Surbiton High School 3 Year Accessibility Plan 2024 – 2027 (update Nov 26)

Special Educational Needs and Disability Act Disability Access Plan

Introduction

Surbiton High School has written the following Accessibility plan in accordance with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010. The School recognises the responsibility to ensure that disabled pupils (current and prospective) are not treated less favourably and will take all responsible steps to avoid putting disabled pupils at substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education. The School has regard to the need to allocate adequate resources for implementing the plan.

The SENDA 3-year plan at Surbiton High School addresses:

1. Improving the physical environment of the School to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the School.

2. Increasing the extent to which pupils with disabilities (including those with learning difficulties) can participate in the whole curriculum.

3. Improving the accessibility of written information for pupils with disabilities.

The improvements we make are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

The following plan is supported and complemented by our:

- Special Educational Needs Policy
- Admissions Policy
- Curriculum Policy

This plan is re-written every three years and is subject to oversight and approval by SLT and members of the Local Governing Body, who take responsibility for ensuring that it is implemented, including through the provision of adequate resources. The plan is updated as progress is made towards stated objectives.

1. **Improving the physical environment of the School to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the School.**

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
Ensure that short-term PEEPS are in place for pupils with temporary reduced mobility (e.g., broken leg and unable to use the stairs in the event of a fire evacuation)	• Create a system whereby HOYs, Assistant Principal Pupil well-being or School Nurse feed information back to all staff • School given 48 hours' notice to prepare PEEP and other measures before pupil returns to School • Implement "temporary disability" risk assessment	• There will be a PEEP for all pupils that cannot access the stairs	• Assistant principal for Health and Safety • Assistant Principal for pupil development and well-being	Completed July 2025 Completed July 2025 Temporary Disability Risk Assessment updated Nov 26
Ensure permanent PEEPS are in place for pupils with long term conditions of reduced mobility	• Head of Learning Support to inform staff of details and to work with parents and young person to devise suitable	• There will be a PEEP written for those pupils who may have difficult accessing the stairs, or who are unable to access the stairs	• Head of Learning Support with: • Assistant principal for Health and Safety • Assistant Principal for pupil development and well-being	Completed of July 2025

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	actions to support disability. • Update PEEPS on Annual basis	in an emergency and this will be shared with the relevant staff	• LSAs working directly with pupils	Completed July 2025
To update staff awareness of the evacuation procedure for disabled students/those with reduced mobility, whether temporary or permanent and to run a train the trainer evac chair course	• Maximise scope of staff trained in evacuation chair authorised use • Set up in-house training sessions from staff who are certificated to train others (train the trainer) • To distribute PEEPs to all relevant staff	• An increased number of trained staff • Success during fire evacuation drills	• Heads of Learning Support • Assistant Principal for pupil development and well-being • Assistant principal for Health and Safety	End July 2026 Evac chair train the trainer booked for Dec 2026
To ensure that the two buildings for the Boys' Prep have evacuation chairs for pupils that have a temporary or permanent disability.	• Head of Learning Support Boys Prep Schools to liaise with SLT and premises team	• EVAC chairs in place	• Head of Learning Support Boys Prep	End July 2026
Mobile hoist, Changing table and accessible toilet seat provided for children who have limited mobility and	• Head of Learning Support Girls' Prep to liaise with Local Authority, SLT,	• Changing table, Hoist and toilet seat all provided by LA.	• Head of Learning Support Girls' Prep	Sept 2026

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
are unable to go to the toilet on their own.	Premises Team to ensure this is put in place in new toilet on the Ground Floor of the Girls' Prep.	• Staff to receive Hoist Training from a Specialist Moving and Handling OT in order to operate the mobile hoist 2:1.		
Alternative and Alternative Communication provided for a child who is unable to access the curriculum using her hands. Eye Gaze Grid 3 in place for use with all Curriculum subjects and Social Communication.	• Ongoing support from CENMAC who help children and young people to access the curriculum and/or communicate using assistive technology. • Ongoing training and use of technology for 2:1 staff for one pupil in the Girls' Prep.	• One pupil in the Girls' Prep is able to access the curriculum through her eye-gaze technology.	• Head of Learning Support Girls' Prep	Ongoing support for AAC Termly visits from CENMAC
For disabled pupils to be able to use the School minibus	• Purchase/lease disabled access minibus • Heads of Learning Support to liaise with facilities team and Assistant Principal for Health and Safety • Train members of staff working with	• Minibus purchased/leased • Member of LS department trained to drive minibus	• Heads of Learning Support • Assistant Principal for Health and Safety • Facilities team	End of July 2027

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	disabled pupils to drive the minibus			
To ensure that all equipment needed for students with physical disability can be stored efficiently for easy access when they need it.	• Allocate space needed in School • Ensure easy access at all times.	• Equipment easily accessible as and when required.	• Head of Learning Support.	Completed July 2026 but equipment purchase ongoing
Improve movement around School for children with less mobility	• Make sure they have access to the areas they will need to use. • Make reasonable adjustments to timetables to reduce travelling to and from classes for those with physical disabilities • Create Risk Assessment for use of power chair • Inform all members of School staff so that they are aware of these children and can easily identify them	• All children can access and exit their classrooms quickly and efficiently	• SLT and facilities Team. • LSAs • Head of Learning Support	Ongoing to July 2027

2. Increasing the extent to which pupils with disabilities (including those with learning difficulties) can participate in the whole curriculum.

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
To ensure that students with disabilities can take part in School activities that take place outside School	• Create a system whereby Learning Support Department is alerted to trips that pupils with disabilities are attending	• Disabled students will have taken part fully in School trips and reasonable adjustments will have been made.	• Heads of Department • Heads of Year • Heads of Learning Support	Ongoing to July 2027, with Year 8 residential 2025 and trip to Barcelona Jun 2026 for NL. Year 7 residential 2025 for OP completed. Year 8 residential for OP in planning stages
To ensure that students with a disability have access to suitable alternative sporting activities	• Assess possible level of student's participation and create a bespoke and suitable sporting activity/curriculum	• All students will have a meaningful activity during lesson (not watching or measuring)	• Heads of Learning Support in liaison with any external physiotherapists and the PE department	On-going to July 2027 Inclusive and alternative provision is being provided for OP by the LS department and this will be on-going Alternative therapy sessions such as physio / therapy programmes being followed by EVF during her PE sessions.
To support teachers in the understanding of: Neurodiversity and Social and Emotional Mental Health (SEMH), Dyslexia and	• Learning Support Department to hold CPD sessions with staff	• Greater understanding will support students in class and help in identification of SEN	• Heads of Learning Support and the Learning Support Department • All staff - QFT	Ongoing CPD sessions to July 2027 with the following completed:

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
SpLDs, supporting EAL in the classroom; Communication difficulties	• New Staff SEN induction • OT training for Boys' Prep staff • Introduction of Pupil Voice on Learner Profiles and on IEPs where appropriate, according to their age and level of understanding of their own needs. • Hints/tips and strategies on Learner Profiles • Tip of the Week	• Improved behaviour outcomes • Improved SEMH for pupils • Improved academic outcomes for learners with SEND		Understanding Dyslexia 30/01/2025 & 13/11/2025 Understanding ASC and Why Girls Tend to Fly Under the Radar 12/11/24 & 4/11/25 & March 2026 Explore your Processing Speed and Working Memory 12/02/2025, 2/4/2025 The EAL Pupil's Perspective 23/9/2025 Supporting EAL pupils in the classroom 25/11/2025 Whole School SEND training, April 2025 Prep School Training for staff on Neurodiversity / Anxiety Jan 2026. Whole-school SEND training booed for Jan 27 INSET

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
To train all staff to support any children who are non-verbal	• Regular specific training for staff who are working directly with non-verbal children.	• Staff will be able to support SALT and communication needs of specific children and be able to communicate with them. • Staff will be trained in any communication apps on a device. • Advice given by regular visiting SALTs.	• Head of Learning Support Prep Schools	Ongoing to July 2027

3. Improving the accessibility of written information for pupils with disabilities.

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
To improve access for students with visual difficulties to accessible worksheets, examination papers and co-curricular activities	• All examinations will be enlarged and printed onto A4/A3 paper • Ensure that examinations are on coloured paper if required • Larger iPad is provided if necessary • Extra teacher support provided if necessary • Outside agencies used • EHCP applied for if necessary • Applications for electronic papers to be used for public examinations • Application for reader software to be used in class as well as public examinations	• Students will successfully be able to fully access all material • Students will be able to access all activities with reasonable adjustments made • Software researched and purchased	• Head of learning Support in conjunction with: • LS Admin assistant • IT • Exams • Head of co-curricular • Head of PE • Subject teachers • LSAs	Ongoing to July 2027

Document Information

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Reason for Version Change	Annual Review
Name of owner/author	Dionne King, Head of Learning Support SS, Anna Williams Head of Learning Support GP, Sarah Wood Head of Learning Support BP
Name of individual/department responsible	Dionne King, Head of Learning Support SS, Anna Williams Head of Learning Support GP, Sarah Wood Head of Learning Support BP
Name of governor with oversight of this policy	Lisa Timm
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