



**THE PETERBOROUGH SCHOOL**

**SPECIAL EDUCATIONAL NEED AND DISABILITY ACT (SENDA)**

**3 YEAR ACCESSIBILITY PLAN**

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Approved by: Senior Leadership Team

## 1. 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.**

## 2. 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. 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:

	<b>ACTION</b>	<b>TIMESCALE</b>	<b>2016/17 REVIEW</b>
1.	<b>Assessment of new pupils for learning difficulties</b> - Full disclosure of relevant information on admission	Ongoing - as appropriate.  At time of application	All Year 7 pupils screened in September  Update to New Intake Questionnaire
2.	<b>Provision of appropriate additional support</b>	Ongoing – in response to individual needs.	All Pupil Profiles updated and made available to staff

	<ul style="list-style-type: none"> <li>- Teachers provide differentiated support in the classroom</li> <li>- Support beyond the classroom is provided by the Individual Learning department.</li> <li>- Modified timetable</li> <li>- Transition activities to smooth the movement into Senior School</li> </ul>	<p>Ongoing – in response to individual needs.</p> <p>Ongoing - in response to individual needs</p>	<p>Pupil Profiles also held as hard copies within the Work Room</p> <p>Transition meeting for pupil with EHC plan outlined the need for modified timetable and familiarisation activities to take place before the start of Year 7</p>
3.	<p><b>Provision of support information across the curriculum</b></p> <ul style="list-style-type: none"> <li>- Use of pupil profiles to share and guide support needs</li> <li>- Maintain the PASS database for pupils with disabilities.</li> <li>- Bespoke INSET for staff outlining the needs of specific individual pupils</li> </ul>	<p>Ongoing – in response to individual needs.</p> <p>Ongoing.</p> <p>Ongoing – in response to individual needs</p>	<p>Pupil Profile distribution as stated above</p> <p>Transition meeting for pupil with EHC plan outlined the need for more detailed and bespoke INSET for Senior Staff</p>
4.	<p><b>Liaison with outside agencies according to the needs of individual pupils.</b></p>	<p>Ongoing – in response to individual needs.</p>	<p>Peterborough City Council contact for two pupils with EHC plans</p> <p>Educational Psychologist and Speech and Language Therapist for assessment purposes. Child Development Centre for Reception child</p>
5.	<p><b>Offer CPD opportunities for school staff working with pupils with SEN or disabilities to raise awareness and support.</b></p>	<p>Ongoing – in response to individual needs.</p>	<p>ED – SEMH training</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.

### **3. 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:

	<b>ACTION</b>	<b>TIMESCALE</b>	<b>2016/17 REVIEW</b>
1.	<b>Provision of information / work for pupils unable to attend school</b> <ul style="list-style-type: none"> <li>- Send work home via email</li> </ul>	Ongoing – as required.	Year 11 pupil unable to attend School on a long term basis fully supported through GCSE curriculum with work provided, marked and feedback given
2.	<b>Increase information available and accessible to parents and public</b> <ul style="list-style-type: none"> <li>- Use of Parent mail and email to improve home / school communication</li> <li>- Continuous review of information available on school website</li> </ul>	Ongoing (Parent mail added in 2015). Ongoing (SEN Information Report added to website in August 2014).	Update of information on website
3.	<b>Use technology to assist in the provision of information as required</b> <ul style="list-style-type: none"> <li>- Increased font size / formatting for communications, as required.</li> <li>- Delivery of information in different ways eg oral via QR codes or interpreting and translating services.</li> <li>- Use of personal laptop in class</li> </ul>	Ongoing – in response to individual needs and as required.	Highlighted importance of coloured overlays/paper for pupils and all pupils needs met at important points such as exam times

### **4. 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 19<sup>th</sup> 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.

	<b>ACTION</b>	<b>TIMESCALE</b>	<b>2016/17 REVIEW</b>
1.	<b>Install ramps and other aids as and when required</b>	Ongoing (ramps can currently be added to the main school building when prior notice is given).	
2.	<b>Reconfigure location or classes to accommodate, for a short period, a pupil unable to use stairs or wheel chair bound.</b>	Ongoing – as required.	Year 10 pupil on crutches for significant period of time – clear risk assessment and procedure followed Risk Assessments produced by Nurse for any pupil with injury that requires special consideration
3.	<b>Maintain radio hearing loop</b> - Service purchased from PCC Auditory Services	Ongoing.	
4.	<b>Consider and provide, as far as possible, for disabled access in all new developments on the site.</b>	Ongoing – as and when projects are undertaken.	Access to Sports Hall Disabled Parking bays added