

SENDA (Special Education Needs and Disability Act) / Disability Access Plan

The school is committed to ensuring good access to information and facilities for all pupils to access the curriculum on offer at Coworth Flexlands. The approach for change and improvement is guided by the nature of the needs of pupils either at Coworth Flexlands, or whose parents are considering Coworth Flexlands for their child, and any preferences expressed by the pupils, their parents and specialist advisors. The sequence and pace of improvements are reviewed and updated by the Senior Leadership Team to ensure the planned actions and allocation of resources reflects the school population.

This approach and accessibility plan applies to all stages of the school (including the Early Years Foundation Stage) and should be read in conjunction with our Equality Policy and Special Educational Needs & Disability (SEND) Policy. A copy of this plan can be requested in the school office.

This accessibility plan aims to improve access for pupils through changes to facilities, ways of working and/ or the provision of additional auxiliary aids in order to:

- increase the extent to which pupils with specific additional needs can participate in the school curriculum
- improve the provision of information to pupils with specific additional needs and their families which is already readily accessible for other pupils
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school

The Equality Act 2010 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”.

At Coworth Flexlands, the following definition for special educational needs from the SEND Code of practice (2015) is used: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for (him or) her”

Schools must:

- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

The following plan is supported and complimented by the Special Educational Needs Policy, Admissions Policy, Curriculum Policy, Premises and Accommodation Policy

This Policy will be reviewed annually by the Director of Studies, Claire Glover, the Deputy Head Wellbeing and the Head of Learning Support. The next scheduled review is February 2026.

Current Position and Practices

Excellent progress has been made in improving accessibility for all pupils with continual improvement in processes, resources and facilities. The Head of Learning Support guides staff on development and implementation of ways of working in these areas.

The SEND Register is used as a reference point, this covers all pupils with some form of support need in each school year group including EYFS. Teaching staff and the Head of Learning Support meet termly for Pupil Progress meetings where additional adjustments required are identified.

Access to the Curriculum

- Staff are briefed by the Headmistress, Deputy Head and Head of Learning Support on the school policies for SEND, which includes English as an Additional Language and Gifted, Talented and More Able, and all pupils who need some form of additional support to access the curriculum.
- A clear process is in place to review all pupils identified and establish their support needs.
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities and for whom English is an additional language. These are accessible on the shared area for staff to use in lesson planning.
- Differentiation in planning clearly indicates how the teaching and learning will take place for those with SEND
- Head of Learning Support engagement with parents through the admissions process to discuss pupils specific needs and agree plan for support tailored to the individual, teaching staff are empowered to make decisions to adapt practice and differentiate to help each pupil achieve their potential
- Pupils who receive school support (Stage 3) will be provided with an ISP (Individual Support Plan) which is reviewed termly between parents and the school.
- Individuals and small groups are provided additional support by Learning Support specialists and Teaching Assistants to supplement the curriculum provision.
- Strong communication flows are in place between school and home to ensure parental understanding of support given and to discuss further opportunities – see SEND policy.
- Standardised assessments take place throughout a pupil's education at Coworth Flexlands which supports targeted interventions.
- Alternative provision is made for any pupils unable to participate in a particular sport through injury, disability or impairment.
- Individual Healthcare Plans are established in conjunction with parents for any pupils who have long term illness or who need to be out of school for a period of time for exceptional family reasons.
- With regard to our extra-curricular provision, we ensure all clubs are accessible to all and provide a broad range of opportunities and challenges for all pupils.
- The reward systems within the school have been reviewed to confirm that all pupils' are recognised for their achievements irrespective of SEND or EAL.
- iPAD & apps have been introduced to enhance the range of tools in use to support access to the curriculum

Delivery of Information

- Staff are briefed by the Headmistress, Deputy Head and Head of Learning Support of any pupils or families who need additional support with written communication from the school. This information is also available on ISAMS.
- Support is provided to parents who have English as an Additional Language during parent meetings.
- Parent information is placed on the secure area of the school website.
- Policies and written information have been reviewed to ensure they are free from discrimination in

terms of phrases, procedures and practices.

- Resources are purchased to support pupils with specific language difficulties and other first languages.
- Texts and paperwork for pupils adapted where practical for those with LDD/ EAL eg. enlarged, supported by visual images
- Homework & the way it is communicated is differentiated according to the pupils needs
- Regular communication with staff and parents about transition periods and when routines are out of sync to help pupils with anxiety and difficulties with social use of language (including those with Asperger's to feel safe and happy)
- Use of Surrey Local Offer to support parent access to NHS resources and support with additional information about services accessible with private funding Physical Access
- A daily site walk includes identification & action relating to hazards. E.g. uneven path.
- A lift has been installed at Coworth Flexlands.
- Outdoor learning spaces have been developed to provide opportunities for building on any areas of specific difficulty.

Document Log

Reviewed by	Joe Yates
Role	Deputy Head - Wellbeing
Review schedule	Annually
Date Authorised	March 2025
Reason for review	Annual check
Review Date	March 2026

Improvement Plan 2025-2028

		Action	By	Resources	Success Indicators
1	Aim: to enable pupils to have full access to the school curriculum				
a	Differentiation in planning clearly indicates how the teaching and learning will continue to take place for those with additional needs	Differentiation to be an on-going focus area for staff training and sharing best practice Specific tracking of children with additional learning needs	Head of Learning Support	INSET time Staff meetings	Planning indicates that all pupils are able to access full range of activities taking place in the school day
b	Strong support for all those with EAL	Focus on vocabulary and language in the classroom	Head of Learning Support	Teaching resources and training	Identified pupils achieve their targets
c	Continue to enhance engagement with new joiners with specific needs	Early identification of staff training needs and facilities enhancements to support new joiners with specific needs	Head of Learning Support	Training	Pupils joining with specific needs settle well and fulfil their potential
2	To ensure that information is made available to pupils and their families with Disabilities/EAL				
a	To ensure that pupils with language difficulties (including those with ASD) are familiar with the routines of the school day and are prepared for changes in these	Training as required	Head of Learning Support	Visual timetables and training	Pupils with language difficulties (including those with ASD) feel safe and happy in school thus facilitating easier access to the curriculum.
b	Celebration of the many languages within the school	Enhanced signage and displays	Class Teachers		Pupils with EAL celebrate their first language with others
3	To provide physical access to Education				
a	Consideration of adaptations made to enable pupils to access learning usually delivered in inaccessible classrooms.	Review of current access arrangements, and bespoke planning for any pupils with disabilities.	Business Manager	Build	Better access to the school for people with disabilities