



HEYWOOD PREP
CORSHAM

SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACCESSIBILITY (SENDA) PLAN POLICY

**Updated
February 2020**

INTRODUCTION

This policy covers the period February 2020 – February 2023 and includes Early Years.

ETHOS AND AIMS:

At Heywood Prep, 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, Heywood Prep 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 September 2019 Heywood Prep has 32 pupils on the SEND register, 24 receiving weekly one-to-one learning support with 2 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 65 pupils with medical disabilities (including asthma, mild allergies, Epilepsy, Hip Dysplasia and Erb's Palsy.) 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 4 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 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 support 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 Heywood Prep 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. Heywood Prep 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 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, 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.

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

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 and Diversity.
- 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 Heywood Prep 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:

We are a non-selective preparatory school which prepares pupils for local independent and state secondary schools. Pupils receiving help from the Learning Support staff are still candidates for school-set entrance exams though these may be modified. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that they apply to an appropriate secondary school following recommendation from the Head, Head of Learning Enhancement and Head of Upper Prep.

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 is as follows:

ACCESS TO THE CURRICULUM		
Short Term – 2019/2020	Medium Term- 2020/2021	Long Term - 2021/2022
<p>Further develop numeracy interventions for SEND and GAT pupils to include more groups run by Teaching Assistants</p> <p>Extend in-class support through targeted TA coverage for those pupils receiving 1:1 support, to strengthen the bridge between the two, and to encourage greater transference of skills.</p> <p>Train more staff in the delivery of Toe by Toe.</p> <p>Develop “Safe Space” in main school building.</p> <p>Head of Learning Enhancement to carry out more learning walks and observations to support class teachers and pupils.</p>	<p>Purchase 4 iPads for the LE department</p> <p>INSET Training for staff in Speech, Language and Communication Needs/ASD.</p> <p>Head of Learning Enhancement to routinely refer to the weekly (Medium Term Plans) for English/Maths/both as appropriate for each pupil</p> <p>SpLD Teacher to deliver INSET to teaching staff about dyscalculia</p> <p>Head of Learning Enhancement and SpLD Teacher to review and explore current and alternative screeners for Specific Learning Difficulties (SpLD).</p>	<p>Pupils to use Word online for instant feedback on classwork.</p> <p>Allows pupils to access touchscreen technology</p> <p>All English teachers to be trained on Sound Discovery, so that they have a clear understanding of phonic skills</p> <p>INSET training for staff on positive handling and behavioural management to address changing cohort</p> <p>INSET training for staff on ADHD</p>

PROVISION OF INFORMATION		
Short Term- 2019/2020	Medium Term- 2020/2021	Long Term- 2021 /2022
<p>Consider purchasing a program such as ClaroRead (speech to text program) and reading pens to help pupils with reading difficulties access more complex texts.</p> <p>Ensure all communication is available in large print for visually impaired pupils.</p> <p>Ensure planning documents show use of resources</p>	<p>To bring in an outside speaker to train staff on the Assistive Technology systems available for pupils with SpLD.</p> <p>Ensure all areas of the school signage is dyslexia friendly</p> <p>Further develop annual information/training session for parents on spelling and reading and Maths</p>	<p>To provide a range of information leaflets for parents of specific learning differences</p> <p>To provide an online portal for parents to access information</p> <p>To run community workshops on ADHD/Dyspraxia</p>

PHYSICAL ENVIRONMENT		
<p>Heywood Prep occupies a semi-rural site in Corsham, a small Wiltshire market town. The administrative offices and Reception classrooms are located in a converted barn. The main hall, catering & dining facilities are situated in a modern separate extension to a Georgian Manor House, spread across four floors (one at basement level, housing changing rooms). A separate teaching blocks houses the Art Room and Learning Enhancement Department (The Treehouse). The Nursery are housed in a linked two-storey converted Fire Station dating from the Georgian period. A wooden cabin is the Year 6 Form Room. The Site Team and PE equipment are based in separate building near Antonia's Garden, a walled garden with a Forest School area, and enclosed Astro-turf court/pitch. The main building and the majority of the site is Grade II Listed which means that the majority of our site and buildings are intrinsically problematic to disabled access.</p> <p>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.</p>		
Short Term- 2019/20	Medium Term- 2020 /2021	Long Term- 2021/2022
<p>Further develop a library stock of footrests/sloping desks/ wobble cushions/wedge cushions for staff to trial as required</p> <p>Visit a specialist ASD school to explore the environment/fabric specifically designed to improve the learning experience for pupils</p>	<p>Explore siting of PE changing rooms to support access for physically impaired pupils</p>	<p>Explore feasibility of improving access to ground floor for disabled pupils and parents</p>

MONITORING AND REVIEW

This policy is the responsibility of the Head of Learning Enhancement but it is reviewed annually in conjunction with School Business Manager, Headmistress and Senior Leadership team.

Review of SENDA Plan	Last Review	Next Review
	February 2020	February 2021
	<p style="text-align: center;">  Signed: _____ (Head of Learning Enhancement) Signed:  (School Business Manager) Signed:  (Headmistress) </p>	