



SENDA POLICY AND ACCESSIBILITY PLAN

2025 - 2026

Last review: September 2025 (Aimee Williams)

Date for next review: September 2026

This policy and guidelines needs to be read alongside other school documentation including:

- Admissions Policy
- Positive Behaviour and Relationships Policy
- Data Protection Policy (Confidentiality of Information)
- E-Safety Policy
- Equality, Diversity and Inclusion Policy
- Exclusions Policy
- Educational Visits Policy
- Co-curricular Activities Policy
- Health and Safety Policy
- First Aid Policy
- Missing Child Policy
- PSHE Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy and Guidelines
- Staff Code of Conduct and Handbook
- Whistleblowing Policy

Other relevant documentation:

- Keeping Children Safe In Education: September 2025
- Parents’ Handbook
- The School’s Aims and Code of Conduct
- Pupil Handbook (accessible via the Pupil Homepage (eLearning Hub))

The persons responsible for this policy, in consultation with key personnel, are the Head, the DSL/Deputy Head, the SENCO and Head of Estates.

This policy will be reviewed annually.

Date document updated	Document updated by	Comments	Location of saved file	Date of next review
Jan 2025	DR/AW/NR	New Policy created as previous one was solely for Wrekin.	Google Drive	Jan 2026
Sept 2025	AW/	Updated to reflect Wrekin Prep	Google Drive	Sept 2026

Purpose of the Plan

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. The Governing Body will review this plan every three years.

Definition of Disability

'A child or young person has 'Special Educational Needs' if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice 2014)

The Equality Act 2010

[The Equality Act 2010](#) sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between

disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty

and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' ([SEND code of Practice 2014](#))

- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Wrekin Prep aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Current position

- The school building is accessible for wheelchair users, including a lift to access the first floor.
- There are disabled parking spaces provided in the car park.
- The outside play areas are flat and are completely accessible to wheelchair users.
- The school field can be accessed by a wheelchair-friendly ramp.
- There are four disabled/accessibility toilets – these are situated at each end of the ground floor

and the first floor: opposite the entrance to Nursery, near the Year 2 classrooms, Year 3 classrooms and Year 6 classrooms.

- There is a wet room on the ground floor to allow disabled children to be changed.
- EYFS play area has a flat outdoor play area with raised sand, water and gardening equipment.
- EYFS pegs are specific to Reception aged children and height appropriate, preventing any potential injury.
- Toilet and washroom facilities are height appropriate.
- For the inclusion of children with complex needs/learning difficulties, some children are supported at specific times of the day by experienced 1-1 workers under the direction of the SENCO and class teachers.
- Pupils with Social, Emotional and Mental Health difficulties are supported in the classroom by initially class teachers and then the pastoral team and SENCO as required.
- School also employs a referral system for pupils with SEMH needs. These referrals are screened and may be allocated to outside agencies such as BeeU (local CAMHS service), or play therapist.
- Teaching Assistants support a range of children - delivering learning interventions and programmes.
- iPads and laptops are also used to support learning across school.
- First Aiders are trained to support pupils with asthma and food allergies/intolerances (all staff have received asthma and EpiPen training).
- The school has a locked medical cupboard within Matron's office.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All pupils with a physical disability have their own risk assessment, pupil safety plan or a care plan as required, which takes into account their disability and actions to be taken

Future projects:

- A set of Lower handrails on all stairs beneath the existing handrails to all smaller children a safer passage up or down the stairs.