



Sarum Hall School

ACCESSIBILITY POLICY (SENDA)

Date: Sep-2020

Review: Sep-2021

To meet the requirements and the spirit of The Special Educational Needs and Disability Act (SENDA 2001 and 2005) and the Equality Act (2010)

AIMS

Sarum Hall School acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Sarum Hall School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2005 and the Equality Act (2010). We do not treat disabled pupils less favourably and we take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

1. Sarum Hall School is a non-selective school in Nursery. From Nursery onwards admission to the school depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils as set out in the School's Admissions Policy.
2. Cross curricular activities are a central part of Sarum Hall's philosophy.
3. The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a disability form in respect of a prospective pupil requesting further detailed information about their child.
4. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
5. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Sarum Hall and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.
6. There is no extra charge for a child who requires additional services, such as specialist teaching for dyslexia, provided by a member of the school's teaching staff.
7. Should it be necessary for a child to be supported in class by an additional teacher or TLA/LSA or to receive support from outside agencies such as speech therapists or occupational therapists then the cost of this will be met by the parents.

BACKGROUND

The School's layout and facilities:

1. The current building was completed in 1995. All necessary measures were taken at that time to accommodate disabled pupils, including a lift between the ground and first floor.

Accessibility Policy (SENDA)

This policy applies to Saum Hall School, including EYFS

2. There are steps to access the playground. When necessary the school will build a slope to accommodate the physically disabled.
3. The Food Studio was added in 2018. This includes a chairlift to the basement floor, a disabled toilet and workspace for a wheelchair user.
4. Wherever practicable, in line with the Disability Policy the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- 1 The School will identify areas that restrict accessibility and draw up an estimate of costs for future projects as needed.
- 2 The School will undertake annual fire safety risk assessment and update the School's fire evacuation plan.
- 3 Any additions to the current building will be fully accessible to disabled pupils.
- 4 All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.
- 5 Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.
- 6 An acoustic level of between 50-70 decibels will be maintained wherever possible in all classrooms.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

As budgets allow:

- 1 The School will consult staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance and that any modifications to the curriculum or premises are fed into the plan before the arrival of new pupils.
- 2 The School will continue to provide INSET for all teachers in order to support them in better communication with pupils with SEN or disabilities.

3 YEAR ACCESSIBILITY PLAN (A separate document)

General

1. The school will review this plan on an **annual basis** to monitor and evaluate:
 - The effectiveness of action taken in the previous school year
 - Relevant targets for the next school year
 - Responses to any further legislative changes
- 2 The school will make a log of all reasonable adjustments and it will be available to interested parties.

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

[What to do if you're worried a child is being abused](#)

Equality Act 2010

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.

Policy to Prevent Bullying

Equality & Diversity Policy

LDD/SEN Policy

Policy for gifted and talented pupils

Policy for educational visits

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