



DISABILITY ACCESS (SENDA) POLICY AND PLAN

Author / reviewed by:	Alicia Ford / Nick Chapman
Ratification date:	February 2024
Review Frequency:	Yearly
Review Date:	January 2025
Signatories:	Headmaster:  Governor: 

Disability Access Statement

St Andrew's Prep acknowledges that it is subject to the Special Education Needs and Disability Act 2001 (SENDA) and its Admissions Policy, Special Educational Needs and/or Disability Policy (SEND) and Equal Opportunities Policy, and clearly acknowledge its duties towards pupils, prospective pupils, staff, parents and members of the wider community who have a disability. St Andrew's Prep will take all reasonable steps to avoid putting disabled pupils or staff at any substantial disadvantage to others in all matters relating to admission and school life. St Andrew's Prep acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

St Andrew's Prep will treat disabled pupils as favourably as able-bodied pupils, where reasonable adjustments can be made. The School will improve access in the following ways:

- Increasing access to the curriculum
- Making improvements to the physical environment of the school to increase access
- Making written information available to pupils in a range of different ways

The School has identified tasks which will improve access for disabled pupils, and these are set out in the Disability Access Plan attached:

Disability Access Plan 2023 - 2026

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with SEND.</p>	<p>To develop prioritised purchasing list for computer technology as required for pupils with SEND.</p>	<p>As required – unless needs of pupils in school require immediate action.</p>	<p>Heads of Department</p>	<p>HoLS AF</p>	<p>All children will have access to appropriate computer technology when relevant.</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<p>Programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Purchase of resources to increase student participation.</p> <p>INSET planned for termly input ILPS to be explained and used for children on the SEND register</p>	<p>Ongoing</p>	<p>HoLS Governors</p>	<p>HoLS AF</p>	<p>All children have access to the curriculum at their level.</p> <p>Staff feel confident and have the relevant resources for the children who require them.</p>
<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. Ensure school activities are accessible to all students.</p>	<p>Ongoing</p>	<p>HoLS Governors</p>	<p>HoLS AF</p>	<p>Increased participation in school life for students with SEND.</p>

<p>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</p> <p>For pupils with mobility problems</p>	<p>Assess the pupil's individual needs. Reasonable adjustments may include the installation of ramps and handrails, or making timetable adjustments to move the pupil's lessons and other activities to accessible areas within the site.</p>	<p>Ongoing development</p>	<p>Head and Head of Facilities Management</p>	<p>Head</p>	<p>Pupils not prevented from participating in any activity within their means by the physical environment of the school site.</p>
<p>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</p>	<p>All new buildings and significant alterations to the site must take account of the needs of SEND pupils and parents.</p>	<p>Ongoing</p>	<p>Head of Facilities Management</p>	<p>Head of Facilities Management</p>	<p>Improve access generally around the site.</p>
<p>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</p> <p>For visually-impaired pupils</p>	<p>Assess the pupil's individual needs. Reasonable adjustments may include the installation of larger or clearer signage, marking stairs and other trip hazards with brightly coloured edges, or adjusting lighting levels in classrooms and other areas with extra lights or window blinds.</p>	<p>On going</p>	<p>Head and Head of Facilities Management</p>	<p>Head</p>	<p>Visually impaired pupils able to move easily and safely around the site.</p>
<p>ACCESS TO WRITTEN INFORMATION</p>	<p>Assess the pupil's individual needs. Provisions to consider may include producing information on paper or electronically, in a size or style suitable for the pupil's requirements. Information may be read aloud to the pupil, or may be produced in Braille format if appropriate & where possible.</p>	<p>As required</p>	<p>HoLS</p>	<p>HoLS</p>	<p>Via anecdotal feedback from pupils regarding access to written information</p>
<p>ACCESS TO WRITTEN INFORMATION</p>					<p>Information to pupils and parents</p>

Availability of newsletters and school documents in alternative format	Large print and audio formats as required	Minimum of two weeks before the child starts school for new children	Head	Governors	with SEND will be improved
All staff to be made aware of children or parents with SEND	Use of symbol software if appropriate	As and when appropriate for all other documentation, letters etc.	Head SMT	Head and Governors	To ensure that St Andrew's is fully inclusive of its community and that children and parents are happy with the provision
Accessibility Plan	All staff to be made aware of children or parents with SEND	Via info from School Office, Medical Centre and through staff meetings and Inset	Head SMT	Head and Governors	Plan kept up to date and it reflects the particular SEND needs within the school
		Monitor Yearly			
SCHOOL POLICIES Ensure all policies consider the implications of SEND Access.	Consider all policies in view of priorities	Ongoing	HoLS Governors	Head and Governors	Access to all aspects of school life for all students.
STRATEGIC PLANNING Building and site development	To ensure that that future development plans for buildings and site take into consideration the accessibility needs of SEND staff and pupils	Ongoing	Head Governors	Governors	All future development plans for buildings and site take into consideration the

					accessibility needs of SEND staff and pupils
PERSONAL EMERGENCY EVACUATION PLAN	Ensure Personal Emergency Evacuation Plan is in place for disabled people	As required	Matron Health and Safety Officer or Fire Officer	Health and Safety Officer	PEEP in place for disabled pupils and staff