

**ST IVES  
HASLEMERE**



**SENDA - Accessibility Plan 2025-2028**

## SENDA Accessibility Plan

September 2025

### **Aims and Objectives**

St Ives School (The School) has written the following SENDA Accessibility plan in accordance with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010.

The School recognises the responsibility to ensure that disabled pupils (current and prospective) are not treated less favourably and will take all responsible steps to avoid putting disabled pupils at substantial disadvantage (the “reasonable adjustment” duty) in matters of admission and education. The School has regard to the need to allocate adequate resources for implementing the plan.

The Equality Act 2010 defines a person as disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to undertake normal day to day activities. Under the SENDA ‘long term’ is defined as one year or more and substantial is defined as ‘more than minor or trivial.’

### **The SENDA 3-year plan at St Ives School addresses:**

1. Increasing the extent to which pupils with disabilities (including those with learning difficulties) can participate in the whole curriculum.
2. Improving the accessibility of written information for pupils with disabilities.
3. Improving the physical environment of the School to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the School.

The improvements we make are determined after taking account of the students’ disabilities and any preferences expressed by them or their parents.

This Accessibility Plan applies to all stages of the school (including the Early Years Foundation Stage) and should be read in conjunction with our

- Equal Opportunities Policy
- Special Educational Needs Policy
- Admissions Policy
- Curriculum Policy

This plan is re-written every three years and is subject to oversight and approval by SLT and members of the Governing Body, who take responsibility for ensuring that it is implemented, including through the provision of adequate resources. The plan is updated as progress is made towards stated objectives.

## Current position and practices

### 1. Access to the Curriculum

- Staff are briefed on and have access to the school SEND Policy. A weekly staff meeting is held where concerns about pupils, including both education and pastoral concerns, can be raised and documented. A clear process is in place to identify children who Learning Support Monitoring (Stage 2 support) and a central record is held with details of the child's needs and the interventions in place.
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities and for whom English is an Additional Language (EAL). These are accessible on the shared drive for teachers to inform planning and interventions.
- Differentiation in planning clearly indicates how teaching and learning will take place for those with SEND.
- Children identified on the SEND register (Stage 3 support) have a written Individual Provision Map (IPM) which is reviewed termly. Class teachers and the SENCO encourage communication between the parents of children receiving extra support as per the SEND policy. Termly SEN Reviews are documented and available to all relevant teaching staff.
- Children on the Learning Support Monitoring Register or SEND register are provided additional support by a Specialist Teacher, Subject Leader, Teacher or Teaching Assistant in 1:1 or small groups as appropriate. A list of interventions is kept centrally and updated termly.
- Standardised assessments take place throughout a pupil's education at St Ives which supports targeted interventions as well as continued formative assessment and teacher observations. Children who require one are provided with a reader and/or scribe to help access the assessments.
- Small class sizes allow for 1:1 time between pupils and teachers where pupils' individual needs can be met.
- A class set of iPads and Chrome Books enhance the range of tools in use to support access to the curriculum. Children with SEND use assistive technology such as immersive reader and dictate where appropriate to help remove barriers to learning.
- Classroom displays make good use of visual aids and reminders to help all learners. Children have access to learning aids such as word banks or mathematics manipulatives to support their learning.
- A Well-being Champion increases the provision for children with Emotional and Behavioural needs and pastoral care.
- Raising awareness of Disability through staff Inset and Learning for Life programmes and Assemblies.
- Promoting a Growth Mindset Approach through PSHE and wall displays and through the Building Learning Power Wheels.
- Children with SEND participate fully in school life, including school trips and performances. Where necessary, reasonable adjustments are made to ensure that barriers to participation are removed.

### 2. Delivery of information

- Staff will be informed of any pupils or families who need additional support with written or other communication from the school. This information will also be made available on ISAMS where necessary.
- Support is provided where necessary to EAL parents during parent meetings.
- Work can be sent on TEAMS to enable increased accessibility to information if required.
- Resources are purchased to support pupils with specific language difficulties and other first languages.
- Homework and the way that it is communicated is differentiated according to the pupil's needs.
- An open channel of communication is kept with parents to enable them to contact the school by means or email, telephone or in person when required.

### 3. Physical Access

- In the event of a request from parents for a pupil with a physical disability to attend the school, the Head (and as appropriate the SENCO and members of the SMT) would need to take professional advice to assess their level of difficulty and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved.
- To assist us in this process the school would work alongside any relevant outside agencies.
- Prep pupils (Years 3-6) are taught in the main building. The main building is an old Edwardian house (previously a private residence until the 1960's) on three levels with ground level access and wide door access.
- There is no lift in this building. To add a lift to this building would involve considerable design and building works.
- There are ground floor toilets in this building but no designated disabled toilet.
- EYFS and KS1 (Years 1 and 2) are taught in The Ivies, which is purpose built and was opened in 2007. It is situated adjacent to the main building. Within the building is a lift to all floors and there is a ramped access to the lower outdoor space. All children in the EYFS classes have ramped access to safe outdoor learning and play areas.
- There is a disabled toilet in the Ivies building.
- Access to the outdoor areas, playing courts is down a long path with steps and across a grassed area.
- The school is built on a slope leading down to a valley making wheelchair access to all areas (especially Forest School) difficult.
- A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. Wherever practicable, in line with the Equal Opportunities Policy, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.
- The school recognises that each individual child's needs are different and would need to be assessed and the parents consulted prior to joining the school. St Ives strives to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

### **Policy evaluation**

Evaluation and review of this policy take place on an annual basis. The staff work together to discuss any changes or adaptations. Throughout the year the whole staff are encouraged to feedback information and ideas regarding the implementation of this policy and it will be revised if necessary. To comply with the Special Educational Needs and Disability Act the school must implement the plan (Appendix 1) and allocate adequate resources for its completion.

**The next review of this policy is scheduled for September 2028**

## Accessibility Plan

### 1. Access to and participation in the school's curriculum

Target	Action	Responsibility	Timing
To embed the use of assistive technology (e.g. tablets, text-to-speech) to support pupils with physical, sensory or literacy difficulties	Staff will be supported to identify and use appropriate assistive technology, including tablets, text-to-speech, speech-to-text and voice recorders, to support pupils with physical, sensory or literacy difficulties. Training and guidance will be provided to ensure assistive technology is embedded within quality first teaching and individual support plans where appropriate. Pupils will be supported to use these tools independently to improve access to learning, engagement and progress, with impact monitored and provision adapted as needed.	SENCo SLT Teaching staff	Ongoing
To ensure assessment methods allow disabled pupils to demonstrate their learning in alternative ways where appropriate.	Teachers will review and adapt assessment methods to provide all pupils with opportunities to demonstrate their learning in ways that suit their needs, including verbal responses, visual presentations, practical demonstrations, or use of assistive technology. Staff will receive guidance on differentiating assessments and making reasonable adjustments in line with pupils' individual needs, IPM and specialist recommendations. The impact on pupil engagement, confidence, and attainment will be monitored, and assessment approaches refined as necessary to ensure fair and meaningful evaluation for all learners.	SENCo SLT Teaching Staff	Ongoing

### 2. Provision of written information

Target	Action	Responsibility	Timing
To ensure digital information (e.g. newsletters, websites, learning platforms) is accessible and readable.	The school will review all digital communications, including websites, newsletters and learning platforms, to ensure they meet accessibility standards. Staff will receive guidance on producing accessible content, including clear language, appropriate fonts, headings, alt text for images and compatibility with screen readers. Parents and pupils will be consulted to identify barriers, and digital resources will be adapted as needed to ensure information is accessible to all. Impact will be monitored regularly and improvements implemented.	Administration staff	December 2026

### 3. Improving the physical environment

Target	Action	Responsibility	Timing
To ensure all classrooms have clear layouts that support movement, visibility and sensory regulation.	The school will audit classroom layouts to identify obstacles and areas that may impede movement or create sensory overload. Staff will receive guidance on arranging furniture to maximise visibility, accessibility and safe movement, and on creating calm, low-stimulation spaces where needed. Classrooms will be organised to provide clear pathways, accessible resources, and areas that support sensory regulation. The impact on pupil engagement, independence and safety will be monitored and adjustments made as required.	Class Teachers SENCo	July 2025