

PENNTHORPE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY AND ACCESSIBILITY POLICY (SENDA)

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE



Policy Author:	Senior Deputy Head (Academic) Jon Marler
Date Reviewed by Author:	September 2024
Next Review Date:	September 2025

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).

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)

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 improve the provisions of three areas:

1. The access to the curriculum of pupils with SEND

2. The sharing of information to pupils with SEND and parents of pupils with SEND
3. The physical environment for pupils with SEND or a disability

Please refer to our 'Special Educational Needs Policy' for further information.

2. ACCESS TO THE CURRICULUM:

We are a non-selective preparatory school which prepares most pupils for Pre-tests in Year 6 and then Common Entrance examinations and scholarship examinations in Year 8. Pupils receiving help from the Learning Support staff are still candidates for Common Entrance. 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:

- Purchase additional reading pens to help pupils with reading difficulties access more complex/longer texts – **Completed**
- Introduce additional Senior Subject Specialist sessions for children with SEND to ensure more time and support access the curriculum – **Completed**
- Ensuring the passions of every child are recognised along with their ability through the introduction of Engagement Sessions based purely on Approach to Learning Grades (Years 5-8) – **Completed**

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:

Short Term- 2024/25

- Whole staff training on literacy difficulties, particularly reading (decoding and comprehension) to ensure children can access all lessons
- Whole staff training on numeracy difficulties, including understanding 'dyscalculia' to ensure children can access all lessons
- 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
- 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

Medium 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

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

2. PROVISION OF INFORMATION:

Reflection on Previous Targets:

- Resurrect the annual information sessions and parental training on spelling and reading; offer different forums for this – **To take place in the Spring Term 2025**
- 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 – **In Progress**
- 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. – **In Progress**

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- 2024/25

- 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
- 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 – **Continued**
- 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. – **Continued**

Medium Term- 2025/26

- Consult with outside specialist / consultant to advise on assistive technologies and artificial intelligence for pupils with SEND

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
- All resources and lesson explanations to be recorded and shared virtually at the end of each lesson

3. PHYSICAL ENVIRONMENT:

Pennthorpe occupies a rural site in West Sussex. The administrative, catering & dining facilities are situated in a 12th 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 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. 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 Humanities and Music with the old Chapel building being a two storey building with limited disability access which houses the 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. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

Reflection on Previous Targets:

- Recognise and establish a site route for wheelchair access – **In Progress**
- Establish provision for travelling to and from the field for a pupil with mobility difficulties - **Completed**
- Create an additional 'sensory space' – **In Progress**
- Add a handrail to the steps on and off the Terrace - **Completed**

Short Term- 2024/25

- Plan for access to lessons on the upper floor of the Clock Block when the lift is out of action
- Recognise and establish a site route for wheelchair access – **Continued**
- To consider the use of Teams for any lessons which may not be physically accessible to any child
- Ensure all classroom and shared areas are accessible to wheelchair users
- Create an additional 'sensory space' – **Continued**

Medium Term- 2025/26

- Create a permanent wheelchair access ramp for the PA Studio
- Create wheelchair access to the Ground floor of the Main House and Changing Rooms
- Ensure all classroom and shared areas are accessible to wheelchair users

Long Term- 2026/27

- To ensure that the disabled toilet in the Manor House is again used as a disabled toilet and accessible at all times