

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

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 offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions resulting from planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

The school has retained the previous SENDA Plan that shows previous action points.

Webber Independent School - Disability Access Plan							
Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation
Enabling Participation in the School's Curriculum for All	• Use iSAMS / Pupil Asset to improve access of teachers to information	S Murchison	Sept 2019	Subscriptions + training time	Teachers will be able to track pupils' progress	Teachers will be able to plan for each individual	
	• Provision of aids to assist visual impairment	S Jeacock	From Sept 2109	£££ - LEA	Identified children will be able to access aids	These pupils will be able to access the curriculum.	
	• Ensure consideration given to SEND in all internal and external testing	S. Jeacock & M Staerck	Annual review	EP cost to parents	All SEND pupils will be able to access testing	SEND pupils will not be disadvantaged in testing procedures	
	• Monitoring of SEND progress within progression meetings as a specific cohort	H Marsden, M Paris & S Jeacock	Termly review	None	SEND pupils' progress will be recorded and monitored	SEND pupils will make progress, the value of which will depend on the level of support required	
	• SEND Termly updates and SEND Staff booklet 2019-2020	S Jeacock	Annual / Termly	None	All staff updated on SEND pupils	All pupils accessing the curriculum and their needs are being met by all staff	
	• Dyslexia Course	L Gupta (S Jeacock)	Jan 2018	££	All staff more aware of how to support dyslexic pupils in the classroom	Work appropriately pitched and differentiated to these pupils	
Improving the Physical Environment	• Lower doors, steps within the new Nursery build	SLT, S Wilson	Nov 2019	££££		Access to the building from a variety of entrances	Completed and signed off
	• Ramps into the school on the ground floor	SLT, S Wilson	Nov 2019	££££		Access to the building from a variety of entrances	Completed and signed off
	• Emergency and evacuation	S Wilson and	Annual	Budget request	SEND pupils able to		Termly Tests

	systems are in place and understood by pupils, including pupils with SEN and disability; including alarms and lock down	H Marsden SLT	review, Termly Tests and drills		respond to alarms and alerts and follow protocol in a safe and prompt way with required support	SEND pupils feel confident and secure in how to evacuate in an emergency situation	and review of evacuation/ lockdown outcomes
Accessibility of Information	<ul style="list-style-type: none"> • Using public areas of school to display notices in large font • Ensuring all signage is sufficiently clear, with visual cues • Policies available electronically so that user can adapt to their needs • Safeguarding documents available for all on arrival to the school • Ensuring Class displays are accessible to all pupils 	H Marsden M Chessum	Annual review	Budget request	Notices, signage, website will be accessible to all.	All learners will be able to read notices and signs and access the website to make at least expected progress.	Checked by Head and SENCo