



CROSFIELDS SCHOOL

Special Education Needs and Disabilities Accessibility (SENDA) Plan

This plan will have a three year development from 2021-2024

1st January 2021-1st January 2022

1st January 2022-1st January 2023

1st January 2023-1st January 2024

This Plan applies to the whole school, including the EYFS.

Person Responsible: HM SENCO

Reviewed: February 2021

Next Review Due: January 2022

Reference Documents: Disability Discrimination Acts 1995 and 2005
Equality Act 2010
Code of Practice for working with children with SENDA,
2014 and 2015
Children and Families Act 2014

Introduction

This Plan sets out the proposals of the Governing Body of Crosfields School to increase access to education for disabled pupils in the three areas required by Schedule 10 of the Equality Act 2010:

- A.** Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum;
- B.** Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled;

- C. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

Aim of the SENDA Plan

Crosfields has a practical amount of facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under SENDA in order to accommodate the needs of pupils, staff and applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

Objectives of the SENDA plan

- To enable all pupils to access learning equally;
- To remain compliant with all legislative direction;
- To broaden the appeal of Crosfields to all potential prospective parents irrespective of a child's needs; and
- To ensure Crosfields is viewed as an inclusive environment for those with additional needs.

The purpose of the School's Plan: Learning

Background

In fulfilling its obligations and responsibilities under the Ethos, Missions and Aims of the School, Crosfields values with great importance its duty to promote positive attitudes towards disabled people and to promote the equality of opportunity between disabled people and other people, as set out in the Equality Act 2010 which supersedes the Disability Discrimination Acts 1995 and 2005.

Reasonable Adjustments

Crosfields understands that it has a duty under the Equality Act 2010 to make reasonable adjustments so that individuals are not placed at a substantial disadvantage to their peers because of their disability or special educational need. This may include making changes to the physical features of the school and does include the provision of auxiliary aids and/or services. The decision to make any such reasonable adjustments will be made by the appropriate staff following examination of all options and information available (see **Reasonable Adjustments Decision Making Checklist** at Appendix A).

Requirements

Crosfields complies with its statutory duty under the National Curriculum Inclusion Statement to follow the 3 principles essential to developing a more inclusive curriculum, to:

- set suitable learning challenges;
- respond to pupils' diverse learning needs; and
- overcome barriers to learning and assessment for individuals and groups of pupils.

Responsibilities

The HM is responsible for ensuring legislative compliance, the Bursar (on behalf of the Governors) for assuring that this is delivered and for key members of staff to deliver their components of the plan. The following individuals will form a SENDA Committee and their respective general responsibilities to the SENDA plan are:

- Headmaster Chair
- SENCO Lead and Secretary; Curriculum adjustments
- Bursar Compliance and financial approvals
- Deputy Head Academic Admissions
- Head of ICT IT adjustments
- Estates Manager Physical adjustments
- Admissions Equality and Accessibility of admissions
- Head of EYFS EYFS Accessibility
- School Nurse Physical and Medical adjustments

Approach

Crosfields will ensure adherence to this plan through a tri-annual SENDA Committee meeting, chaired by the HM and led by SENCO. The Committee will develop a strategy for achieving and maintaining compliance and an action plan to make good any adjustments. The strategy will be based around three key approaches:

- Ensuring full access to the curriculum;
- Enabling IT access to the curriculum; and
- Implementing accessibility changes to the school infrastructure.

The Accessibility Plan is reviewed during the Summer Term to assess whether the School is addressing the needs of any prospective pupils with disabilities. In addition, *ad hoc* meetings are held where there is a change in the needs of a current pupil, or on the intake of a new pupil with a disability.

SENDA Plan

SENCO will develop an Action Plan to achieve and maintain compliance with this plan. Actions will be developed by each Committee member in their respective areas, these will be collated by SENCO and the Committee will direct priorities, resourcing and manage completion and compliance. The SENDA Policy and SENDA Plan will be accessible to all staff through the shared documents on the TDrive. Where a particular measure may involve unreasonable cost expenditure or time to implement, the Committee may determine an alternative method of adjustment, different mitigation strategies or accept the risk of judging an action on the plan as unreasonable. Records of all decisions and completed actions will be maintained on the Action Plan.

Other Policies

This Plan should be read in conjunction with the following other School Policies:

- Admissions (A1)
- EAL Education and Welfare (A2)
- Behaviour & Disciplinary Procedures (A4)

- Safeguarding & Child Protection (A6)
- Anti-Bullying
- Curriculum
- Educational and Welfare Provision for Pupils with EHCPs
- Ethos, Missions & Aims Statement
- Health & Safety (including off-site safety)
- SEND
- Staff Development
- Teaching and Learning

Assurance

The SENDA Plan will be monitored through the Education & Workplace Committee of the Board of Governors.

The Plan will be monitored by ISI as part of their inspection cycle.

Last reviewed February 2021-Catherine Turner/SENDA Committee

Reasonable Adjustments: Decision Making Checklist

(non-examination)

Ultimately only an adjudicating body can determine whether a person meets the definition of “disabled” and what is a “reasonable adjustment” in a particular context. But most cases will not go to a court or tribunal. This form aims to take you through a structured decision-making process similar to that followed by adjudicators to enable you to come to a view yourself. By recording your decisions and evidence in this structured way, you should be well-prepared to explain your view to others if you are ever challenged on your conclusions.

Name of Pupil	
Class	

1. If the answers to **all** the following questions is “yes”, a pupil has a disability ⁱ

	Yes / No – Comments and Evidence
Does the pupil have a physical or mental impairment? NB – If the answer is not clear, <ul style="list-style-type: none"> ▪ read the government guidance ▪ discuss these questions with parents and / or pupil ▪ seek professional advice e.g. medical, educational psychology, legal 	
Does the impairment have an adverse effect on their ability to carry out normal day-today activities ⁱⁱ , including accessing education?	<i>(Give examples of which activities are impacted and how)</i>
Is the impact substantial? ⁱⁱⁱ <i>(More than the normal differences between people, and more than minor or trivial)</i>	<i>(Describe the impact)</i>
Is it long-term? <i>(Over 12 months)</i>	
Conclusion: Does the pupil meet the legal definition of “disabled”?	

2. If the pupil has a disability (see section 1. above), **has the duty to make reasonable adjustments arisen?** If the answer to **all** the following questions is “yes”, then the duty to make reasonable adjustments has arisen.

Will the pupil be put, or is the pupil being put, at a disadvantage at school in comparison with pupils who are not disabled?	
If “Yes”, is the disadvantage substantial? <i>(More than minor or trivial)</i>	
a) Is the disadvantage caused by provision, criterion or practice of the school? and / or b) Is the disadvantage caused by the lack of an auxiliary aid or service?	
Conclusion: Has the duty to make reasonable adjustments for a pupil with disabilities arisen?	

3. Reasonable Steps

If the answers to sections one and two above are both “yes”, consider:

What steps could be taken to avoid putting the pupil at the substantial disadvantage(s) identified?	
What steps could be taken to provide the auxiliary aid or service?	

4. Is it reasonable for this school to have to take these steps?

Check list of considerations <i>(Examples – others may be included) ^{iv}</i>	Comments
The extent to which support is available from the local authority or health service	
Overall resources of the school and the availability of financial or other assistance	
Financial or other cost of making the adjustment(s) or providing the aid or service	
Effectiveness of step(s) to avoid or overcome the disadvantage	
The practicability of the adjustment(s)	
The effect of the disability on the individual	
Health and safety requirements	
The need to maintain academic, musical, sporting and other standards	
Interests of other pupils or prospective pupils	
Interests of and impact on the staff ^v	
Overall charging policy of the school e.g. are charges levied on other categories of pupil	

Other regulatory or legal requirements	
Other	
Conclusion: In the light of the above, is it reasonable for this school to have to make this adjustment or provide this auxiliary aid or service for this pupil?	Yes / No

5. If you have concluded after this thorough process of consideration, supported by conversations with parents and the pupil, and anyone else (e.g. class teachers and other experts) that
- the pupil is disabled **and**
 - at a substantial disadvantage but for the provision of an auxiliary aid or service, **and**
 - that it is reasonable for the school to have to take the step or provide the auxiliary aid or service,

then you may not charge for so doing. For these adjustments are “reasonable adjustments” and it is unlawful to charge for reasonable adjustments.

Note: Considerations of cost will have been taken into account in the process of deciding what is reasonable for the school to have to do or provide without charge.

6. If you have concluded that it is **not reasonable** for the school to have to take the steps or provide the aids or services identified for the pupil in question, then ostensibly the school is not obliged to do so.

This is because these adjustments are not “reasonable adjustments”. In this case, if the school decides to go ahead and make the adjustment or provide the service, then **the school may pass on the charge** as this is a charge for an adjustment which goes beyond “reasonable” for this pupil in your school context.

Note: The school’s SENDA Accessibility Plan should be used to plan and implement ways to increase access to the school so that adjustments which the school is not currently able to make may become reasonable in the future.

ⁱ Note that “disability” is a context specific judgement. A person could be disabled in one context and not another. Paragraph 3 of the guidance states “In the vast majority of cases there is unlikely to be any doubt whether or not a person has or has had a disability, but this guidance should prove helpful in cases where the matter is not entirely clear.” This indicates that you would not normally expect to find this a difficult judgement. A few conditions and diseases are automatically deemed disabling without having to show that they have a substantial, long-term adverse effect on the ability to carry out normal day-to-day duties, as follows in this form. These conditions are: blindness and partial-sightedness, cancer, HIV, multiple sclerosis. By contrast, other conditions are potentially disabling depending on the impact which they have in the individual case. Potentially disabling mental impairments include learning disabilities such as dyslexia, dyspraxia and autism.

ⁱⁱ See pages 47-51 of the Guidance for a non-exhaustive list of examples.

ⁱⁱⁱ Account may be taken of, for example, the time taken to carry out an activity, the way in which it is carried out, cumulative effects of impairment, how far a person can reasonably be expected to modify his behaviour, effects of environment.

^{iv} Guidance on many of these matters is available from the Equalities and Human Rights Commission. Note that “reasonableness” is a context specific judgement. Just because it might be reasonable for one school to have to do something, does not mean that it is reasonable for another to have to do it as the two schools might be operating in quite different circumstances.

^v E.g. physical or mental health or working hours