.</li><li>• Training for all staff on BF syndromes</li></ul>	<ul style="list-style-type: none"><li>• Adapted minibus with prioritized bookings for disabled children if required</li></ul>
--	---	---