



The Peterborough School

SENDA

3-year Accessibility Plan

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Introduction

In accordance with the planning duty in the Disability Discrimination Act, 1995, as amended by the SEN and Disability Act 2001 (SENDA) and Schedule 10 of the Equality Act 2010, the school is required to have a 3-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act defines disability as '*A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities.*' This has some overlap with the definition of SEN in the Children and Families Act 2014.

We value the diversity of our school community and appreciate the contribution that pupils with SEND can bring to school life; we therefore seek to remove, where reasonably adjustable, barriers to entry for pupils with SEND.

Access to the Curriculum

Please refer to our Individual Learning policy, SENDA policy, SEN Information report, English as an Additional Language policy and Equal Opportunities for pupils in the Early Years Foundation Stage policy for further information.

The Peterborough School is a selective through school for pupils from 4 – 18 years, with Nursery attached. We aim to provide a broad and balanced curriculum for all pupils, at all stages on their education. Our intention is to provide pupils with SEND the greatest possible access to a broad and balanced curriculum which will be predominately alongside their peers to enable each pupil to achieve his or her full potential. This includes pupils with statements and those for whom English is an Additional language.

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next 3 years is as follows:

	ACTION	TIMESCALE
1.	Assessment of new pupils for learning difficulties <ul style="list-style-type: none">- Full disclosure of relevant information on admission, in particular any medical or formal assessment reports- HoL to liaise with previous School and discuss /view previous records of support in place- Screening of Year 7 pupils using MidYIS profiles- New assessment tool to screen prospective pupils coming into School at points other than usual transition times	Ongoing - as appropriate. At time of application Beginning of Year 7 At time of application
2.	Provision of appropriate additional support <ul style="list-style-type: none">- Teachers provide differentiated support in the classroom	Ongoing – in response to individual needs.



	<ul style="list-style-type: none"> - Support beyond the classroom is provided by the Individual Learning Department, Teaching Assistants and appropriate external agencies - Modified timetable - Bespoke transition activities at times of change (into new Year Group, Key Stage, Senior School, Sixth Form) 	<p>Ongoing – in response to individual needs.</p> <p>Ongoing - in response to individual needs</p> <p>Transition points</p>
3.	<p>Provision of support information across the curriculum</p> <ul style="list-style-type: none"> - Use of pupil profiles to share and guide support needs - Maintain the Management Information System (MIS) for pupils with disabilities. - Bespoke INSET for staff outlining the needs of specific individual pupils - New Assess/Plan/Do/Review template for target setting for individual pupils. Created in closer consultation with pupil/parent/teachers - All staff access to Provision Map 	<p>Ongoing – in response to individual needs.</p> <p>Ongoing.</p> <p>Ongoing – in response to individual needs</p> <p>Ongoing – in response to individual needs</p> <p>Ongoing – in response to individual needs</p>
4.	<p>Liaison with outside agencies according to the needs of individual pupils.</p> <ul style="list-style-type: none"> - Completion of Early Help Assessments - Use of ‘Request for involvement’ forms from SEN and Inclusion services. Must have parent and SLT signature. 	<p>Ongoing – in response to individual needs.</p>
5.	<p>Offer CPD opportunities for school staff working with pupils with SEN or disabilities to raise awareness and support.</p>	<p>At INSET days and Staff Meetings</p> <p>Ongoing – in response to individual needs.</p>
4	<p>Staff awareness of individual pupil needs</p> <p>Ensure that all staff, including support staff as appropriate (e.g. invigilators, catering and transport), are made aware of the needs of pupils with SEND needs.</p>	<p>Ongoing – in response to individual needs and as required.</p>

These action points represent our aim to continue to enhance our access to the curriculum in accordance with the specific needs of our pupils.



Provision of Information

The improvement of the delivery of information to disabled pupils is, similarly, an ongoing process and in part, in response to specific needs as and when they arise. Our 3-year plan is as follows:

	ACTION	TIMESCALE
1.	Provision of information / work for pupils unable to attend school <ul style="list-style-type: none"> - Send work home via email - Access to teachers' online resources 	Ongoing – as required.
2.	Increase information available and accessible to parents and public <ul style="list-style-type: none"> - Use of Parent mail and email to improve home / school communication - Continuous review of information available on school website - Possible use of child/parent app such as 'Milk' to communicate homework to pupils and parents 	Ongoing (Parent mail added in 2015). Ongoing (SEN Information Report added to website in August 2014).
3.	Use technology to assist in the provision of information as required <ul style="list-style-type: none"> - Increased font size / formatting for communications, as required. - Delivery of information in different ways eg oral via QR codes or interpreting and translating services. - Use of personal laptop in class as part of the 1-1 laptop ownership scheme. - Use of Microsoft Office Dictate and Immersive Reader to support learning. - 	Ongoing – in response to individual needs and as required.



Physical Environment

The Peterborough School is on a City Centre site with building of various ages. The main school, administration and catering services are in a 19th century house and stables, spread over two floors. The Preparatory school is in a separate teaching block (built circa 1960) on two floors and the senior school is also in predominately two storey buildings that are configured to have dedicated rooms for Art, Science, Computing, and Drama etc. As such some areas of the school are intrinsically problematic for 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. In planning and development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

	ACTION	TIMESCALE
1.	Install ramps and other aids as and when required	Ongoing (ramps can currently be added to the main school building when prior notice is given).
2.	Reconfigure location or classes to accommodate, for a short period, a pupil unable to use stairs or wheel chair bound.	Ongoing – as required.
3.	Maintain radio hearing loop - Service purchased from PCC Auditory Services	Ongoing.
4.	Consider and provide, as far as possible, for disabled access in all new developments on the site.	Ongoing – as and when projects are undertaken.



Social, Emotional and Mental Health

The 2015 statutory guidance 'Supporting pupils at school with medical conditions' states that some children with medical conditions may be considered disabled under the definition set out in the Equality Act 2010 and that, 'In addition to the educational impacts, there are social and emotional implications associated with medical conditions'. It is therefore appropriate to consider these within the 3- year plan:

	ACTION	TIMESCALE
1.	Pupils will not feel self-conscious about their condition <ul style="list-style-type: none">- Other pupils and staff will be given appropriate information about the condition and how they can support the affected pupil in the way that pupil desires- Adjustments in school will be as discreet and unobtrusive as possible	Prior to admission or at onset of condition On admission or at onset of condition
2.	Pupils will have a trusted adult they can talk to if they need emotional support <ul style="list-style-type: none">- Named member of staff will have good knowledge of condition and how this may affect wellbeing	Prior to admission or at onset of condition