

SEN & Accessibility Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: LS/~~WTT~~/LS/~~KDH~~/LS/~~6TT~~/LS

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2014	March 2015	April 2015	2	April 2016
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	GRK Review (DH/LS)	January 2021	9	January 2022
	GRW Review (TT/LS)	January 2021	9	January 2022
	GR6 Review (TT/LS)	January 2021	9	January 2022
	Overall Review (LS)	January 2021	9	January 2022

Introduction

The law has changed following the introduction of The Children & Families Act 2014 - which has made some important changes to the way children and young people with Special Educational Needs and Disabilities (SEND) and their families are supported. The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015. Statements of Special Educational Needs (SEN) will be phased out and replaced by the Education, Health & Care Plan from 1 September 2014. EHCPs will replace the SEN Statement and the Section 139A Learning Difficulty Assessments (LDAs).

At The Green Room Foundation we cater for young people with a wide range of Special Educational Needs and we understand that these needs may have led to school refusal, behavioural issues and a feeling of emotional isolation. Our aim is to create an environment where every young person can thrive and the specific needs of each individual are met. We also encourage an understanding and acceptance of SEND, to empower the young person through self-awareness and a belief that there are no barriers to being the best version of yourself. We do not allow SEND to define the young person, it is just a part of who they are and what makes them a unique and special individual. Through a supportive environment from staff and fellow pupils at school alongside an open and positive relationship with home, we aim to give all pupils with SEND the best possible opportunities, both here and after they leave us.

School Accessibility Plans:

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfED document "Accessible Schools" issued in 2002.

Definition of Disability:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Philosophy:

At The Green Room Foundation we believe that the quality of education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures and producing inclusive policies. Pupils, parents/carers and staff work together with specialist support agencies and services (if required) to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents/carers must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives:

To meet the requirements of the SEND 0-25 Code of Practice (2014). To reduce, and where possible eliminate barriers to accessing the curriculum and participation in "The Green Room Foundation community for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles:

Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the culture of The Green Room Foundation and its Equalities Policy. In the operation of The Green Room Schools and SEN policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as:

- Not to discriminate against disabled pupils in their admissions and exclusions or the provisions of education and associated activities
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002.

The Green Room Schools fully recognise and value the parental/carer knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. The Green Room Schools also recognise and respect the right to confidentiality for parents/carers and children. The Schools provide all pupils with a broad, balanced and challenging curriculum, differentiated and adjusted in accordance with the needs of individual pupils and their own learning styles.

Staff who have designated responsibilities for equality at the school liaise closely with parents/carers, staff and educational psychologists to ensure that the Education and Health Care plans for each child with special needs are reviewed annually to ensure their relevance.

Training is provided to teachers to enable them to teach and support disabled pupils and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of pupils.

The key principles are:

- That teaching will set learning challenges that are suitable and demanding
- That teaching will respond to the learning needs of those being taught
- That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, pupils and also parents/carers where necessary.

Success Criteria:

- To make Staff aware of the implications of catering for pupils with disabilities through Guest Speakers and training
- Establishing a culture in the school, where the schools as a whole are aware of the range of factors which constitute 'disability'
- Offer a wide range of inset training for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
- The spiritual, moral and cultural development of pupils with disabilities is not compromised

Evaluation:

- Staff show awareness in schemes of work, half-termly plans and lesson planning
- Improvements are made to the fabric of buildings to cater for pupils and visitors with disabilities as and when circumstances dictate and finances allow
- The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs
- So far as is reasonably possible, the curriculum is accessible to pupils with individual needs
- Accessibility Plans are drawn up and implemented for individual pupils with disability, where and when necessary
- Factors affecting pupils with disabilities are seen to be as valuable in discussion as other factors

Admissions:

The Green Room School must feel reasonably sure that it will be able to educate and develop a prospective pupil to the best of his or her ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role in the community. These criteria must continue to be met throughout the pupil's time at the school.

Our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents/carers of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the schools may take such advice and require such assessments they regard as appropriate. Subject to this, The Green Room Schools will be sensitive to any requests for confidentiality.

The schools are diligent in their efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the schools. This is regulated through existing policies for Bullying; Equal Opportunities, Child Protection and Behaviour Codes of Conduct.

Actions:

A. Education and Further Activities

The Green Room Schools will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff.

B. School Environment

In planning and implementing improvements, building developments or site improvements, The Green Room Schools will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

C. Information Services

The design and production of literature and information packs, The Green Room Schools will ensure that such publications can be produced in an alternative format when requested or required.

Accessibility Plans are appended to this Policy and this Plan will form part of the consideration of the following related policies or plans:

- Curriculum Policy
- School Development (Improvement) Plan
- SEN Policy
- Staff Development plans

Points to be borne in mind in the implementation of SENDA

- In the forming of plans for Open Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
- A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SEN coordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
- Staff should be made aware of the resources within the Schools that are available to them should they feel that a student requires additional assistance
- It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
- The needs of disabled students should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
- Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

Accessibility Plans (see Appendix below):

The plans will be reviewed annually, or more frequently where necessary to ensure that the schools plan appropriately for pupils with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will take into account:

Physical Environment:

Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information:

Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring:

This policy will be monitored regularly.

Covid-19

The Green Room understands the importance of keeping people safe during Covid-19. Measures are put in place to comply with latest guidance and suitable arrangements are made to adapt to the accessibility required for our pupils and their needs. Considerations are also made with regards to any future school improvements and how risks of transmission can be decreased.

APPENDIX:

[GRK Accessibility Report](#)

[GRW Accessibility Report](#)

[Swan/GR6 Accessibility Report](#)

This policy is approved by the Co-CEO of The Green Room Foundation

Date

Co-CEO
