

**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:



Dan Tresman, Headteacher (HT)

Date: September 2021

Reviewed: September 2022

Signed:



Eva Pereira, Principal (P)

Date: July 2023

Reviewed: July 2023

Year 1 September 2021 – 2022: Short Term Plan

Target	Current Good Practice	Actions	Timescale	Lead	Success Criteria
<p>Curriculum Access</p> <p>Increased access to the curriculum for students with SEND and disabilities</p>	<p>Specialist classrooms for different subject areas</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>Design and transform the curriculum, including schemes of work</p> <p>Create classroom design in line with ASD guidance from the National Autistic Society</p> <p>Curriculum delivery supported by effective and personalised individual education plans.</p> <p>PSHCE curriculum supports learning, including Relationships &amp; Sex Education.</p> <p>Increased opportunity for reading within the curriculum</p>	<p>Sept 21 - ongoing</p> <p>Sept 21 – ongoing</p> <p>Jan 22 – ongoing</p> <p>Sept 21 – ongoing</p> <p>Sept 21 – ongoing</p>	<p>HT HOE</p>	<p>Whole School Curriculum Policy</p> <p>Subject policies</p> <p>Curriculum map</p> <p>Schemes of work</p> <p>ASD friendly environments</p> <p>IEP system</p> <p>Relationships &amp; Sex Education Policy</p> <p>PSHCE curriculum &amp; map</p> <p>Literacy Policy</p> <p>Students make progress against student’s EHCP.</p> <p>Students access all areas of the curriculum.</p> <p>Students with SEND experience a full range of educational experiences.</p>
<p>Environmental Access</p> <p>Increased access to the school environment</p>	<p>Access to specialist classrooms, and specialist equipment</p> <p>Disabled toilet access</p> <p>All classrooms on ground level</p> <p>Occupational Therapy specialist room</p>	<p>Create classroom design in line with ASD guidance from the National Autistic Society</p> <p>Make site safer for students with SEND and ensure action is taken to address high risk areas of the site:</p> <ul style="list-style-type: none"> <li>• Containers</li> <li>• Old sheds</li> <li>• Fire alarm system</li> <li>• School gates</li> <li>• Parkland equipment</li> </ul> <p>Drinking water available and labelled appropriately</p>	<p>Sept 21 – ongoing</p> <p>Sept 21 – ongoing</p> <p>Sept 21</p> <p>Sept 21</p>	<p>HT HOE</p>	<p>Improved access to curriculum for all students including those who are pregnant, students who have recently given birth, students under Gender reassignment and students with partial hearing</p> <p>Students report benefits of new play equipment</p> <p>Students feel comfortable to access toilets regardless of their gender identify</p> <p>Students access the library space and increase the amount they read for pleasure</p>

		<p>Toilets available for male, female and mixed gender</p> <p>Provide outdoor play space, age appropriate that meets the needs to students with ASD:</p> <ul style="list-style-type: none"> <li>• Swings</li> <li>• Climbing bouldering wall</li> <li>• Strength wheel</li> <li>• Shelter</li> </ul> <p>Dedicated library space created and appropriate reading books purchased</p>	<p>May 22</p> <p>April 22</p>		
<p>Disability Access</p> <p>Raise awareness of disability through the curriculum</p>	<p>This area needs significantly improvement</p>	<p>Reintroduction of themed assemblies that focus on the protected characteristics, different faiths and religions, British values and aspects of SMSC</p> <p>External visitors with disabilities and SEND raise awareness of needs to the students</p> <p>PSCHE allocated lessons on the timetable, focused on a range of themes in with line PSHE Association</p> <p>Consider and extend disability issues through PSHCE and the wider curriculum.</p> <p>Assemblies and other PD activities actively promote disabilities and protected characteristics.</p> <p>Charitable events are already in place, where students take ownership of events to promote equality.</p>	<p>Sept – ongoing</p> <p>Ongoing</p> <p>Sept – ongoing</p> <p>Sept – ongoing</p> <p>Sept – ongoing</p>		<p>Improved access to curriculum for all students including those who are pregnant, students who have recently given birth, students under Gender reassignment and students with partial hearing.</p> <p>Positive feedback from students, parents and carers regarding school's response.</p> <p>Students are increasingly aware and tolerant of different needs and disabilities</p> <p>PSHCE curriculum policy written and implemented. Deep dive in Summer Term 1 shows good progress and students learning about disability.</p> <p>Students attend assemblies, and can articulate the theme of the week. Students are aware of the theme, and can discuss and debate issues surrounding these with adults and peers.</p>

<p>COVID-19 Access</p> <p>Ensure provisions are made to reduce the negative impact of COVID-19</p>	<p>Remote learning policy and provision in place</p>	<p>COVID-19 business continuity plan and risk assessment written to ensure accessibility for SEND students is maintain against any future outbreaks</p> <p>School to be kept open to all students, or as many as possible in any future outbreaks</p> <p>Establish an effective and purposeful curriculum to address gaps in learning created by COVID.</p>	<p>Ongoing</p> <p>As appropriate</p> <p>Sept - ongoing</p>	<p>HT</p>	<p>Gaps in learning address through a secure and well-planned curriculum</p> <p>Remote learning in place for students who cannot attend due to COVID related self-isolation</p>
<p>Personal Development Access</p> <p>To ensure all students, regardless of their SEND or education placement has access to high quality extra curriculum activities &amp; experiences</p>	<p>This area needs significantly improvement</p>	<p>Increase access to extra-curricular activities 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. Consideration will be given to the Gatsby Benchmarks for SEND students.</p> <p>Students have access to sport events, similar to those of the peers</p> <p>PSHCE curriculum offers learning across relationships, living in the wider world and health and well-being.</p>	<p>Sept – ongoing</p> <p>Sept – ongoing</p> <p>Sept – ongoing</p> <p>May 22</p> <p>Sept – ongoing</p>	<p>HT HOE</p> <p>PE</p> <p>PSHE</p>	

Behavioural Access Students can access their education without significant disruption, incidents of bullying and low level disruption, regardless of their SEND.	This area needs significantly improvement	Student classroom code of conduct embedded within curriculum  Mobile phone restrictions in place to ensure mobile devices do not disrupt learning, or lead to incidents of poor behaviour or bullying.  Effective behaviour support strategies implemented in line with their special educational needs	Sept – ongoing  Sept – ongoing  Sept – ongoing		Significant reduction in behaviour incidents, including low level disruption  Parents, staff and students report the school is increasingly improving the way it manages behaviours, supports students to regulate themselves appropriately and responds to incidents of bullying effectively.
---	---	---	--	--	--

**Year 2 September 2022 – 2023: Medium Term Plan**

Target	Current Good Practice	Actions	Timescale	Lead	Success Criteria
Review and extend access to the school environment by developing specialist SEND areas	Students have access to a full broad and balanced curriculum, including specialist classrooms.	Students have access to specialist areas, designed to improve sensory regulation eg. Sensory room.  Students have access to specialist designed rooms that improve behaviour eg. Relaxation rooms / outdoor gym equipment  Students have access to better outdoor areas, to allow greater independence throughout the day eg. Outdoor covered seating areas  Capital expenditure budget made available	Sept 22-ongoing	P	Specialist areas implemented and students access these.  Student incidents of deregulation decrease over time as a result.
Provide further opportunities for students to experience a greater range of physical activities	A small range of PE equipment and sensory equipment available for students.	PE storage provided so that a greater range of sensory/physical specialist equipment can be stored and used by students.	Sept 22-ongoing	P	Specialist areas implemented and students access these.  Student incidents of deregulation decrease over time as a result.

		Capital expenditure budget used effectively to improve provision and storage areas.			Students with SEND have access to a greater range of Physical Education related qualifications.
<b>Year 3 September 2023 – 2024: Long Term Plan</b>					
<b>Target</b>	<b>Current Good Practice</b>	<b>Actions</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
Additional space and provision to further improve accessibility of provision.	School has space enough for 64 students, but lacks specialist SEND related areas.	Additional Therapeutic block, with sensory integration therapy provision, including a sensory room and break out rooms, a sports hall & changing area. All areas fully accessible to students with ASD, and SEND.	Sept 23 – ongoing	P	Students receive greater therapeutic services.  Provision develops in line with the planned growth of student numbers.