

Surbiton High School SENDA 3 Year Access Plan 2024 - 2027

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
<p>To improve access for students with visual difficulties to accessible worksheets, examination papers and co-curricular activities</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students will successfully be able to fully access all material • Students will be able to access all activities with reasonable adjustments made 	<ul style="list-style-type: none"> • Head of learning Support in conjunction with: • LS Admin assistant • IT • Exams • Head of co-curricular • Head of PE • Subject teachers • LSAs 	<p>Ongoing</p>
<p>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)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • There will be a PEEP for all pupils that cannot access the stairs 	<ul style="list-style-type: none"> • Assistant principal for Health and Safety • Assistant Principal for pupil development and well-being 	<p>Ongoing</p>

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	<p>prepare PEEP and other measures before pupil returns to School</p> <ul style="list-style-type: none"> Implement “temporary disability” risk assessment 			
<p>Ensure permanent PEEPS are in place for pupils with long term conditions of reduced mobility</p>	<ul style="list-style-type: none"> Head of Learning Support to inform staff of details and to work with parents and young person to devise suitable actions to support disability. Update PEEPS on Annual basis 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Head of Learning Support with: Assistant principal for Health and Safety Assistant Principal for pupil development and well-being LSAs working directly with pupils 	<p>Ongoing</p>
<p>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</p>	<ul style="list-style-type: none"> Maximise scope of staff trained in evacuation chair authorised use Set up in-house training sessions from staff who are certificated to train 	<ul style="list-style-type: none"> An increased number of trained staff Success during fire evacuation drills 	<ul style="list-style-type: none"> Heads of Learning Support Assistant Principal for pupil development and well-being Assistant principal for Health and Safety 	<p>Ongoing</p>

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	<p>others (train the trainer)</p> <ul style="list-style-type: none"> To distribute PEEPs to all relevant staff 			
<p>To ensure that the two buildings for the Boys' Prep have evacuation chairs for pupils that have a temporary or permanent disability.</p>	<ul style="list-style-type: none"> Head of Learning Support Boys Prep Schools to liaise with SLT and premises team 	<ul style="list-style-type: none"> EVAC chairs in place 	<ul style="list-style-type: none"> Head of Learning Support Boys Prep 	<p>November 2024</p>
<p>To ensure that students with disabilities can take part in school activities that take place outside school</p>	<ul style="list-style-type: none"> Create a system whereby Learning Support Department is alerted to trips that pupils with disabilities are attending 	<ul style="list-style-type: none"> Disabled students will have taken part fully in school trips and reasonable adjustments will have been made. 	<ul style="list-style-type: none"> Heads of Department Heads of Year Heads of Learning Support 	<p>Ongoing</p>
<p>To ensure that students with a disability have access to suitable alternative sporting activities</p>	<ul style="list-style-type: none"> Assess possible level of student's participation and create a bespoke and suitable sporting activity 	<ul style="list-style-type: none"> All students will have a meaningful activity during lesson (not watching or measuring) 	<ul style="list-style-type: none"> Heads of Learning Support in liaison with any external physiotherapists and the PE department 	<p>On-going</p>

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
<p>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</p>	<ul style="list-style-type: none"> • Learning Support Department to hold CPD sessions with staff • New Staff SEN induction • ADHD training for Staff • 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 	<ul style="list-style-type: none"> • Greater understanding will support students in class and help in identification of SEN • Improved behaviour outcomes • Improved SEMH for pupils • Improved academic outcomes for learners with SEND 	<ul style="list-style-type: none"> • Heads of Learning Support and the Learning Support Department • All staff - QFT 	<p>Ongoing CPD sessions are being held</p>
<p>For disabled pupils to be able to use school minibus</p>	<ul style="list-style-type: none"> • Purchase/lease disabled access minibus 	<ul style="list-style-type: none"> • Minibus purchased/leased 	<ul style="list-style-type: none"> • Heads of Learning Support • Assistant Principal for Health and Safety 	<p>2025</p>

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	<ul style="list-style-type: none"> • Heads of Learning Support to liaise with facilities team and Assistant Principal for Health and Safety 		<ul style="list-style-type: none"> • Facilities team 	
To train all staff to support any children who are non-verbal	<ul style="list-style-type: none"> • Regular specific training for staff who are working directly with non-verbal children. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Head of Learning Support Prep Schools 	Ongoing
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"> • Allocate space needed in school • Ensure easy access at all times. 	<ul style="list-style-type: none"> • Equipment easily accessible as and when required. 	<ul style="list-style-type: none"> • Head of Learning Support. 	Ongoing
Consider movement around school for children with less mobility	<ul style="list-style-type: none"> • Make sure they have access to the areas they will need to use. 	<ul style="list-style-type: none"> • All children can access and exit their classrooms quickly and efficiently 	<ul style="list-style-type: none"> • SLT and facilities Team. 	Ongoing

Objective	Planned Action	Success Criteria	Who is responsible	Timescale/review
	<ul style="list-style-type: none"> • 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 			

Document Information

Version Number	5
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	Jamie Munro
Reviewed by governors	January 2024
Target Audience	Public
Date issued	9 th October 2024
Where available	MIS, website
Review Date	September 2025