



WREKIN

**WREKIN COLLEGE
SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT
(SENDA) POLICY AND ACCESSIBILITY PLAN (2019 to 2024)**



SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) POLICY AND ACCESSIBILITY PLAN (2019 to 2024)

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

- Admissions Policy
- Behaviour, Rewards and Sanctions Policy
- Controlled Drugs and Misuse of Substances Policy
- Conducting Interviews, Searches and Confiscation Procedures
- Data Protection Policy (Confidentiality of Information)
- E-Safety and Online Safety Policies
- Equality and Diversity Policy
- Exclusions Policy
- Games and Sporting Activities Policy and Guidelines
- Health and Safety Policy
- Health and Wellbeing Centre and First Aid Policy
- Missing Pupil Policy
- PSHE Policy and Programme
- Risk Assessment Policy
- Safeguarding and Child Protection Policy and Guidelines
- Staff Code of Conduct
- Welfare and Health Policies - Pupils (includes Alcohol and Smoking Policies)
- Wellbeing and Mental Health Policies and Guidelines - Pupils (includes depression, self-harm, eating disorders and suicide intervention)
- Whistleblowing Policy

Other relevant documentation:

- Boarding Mission Statement (available on the school's website, in the Parents' Handbook and Pupil Handbook)
- Keeping Children Safe In Education: September 2023
- Boarding Schools National Minimum Standards: September 2022
- Parents' Handbook
- The School's Aims and Code of Conduct
- Pupil Handbook (accessible via the Pupil Homepage (eLearning Hub))

Boarding Schools National Minimum Standards - the full document may be viewed at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102344/National_minimum_standards_for_boarding_schools.pdf

The persons responsible for this policy, in consultation with key personnel, are the Head, the DSL/Deputy Head (Pastoral), the SENCO and the Deputy Bursar (Operations).

This policy will be reviewed annually.

Date document updated	Document updated by	Comments	Location of saved file	Date of next review
July 2013	SEC	Policy stored on G Drive	Google Drive	July 2014
January 2014	HPG	Updated	Google Drive	July 2015
July 2015	SEC/PR	Various changes made to other policies. Checked against NMS April 2015 Accessibility Plan – under review	Google Drive	July 2016
July 2016	SEC	Ref to Risk Assessment and Data Protection Policies added		July 2017
July 2017	SEC	No changes made	Google Drive	July 2018
July 2018	SEC/PR	Ref to new docs.	Google Drive	July 2019
July 2019	SEC/AP	Updated	Google Drive	July 2020
Feb 2023	AWr/DTu/HH/BJs	Updated and ref to new NMS and KCSIE 2022	Google Drive	Feb 2024
Mar 2024	AWr/DTu/BJs	Updated ref to KCSIE 2023	Google Drive	Mar 2025



SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) POLICY (2019 to 2024)

The Special Educational Needs and Disability Act became law on 11 May 2001. The new act was introduced to bring education within the remit of the Disability Discrimination Act 1995 and to amend Part

4 of the Education Act 1996; to make further provision against discrimination, on grounds of disability, in schools and other educational establishments; and for connected purposes.

The act defines disability as a physical or mental impairment which has a “substantial and long term adverse effect on (the individual’s) ability to carry out normal day to day activities”.

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Wrekin College is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Documents in support of this policy include:

- Academic Policy for pupils for whom English is not the first language
- Admissions Policy
- Equality and Diversity Policy
- Pupils with Special Educational Needs Policy
- Pupil Welfare and Health Policy and Guidelines
- Support for Learning Policy

These policies are all available via the school’s website.

Admissions

The aim of our admissions procedure is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural, co-curricular, and pastoral environment.

We are an academically selective school but we do not believe in selection upon academic criteria alone. We also recognise the central value of art, drama, music, sport and service and look to encourage enthusiasm for these fields. We look for pupils who are prepared to make the most of the opportunities on offer at Wrekin.

We do not discriminate on grounds of race or creed: we value historic and family connections with the school but are also keen to foster new associations and links.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. Subject to the Standard Terms and Conditions of Entry these criteria must continue to be met throughout the pupil’s time at the school.

The school’s policy is to apply these criteria to all pupils and potential pupils regardless of any Special Educational Need or Disability (SEND) of which it is aware, subject to its obligation to make reasonable

adjustments not to put any pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of SEND.

The school's admissions process makes provision for the disclosure of SEND and at all times the commitment of the school to deal appropriately and supportively in the admissions assessment procedure is emphasised to parents.

The school asks parents to complete a registration form, disclosing any special need or disability in respect of prospective pupils. This SENDA policy is available to prospective parents, upon request. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Appointment of Staff

Wrekin College declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The school will ensure that, whenever practicable, physical impairment or disability is, in itself, no bar to recruitment, promotion or training.

The school expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy.

The school has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling, classroom and school organisation and setting
- Serving of school meals
- Interaction with peers, societies and activities
- Assessment and exam arrangements
- School discipline
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010.

Wrekin's Support for Learning curriculum, assessment and examination provision is the responsibility of the Head of Department for Support for Learning and is described fully in the SEND and Support for Learning Policy Document. We endeavour to ensure that all subjects are available to each pupil but do, on occasions, allow a modified curriculum in response to the needs of an individual's learning profile.

Curriculum Activities

The school's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The

curriculum is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy. It is designed to ensure that every individual maximises their potential.

There is a clear focus placed on success in public examinations but the school also takes seriously its responsibility to prepare pupils to succeed beyond the school: at university or in apprenticeships or other higher education environments and in their subsequent employment.

The organisation of the educational provision for any pupil with a special educational need is detailed in the SEND and Support for Learning Policy document.

In the delivery of the curriculum, allowances are made for disabled pupils (e.g. by allowing additional time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general there are high expectations of all pupils and staff seek to remove all barriers to learning and participation.

The range of sporting activities offered by the school ensures that there are a number of activities particularly suited to physically disabled pupils (e.g. swimming) while others (e.g. rugby) may be inappropriate. The school will endeavour to ensure that all disabled pupils are able to participate in some sporting activity. The school's extra-curricular programme, such as school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment

Wrekin will, wherever possible, make reasonable adjustments to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- The need to maintain academic, musical, sporting and other standards for all pupils
- The financial resources available to the school
- The health and safety requirements – SENDA does not override the school's duties under Health and Safety legislation
- The interests of the other pupils and persons who may be admitted to the school as pupils

In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

Accessibility: Public Examinations

Pupils with SpLD are afforded access to examinations dependent on the regulations in the current JCQ guidance booklet and these are applied for, as appropriate, by the Support for Learning Department and Exams Officer in good time. Typical access arrangements include planned use of extra time, the use of a laptop, and sometimes the use of a reader, scribe and/or prompter. Access arrangements for pupils with physical disabilities include (but are not limited to) separate invigilation for pupils with oversensitivity to noise, large print copies of examination documents for those with optical impairments, and close proximity to bathroom facilities (e.g. for pupils with Crohn's disease or digestive complaints).

Accessibility: Internal Examinations

In accordance with JCQ regulations, pupils who qualify for exam access arrangements in public examinations do so because these arrangements are their 'normal way of working'. As a result, pupils who have SpLD needs that will require them to have exam access arrangements for public examinations will be afforded the same arrangements for internal exams (and, where reasonably possible to accommodate) for all internal school tests. Such use of exam access arrangements will form part of the evidence of need when the applications for these arrangements are made for public exams.

Accessibility: Buildings and Site

Under SENDA, the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the school's plans for future development.

Wrekin's Policy on Equality and Diversity considers the implications of a large site which is not uniformly flat and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible, the site is not suitable for children with severe physical impairments or disabilities.

With historic buildings, access to some areas of the school/some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities, but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

Following an audit of all facilities, the school has produced a plan of the physical elements required to facilitate access for pupils who have special educational needs and disabilities. (See appendix I.)

WREKIN OLD HALL TRUST ACCESSIBILITY PLAN

'Wrekin College is working very hard to achieve the inclusion of disabled pupils and respond to their needs, given the nature of our existing buildings and financial constraints.'

This document should be read in conjunction with Equality and Diversity Policy and Anti-Bullying and Child-on-Child Abuse Policy.

1. Background Information

Wrekin College is located on a dispersed site covering some 120 acres. A number of our buildings are historic, and in some cases are of several storeys and without lifts. These buildings have grown in number since the school was founded in 1880.

Student entry to the school is by examination. Pupils with certain learning difficulties are catered for. Entry to the sixth form usually requires the academic achievement of six GCSEs at grade 4 or above.

Within the school, the teaching is subject-based, meaning that pupils have to access several different classrooms, often in different buildings, on a regular basis each day. A number of classrooms (e.g. those used for maths, sciences and humanities) are upstairs in a building (constructed in 1927) with no lift. In addition, each pupil returns to a House as a base at break times throughout the day. These Houses involve movement around the campus and, in many cases, require the use of stairs to access common rooms not on the ground floor.

Given the number of buildings across the school site and the requirement for pupils to move around the site, a pupil with impaired mobility is very likely to be disadvantaged by these problems, if not prohibited altogether, from access to some of the facilities that the school offers.

In some buildings it is not feasible for reasonable adjustments to be made, as such major alterations to the physical features would be cost-prohibitive.

The school's approach is to respond to an individual pupil's requirements as they arise, as it is recognised that the needs of each pupil will differ depending upon age and the level of physical disability. In addition to this, the school will continue to plan ahead and undertake improvements to access to buildings and facilities where feasible.

The Governors' strategy is to continue to develop new buildings and facilities over time for both classroom teaching and pastoral care which will allow disabled access.

2. Building Development Plan

In the last 20 years, the following buildings have been constructed, all of which are DDA Compliant:-

- Sixth Form Centre
- Swimming Centre
- Refurbishment and Extension to the Cricket Pavilion

- Business School extension
- Music school (with access to the Centenary Theatre)

Through these developments, a number of additional classroom facilities and recreational areas have been provided which facilitate disabled access.

Access and facilities for disabled persons have also been added to the Memorial Hall, a building which is used extensively for school functions, in addition to it being the site where academic examinations are undertaken.

Plans for the future include the following developments, all of which will be DDA compliant:

- Construction of a new Product Design teaching block
- Conversion of the current DT building into new classroom space

The provision of additional classroom facilities will enhance the schools ability to accommodate some changes in timetables and subject based teaching to more accessible locations.

3. Physical Access to Current Building Provision

A detailed Accessibility Plan is listed in annex A. This lists each building within the school site and details accessibility/remedial action required.

The current physical constraints are summarised below.

4. Teaching Blocks

4.1 New School

This building was constructed in 1927. The building does not have lifts to allow disabled access to the upper floor, or ramps for access to the ground floor.

Pupils with disabilities could be taught in the downstairs classrooms but teaching facilities associated with biology, mathematics, geography, and history are located on the first floor.

Although the school would consider taking all reasonable steps to make alterations to the timetable to facilitate the teaching of subjects in downstairs classrooms, it is unlikely that the full curriculum taught in this building could be accommodated until new classrooms become available.

4.2 Gordon School / Business School

- Building of the Gordon School, a single storey teaching block, was started in 1955 and it has been extended in phases. It is used for most academic subjects, excepting sciences, mathematics, geography, PE, music, art and design. There is a split level within the older part of the building, with steps down to languages, RS and Computer Science classrooms.
- The new Business School, which links with the Gordon School was completed in 2017 and provides improved physical access and the provision of disabled toilet facilities.

4.3 Design and Technology

The Design Department is housed in two single-storey buildings, which are in part accessible to physically disabled pupils, but not in the case of two classroom areas, which have stepped access, and it has no toilet facilities (disabled or otherwise).

Work is due to start on the new Product Design building within the next 12 months. This building will be DDA compliant and will include accessible toilets.

4.4 Art School

- Art School. Built in the 1980s, these buildings give partial access to classrooms, but have no disabled toilet facilities. The Art School is split level with stairs to the lower level.

4.5 Music School & Theatre

- The new Music School was completed in January 2020 and is DDA compliant. This allows access to the Centenary Theatre and houses accessible toilet facilities.

5. Boarding and Day Houses

The School relies on a system of boarding and day houses to meet pastoral and tutorial needs. These act as the base from which both day and boarding pupils operate. One boarding and day house for boys (Tudor) and five day houses (York, Clarkson, Roslyn, Lancaster Boys and Lancaster girls) are located in either an historic building or structures built in the 1920s. The girls' boarding unit (Hadden Hall) and a boy's boarding/day house (Bayley House) and the junior girls' day house (Lancaster Girls) are in more modern buildings, but still have limited access for disabled pupils. In many of the houses, social rooms are upstairs as, with the exception of Hadden Hall which has first floor access, is all of the accommodation for boarders. There are no lifts in these boarding houses.

Lancaster Girls' House (on the ground floor of the Hadden Hall building) is the only house on a single level. This hugely limits the choice of House available for pupils with disabilities.

5.1 Boys' Boarding/Day Houses

Tudor (boarding and day House) and York (day House), take up part of the school buildings constructed in the 1880s. With reference to fire and health and safety regulations, it would not be feasible at the present time to accommodate a physically disabled pupil in these houses. An accessible toilet has been installed on the ground floor of Tudor with a new ramped entrance hallway which does meet functional requirements. York has steps to access all areas of the House, including at the entrance doors.

Bayley (boarding and day House) was constructed in 1986 and does not contain any lift facility to the upper accommodation floors. To facilitate a boarder with mobility problems would require the conversion of ground floor rooms, none of which are currently used as sleeping accommodation.

A new entrance doorway with a ramped access was created on the ground floor in 2015, and in the new entrance hallway an accessible toilet was fitted in 2015.

5.2 Junior Boys' Day House

Lancaster Boys' House is a two-storey Victorian building with restricted access to the ground floor, but has disabled toilet facilities. Its large House common room is sited on the first floor and there is no lift.

5.3 Girls' Boarding House

Hadden Hall, which accommodates girls' boarding, complies with the requirements of the DDA but movement for disabled pupils is restricted to a single floor.

5.4 Roslyn Girls' Day House

This is in a three-storey, early-1920s building. Access is only to the ground floor with no disabled facilities.

5.5 Clarkson Girls' Day House

A two-storey building, which was constructed in 1920. There is level access to the ground floor only, with accessible toilet facilities on the ground floor.

5.6 Junior Girls' Day House

Lancaster girl's day house is situated on the ground floor of Hadden Hall, but there is a step at the entrance. There are no disabled facilities.

6 Recreational and Sports Facilities

The School is committed to ensuring that disabled pupils are fully included within the recreational activities and sports programme. Pupils in wheelchairs can gain access to the Sports Hall, swimming pool, artificial and hard court pitches, and changing facilities.

Teaching methods will be adapted to enable pupils to participate at an appropriate level. An example of such inclusivity would be allowing a wheelchair-bound pupil to participate in a basketball, netball, indoor/outdoor cricket and archery, with the rules modified to support that pupil. Where an activity normally takes place on grass pitches, the school will give consideration to rearranging venues if this could help resolve a specific difficulty.

It is school policy that all pupils are encouraged to attend and take part in a variety of adventurous activities and residential camps. At such venues, it may be reasonable to adapt the programme of activities to facilitate participation regardless of disability. Indeed certain activities, such as water sports, may well provide an environment where the disabled pupil is able to fully participate.

The school is also a strong advocate of the Duke of Edinburgh's Award Scheme and is aware that it gives specific guidance to enable disabled pupils to achieve awards.

7 Provision for impaired sight

The school's IT provision is fully integrated into all classrooms. All classrooms have interactive TV screens that connect to teachers' MS Surface Pros or laptops. The use of this IT allows images to be enlarged for pupils with a sight impediment. Larger print course notes and examination papers will also be introduced as and when required.

8 Provision for impaired hearing

The provision of hearing loops has been considered but with the geographical and dispersed nature of the classrooms, it is not financially viable to install such a system. Pupils with impaired hearing have been catered for in the past through judicious seating. Specific health and safety considerations have also been made (e.g. to ensure boarding pupils with impaired hearing are awoken in case of fire). Staff with impaired hearing have been catered for through liaison with that staff member and consideration for their specific needs.

9 Access for parents

The following measures are in place to assist parents with disabilities:

- Marketing/admissions information can be sent out in large print.
- The school will allow, upon request, vehicle access through the school grounds to facilitate access to key buildings e.g. Head's office, Chapel, Sports Complex. Temporary ramps are also available.
- Parents' evenings are held in the Memorial Hall, Sports Hall, or Business School, which have disabled access.
- Reports can be sent out in large print or in an audible format for parents with impaired sight.

ACCESSIBILITY PLAN REVIEW

Date of Review	Reviewed by	Next Review
February 2016	Philip Rowles	August 2016
August 2016	Philip Rowles	August 2017
December 2016	Philip Rowles	September 2017
September 2017	Philip Rowles	September 2018
September 2018	Philip Rowles	September 2019
September 2019	Anthony Pitchers and Adele Wright	September 2020
January 2023	Helena Hyde, Darran Tunnah, Ben Smith, and Adele Wright	January 2024
February 2024	Anthony Pitchers, David Brown, Adele Wright, Darran Tunnah	February 2025

Appendix I



Special Educational Needs and Disability Act (SENDA) Accessibility Plan (2019 to 2024)

Accessibility Plan 2024: Improving the curriculum access

Target	Outcome	Strategy	Time scale	Achievement
Training for teachers on alterations to delivery methods of curriculum. School is aware of the needs of disabled pupils	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the curriculum
Wherever possible, classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual class bases	Lessons can be started, without changes, to accommodate the needs of individual pupils	Ongoing	Increase in access to the curriculum

Improvement of written information

Target	Outcome	Strategy	Time scale	Achievement
Availability of written material in alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	The school will make itself aware of the material available for converting written information into alternative formats	Ongoing	Delivery of information to disabled pupils improved

Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all	Ongoing	Delivery of school information to parents
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Investigate alternative formats and use of IT software to produce customised materials.	School information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties

Improving the Physical Access

Ongoing / Under Review:

Target	Activity	Time scale	Cost
Improved access - general	Improve signage and external access for visually impaired people e.g. replace external light bulbs immediately when 'blown'/painting of external steps.	On-going	
Lancaster Boys Day House	Ramped area from footpath to front of building.	Under review	£6800
Design Workshop/Classroom/Studio	Improve access by ramp systems, alterations to doorways. Modify electronic entry system. Depends on intentions for building use after the new DT building is completed.	Under review due to new DT build	£3700
New School	Provision of external staircase and lift system	Long Term	£3.5 million - plans have been drawn up. Not reasonably practicable due to cost.
Gordon School	The new Business School links into Gordon School and provides access to exterior entrances and disabled toilet facilities. All G school classrooms are now accessible, except for the wing down the internal steps. Installation of a vertical lift system to access the building.		£12000 - no longer required for access to vast majority of this building (not economically viable)

Design School	New building on site of old squash courts. DDA compliant.	Project approved by Governors and likely to commence late 2024/early 2025	£2.5m project
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Completed Works:

Accessible car parking	Parking spaces to be marked and signed in accordance with Part M standards	2010	£600
Sports Hall	Improved access to two entrances by installation of electronic entry system.	2011	£800
Design Studio	Improved ramp access. Alteration of electronic entry system.	2011	£1200
Library	Ramp to external covered entrance area. Installation of electronic entry system.	2011	£1000
Lancaster Girls' Day House (in Hadden Hall)	Ramp system to main entrance door. Alteration of electronic entry system.	2012	£2300
Art School	Improvement to entry by alteration to electronic entry system.	2011	£800
Tudor House	New accessible toilet	2016	£5000
New School	Provision of external handrails at the front of the building	2017	£500
Business School	New extension to existing building. DDA compliant.	2016 – 2017	£1.2m
Music School	Re-built and attached/integrated with the existing Centenary Theatre. DDA compliant, inc accessible toilets.	2019-2020	£3.5m
Improve wifi system and wifi infra structure	Improved accessibility for boarders to contact home and access news and external contact	2023	£500,000
New astroturf built	Improved accessibility for local community and school to sports facilities. Ramp access to both astros.	2022	£900,000

Improved AV systems in chapel	Improved clarity of audio output	2023	£25,000
Improved AV systems in theatre	Improved clarity of audio output	2023	£65,000
Car park	Repainted car park lines and disabled spaces	Dec 2023	£5,000
Improved sports hall lighting (both sports hall	Assisting any visually impaired users	2024	£10,000