

## **Surbiton High School SENDA 3 Year Access Plan 2023 - 2026**

Surbiton High School has written the following SENDA 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 improvements we make are determined after taking account of the students’ disabilities and any preferences expressed by them or their parents.

The accessibility plan will be under review during the period by the responsible body and will be revised if necessary. The responsible body will ensure that the plan is implemented

To comply with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 the responsible body must implement the accessibility plan and allocate adequate resources.

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	<ul style="list-style-type: none"> <li>• All examinations will be enlarged and printed onto A4 paper</li> <li>• Ensure that examinations are on coloured paper if required</li> <li>• Larger iPad is provided if necessary</li> <li>• Extra teacher support provided if necessary</li> <li>• Outside agencies used</li> <li>• EHCP applied for if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Students will successfully be able to fully access all material</li> <li>• Students will be able to access all activities with reasonable adjustments made</li> </ul>	<ul style="list-style-type: none"> <li>• Head of learning Support in conjunction with:</li> <li>• LS Admin assistant</li> <li>• IT</li> <li>• Exams</li> <li>• Head of co-curricular</li> <li>• Head of PE</li> </ul>	Ongoing
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)	<ul style="list-style-type: none"> <li>• Create a system whereby HOYs, Assistant Principal Pupil well-being or School Nurse feed information back to all staff</li> </ul>	<ul style="list-style-type: none"> <li>• There will be a PEEP for all pupils that cannot access the stairs</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant principal for Health and Safety</li> <li>• Assistant Principal for pupil development and well-being</li> </ul>	Ongoing

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
Ensure permanent PEEPS are in place for pupils with long term conditions of reduced mobility	<ul style="list-style-type: none"> <li>Head of Learning Support to inform staff of details and to work with parents and young person to devise suitable actions to support disability</li> </ul>	<ul style="list-style-type: none"> <li>There will be a PEEP written for those pupils who may have difficult accessing the stairs, or who are unable to access the stairs in an emergency and this will be shared with the relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>Head of Learning Support with:</li> <li>Assistant principal for Health and Safety</li> <li>Assistant Principal for pupil development and well-being</li> <li></li> </ul>	Ongoing from September 2023
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	<ul style="list-style-type: none"> <li>Maximise scope of staff trained in evacuation chair authorised use</li> <li>Set up in-house training sessions from staff who are certificated to train others (train the trainer)</li> <li>To distribute PEEPs to all relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>An increased number of trained staff</li> <li>Success during fire evacuation drills</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Learning Support</li> <li>Assistant Principal for pupil development and well-being</li> <li>Assistant principal for Health and Safety</li> </ul>	Booked for November 2023 onwards
To ensure that the two buildings for the Boys' Prep have evacuation chairs for	<ul style="list-style-type: none"> <li>Head of Learning Support Boys Prep Schools to liaise with SLT and premises team</li> </ul>	<ul style="list-style-type: none"> <li>EVAC chairs in place</li> </ul>	<ul style="list-style-type: none"> <li>Head of Learning Support Boys Prep</li> </ul>	September 2023

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
pupils that have a temporary or permanent disability.				
To ensure that students with disabilities can take part in school activities that take place outside school	<ul style="list-style-type: none"> <li>• Create a system whereby Learning Support Department is alerted to trips that pupils with disabilities are attending</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled students will have taken part fully in school trips</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Department</li> <li>• Heads of Learning Support</li> </ul>	Ongoing
To ensure that students with a disability have access to suitable alternative sporting activities	<ul style="list-style-type: none"> <li>• Assess possible level of student's participation and create a bespoke and suitable sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have a meaningful activity during lesson (not watching or measuring)</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Learning Support in liaison with any external physiotherapists and the PE department</li> </ul>	On-going
To support teachers in the understanding of: Neurodiversity and Social and Emotional Mental Health (SEMH), Dyslexia and SpLDs, supporting EAL in the classroom; Communication difficulties	<ul style="list-style-type: none"> <li>• Learning Support Department to hold CPD sessions with staff</li> <li>• New Staff SEN induction</li> <li>• ADHD training for Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Greater understanding will support students in class and also help in identification of SEN</li> <li>• Improved behaviour outcomes</li> <li>• Improved SEMH for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Learning Support and the Learning Support Department</li> <li>• All staff - QFT</li> </ul>	Ongoing CPD sessions are being held 2023-24

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	<ul style="list-style-type: none"> <li>• Introduction of Pupil Voice on Learner Profiles</li> <li>• Hints/tips and strategies on Learner Profiles</li> <li>• Tip of the Week</li> </ul>			
For disabled pupils to be able to use school minibus	<ul style="list-style-type: none"> <li>• Purchase/lease disabled access minibus</li> <li>• DKi to liaise with Assistant Principal for Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Minibus purchased/leased</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Learning Support</li> <li>• Assistant Principal for Health and Safety</li> <li>• Facilities team</li> </ul>	2023
To train all staff to support any children who are non-verbal	<ul style="list-style-type: none"> <li>• Regular specific training for staff who are working directly with non-verbal children.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be able to support SALT and communication needs of specific children and be able to communicate with them.</li> <li>• Staff will be trained in any communication apps on a device.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Learning Support Prep Schools</li> </ul>	Ongoing from September 2023

<b>Objective</b>	<b>Planned Action</b>	<b>Success Criteria</b>	<b>Who is responsible</b>	<b>Timescale/review</b>
To ensure that all equipment needed for students with physical disability can be stored efficiently for easy access when they need it.	<ul style="list-style-type: none"> <li>• Allocate space needed in school</li> <li>• Ensure easy access at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment easily accessible as and when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Learning Support Prep Schools.</li> </ul>	September 2023
Consider movement around school for children with less mobility	<ul style="list-style-type: none"> <li>• Make sure they have access to the areas they will need to use.</li> </ul>	<ul style="list-style-type: none"> <li>• All children can access and exit their classrooms quickly and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and facilities Team.</li> </ul>	September 2023

## Document Information

Version Number	5
Reason for Version Change	Annual review
Name of owner/author	Dionne King SENCO
Name of individual/department responsible	Dionne King, Head of Learning Support
Name of governor with oversight of this policy	Mr Jamie Munro
Reviewed by governors	January 2024

Target Audience	Public
Date issued	6 <sup>th</sup> October 2023
Where available	United Hub, MIS, website
Review Date	September 2024