

Legal Status & Related Policies:

- Special Educational Needs and Disability Act (SENDA)
- Special Educational Needs and Disability (SEND) Code of Practice
- Equality Act (2010) and The Public Sector Equality Duty (2011)
- Independent School Standards Part 1, paragraph 2(2)(d)(ii), Part 3, Part 5 and Part 8.
- Disability Discrimination Act 1995
- Whole School Curriculum Policy
- Positive Behaviour Policy
- SEND Policy & Information Report

Applies to:

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Aim:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students.

Monitoring and Review:

- This policy is made available to parents, carers, staff and students from the school office.
- This policy will be subject to continuous monitoring, refinement and audit by the Principal, Eva Pereira.
- The Proprietors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Eva Pereira, Principal (P)

Date: January 2025

Review date: August 2026

Action Plan: September 2024 – August 2026

Aims	Current Good Practice	Actions	Deadline	Lead
<p>Curriculum Access</p> <p>Increased access to the curriculum for students with SEND and disabilities</p>	<p>We ensure all teachers and teaching assistants have the necessary training to teach and support learners with a diagnosis of ASD.</p> <p>Lesson planning considers individual needs.</p> <p>Student laptops available for use</p> <p>Dyslexia specialist teacher</p> <p>Multi-disciplinary team works in collaboration with education and care teams</p> <p>Students with specified therapy requirements receive their statutory requirements through specialist professionals</p> <p>Increased opportunity for reading within the curriculum</p> <p>Dedicated library space created and appropriate reading books purchased</p> <p>All students are encouraged to participate in physical activities</p> <p>Student Council involved in the review of the timings of the school day to allow for the introduction of transition time to improve access to the curriculum.</p>	<p>Ensure all teaching staff have completed the MYRUS Autism Awareness module</p> <p>Further develop IEPs to ensure standardisation and effectiveness</p> <p>PSHCE curriculum supports learning, including Relationships & Sex Education.</p> <p>Develop a robust Tutor Time programme</p> <p>Increased opportunities for all students to access music within the curriculum or as an extra-curricular activity.</p> <p>Develop of use of iPads in Art and English to promote the use with technology to support access to the curriculum for students with SEND.</p>	<p>Within induction period</p> <p>Aug 2025</p> <p>Aug 2026</p> <p>Aug 2025</p> <p>Aug 2025</p> <p>Dec 2025</p>	<p>HoE AHOE</p>
<p>Communication</p> <p>Improve the delivery of information to students with SEND</p>	<p>All students have individual access to ICT facilities to ensure they can record and access information in alternative formats</p>	<p>Further training to be provided to ensure staff are familiar with technology to support learners</p>	<p>Apr 2026</p>	

	<p>Where learners require additional support for therapeutic activities to support understanding and communication this is available</p> <p>Additional resources such as writing slopes and coloured overlays are made available to student according to their needs specified within EHCP's or through classroom assessment</p> <p>Safeguarding training is provided to all staff to ensure students with SEND can communicate concerns effectively, allowing their well-being to be monitored.</p>	Introducing touch typing software to the curriculum offer to support all learners.	Sept 2025	
<p>Environmental Access</p> <p>Increased access to the school environment</p>	<p>Access to specialist classrooms, and specialist equipment</p> <p>Appropriate age related outdoor play equipment e.g. swings / bouldering wall / shelter</p> <p>Disabled toilet access</p> <p>Toilets available for male, female and mixed gender</p> <p>All classrooms on ground level</p> <p>Occupational Therapy specialist room</p> <p>Level car park with designated disabled spaces</p> <p>Level access from car park to entrance</p>	<p>Further develop classroom design in line with ASD guidance from the National Autistic Society</p> <p>Additional sensory play equipment to be procured</p>	<p>Aug 2026</p> <p>Aug 2025</p>	Principal MDT HoE
<p>Disability Access</p> <p>Raise awareness of disability through the curriculum</p>	<p>Calendar of themed assemblies which focus on the protected characteristics, different faiths and religions, Fundamental British Values (FBV) and aspects of SMSC</p>	<p>Increase range of external visitors with disabilities and SEND to raise awareness of needs to the students</p> <p>Consider and extend disability issues through PSHCE and the wider curriculum.</p>	<p>Aug 2026</p> <p>Aug 2026</p>	Principal HoE

	<p>PSCHE allocated lessons on the timetable, focused on a range of themes in with line PSHE Association</p> <p>Charitable events in place, where students take ownership of events to promote equality.</p>	<p>Achieve Rainbow Flag Award</p> <p>Achieve SMSC Quality Mark</p>	<p>Aug 2026</p> <p>Aug 2026</p>	
<p>Remote Learning Access</p> <p>Ensure provisions are made to reduce the negative impact of a situation where the student body are unable to attend the school site due to exceptional circumstances e.g. pandemic, legionella outbreak, inclement weather conditions</p>	<p>Remote learning policy and provision in place</p> <p>Business Continuity Plan in place to ensure accessibility for SEND students is maintained in the event of a pandemic</p> <p>The school is able to function in the event of a pandemic in line with Government guidance.</p>	<p>Further develop the use of Google classroom</p>	<p>Aug 2026</p>	
<p>Personal Development Access</p> <p>To ensure all students, regardless of their SEND or education placement have access to high quality extra curriculum activities & experiences</p>	<p>A programme of extra-curricular activities available to all students through a personal development afternoon</p> <p>Work experience placements in place to support students with SEND access employment opportunities</p> <p>Students have access to independent careers advice considering their SEND.</p> <p>Students have access to sport events, similar to those of the peers in mainstream settings</p> <p>PSHCE curriculum offers learning across relationships, living in the wider world and health and well-being.</p>	<p>Recruiting a Personal Development Lead</p> <p>Increasing opportunities for external work experience placements for students</p> <p>Consideration will be given to the Gatsby Benchmarks for SEND students.</p> <p>Further development of PSHCE curriculum</p>	<p>Dec 2025</p> <p>Apr 2026</p> <p>Apr 2026</p> <p>Aug 2025</p>	