RUPERT HOUSE SCHOOL

SENDA POLICY AND PLAN

2026-2029

This policy applies to the entire setting, including EYFS.

Last Review	Significant Changes
Nov 2024	**Review of whole policy (including EYFS)**
October 2025	Review
November 2026	Review
October 2029	**Annual monitoring. Full review October 2029**

1. Statement of Intent

Rupert House School is committed to creating an inclusive environment in which every pupil, member of staff, parent and visitor is treated with dignity, respect and fairness.

The school recognises its responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled pupils and to plan strategically to improve accessibility over time. This plan also reflects the principles of the SEND Code of Practice: 0 to 25 years, the Education (Independent School Standards) Regulations 2014, and current independent school inspection expectations regarding inclusion, wellbeing and equality of opportunity.

Rupert House aims to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster positive relationships between all members of the school community.
- Remove barriers to participation wherever reasonably practicable.
- Support all pupils to achieve their full potential academically, socially and emotionally.
- Ensure disabled pupils can participate fully in school life and the wider curriculum.

The school recognises that accessibility is an ongoing process and will continue to anticipate and respond to the changing needs of pupils, staff, parents and visitors.

2. Legislative and Regulatory Framework

This plan has been prepared with regard to:

- Equality Act 2010 and Schedule 10 Accessibility Planning Duties.
- SEND Code of Practice: 0 to 25 years.
- Education (Independent School Standards) Regulations 2014.
- Current Department for Education guidance for independent schools.
- EYFS statutory requirements.
- Rupert House School's Equality, SEND, Admissions, Safeguarding, Behaviour and Health & Safety policies.

3. Definition of Disability

The school adopts the definition of disability contained within the Equality Act 2010:

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes many physical, sensory, medical, cognitive, communication, social, emotional and neurodevelopmental conditions.

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4. Our Current Position

Rupert House School already provides:

- Curriculum Access
- High-quality differentiated teaching.
- Small class sizes.
- Targeted intervention programmes.
- Specialist SEND support.
- Access to Speech and Language Therapy (SALT) where required.
- Access to Occupational Therapy input where required.
- Provision mapping and regular progress review.
- Enrichment, extension and extracurricular opportunities for all pupils.
- Enriching physical school environment
- Accessible routes through key areas of the school site.
- Flexible classroom allocation where mobility needs require adjustment.
- Individual risk assessments where appropriate.
- Regular health and safety inspections and maintenance programmes.
- Accessible Information and Communication systems.
- Electronic communication systems for parents.
- Accessible website content.
- Visual signage throughout the school.
- Alternative formats available upon request.

5. Accessibility Priorities 2026-2029

The school will work towards the following three strategic objectives:

Priority A: Increase participation in the curriculum for disabled pupils.

Priority B: Improve the accessibility of the physical environment.

Priority C: Improve access to information and communication for disabled pupils, parents, staff and visitors.

6. Three-Year Action Plan 2026-2029

Priority A: Access to the Curriculum

Objective: Ensure all pupils can fully access learning, enrichment opportunities and wider school life.

Action	Success Criteria	Timescale	Responsibility
Maintain inclusive teaching strategies and high-quality differentiation	Lesson observations and pupil outcomes demonstrate effective inclusion	Ongoing	Teachers, SMT
Review known disabilities of current pupils and audit of accessibility. (SENCO)	Design suitable programs once needs have been identified.	Ongoing	SENCO
Deliver curriculum accessible to those whose needs have been identified through review of known disabilities of current and prospective pupils. (SENCO)	Design suitable programs once needs have been identified.	On going	SENCO

Deliver annual SEND and disability awareness training	100% staff participation annually	Annual	SENCO
Review SEND provision and intervention programmes	Provision reflects identified needs and impact measures	Biannual review	SENCO
Maintain personalised Individual Education Plans (IEP's)	All SEND pupils have reviewed IEP's where required	Biannual review	SENCO
Seek pupil and parent feedback regarding accessibility	Feedback informs biannual review	Biannual	SENCO
Ensure equal access to educational visits, clubs and enrichment opportunities	No pupil excluded due to disability without documented risk assessment considerations	Ongoing	Teachers, Educational Visits Coordinator
Provide specialist equipment and assistive technology where required	Identified pupils effectively supported	Ongoing	SENCO, SBM
Develop staff understanding of neurodiversity, SEMH, sensory and communication needs	Increased staff confidence and effective classroom support	Annual	SENCO
Monitor attainment, progress and	Pupils make expected or better progress	Termly	SMT, SENCO

participation of pupils with SEND and disabilities	from individual starting points		

Priority B: Physical Environment

Objective: Improve access to facilities while recognising the constraints of a historic school site.

Action	Success Criteria	Timescale	Responsibility
Conduct annual accessibility audit of buildings and grounds	Audit completed and actions prioritised	Annual	SBM
Review accessibility of upper-floor accommodation	Classroom allocations adjusted when necessary	Annual	SMT
Ensure accessible routes remain clear and well maintained	No identified hazards on accessibility inspections	Ongoing	SBM
Consider physical adaptations where practical and proportionate	Feasibility assessments undertaken where needs arise	Ongoing	SBM, Governors
Maintain emergency evacuation arrangements for disabled users	Appropriate PEEPs in place where required	Ongoing	SBM
Review accessibility requirements during refurbishment projects	Accessibility considered in all estates planning	Ongoing	SBM
Ensure playgrounds and outdoor areas	Annual review completed	Annual	SBM, SMT

remain safe and accessible			

Priority C: Information and Communication

Objective: Ensure information is available and accessible to all members of the school community.

Action	Success Criteria	Timescale	Responsibility
Provide information in alternative formats upon request	Requests accommodated within reasonable timescales	Ongoing	SBM
Make available large-print, electronic, pictorial and accessible versions of documents where required	Accessibility needs met effectively	Ongoing	Admissions, SBM
Facilitate access to Braille materials where required through specialist providers	Appropriate arrangements made when required	Ongoing	SENCO
Ensure safeguarding, welfare and emergency information is accessible	Information available in suitable formats when needed	Ongoing	DSL, SBM
Review website accessibility annually	Website remains accessible and user-friendly	Annual	Marketing Team
Improve accessibility of digital learning resources	Resources compatible with accessibility functions and	Ongoing	SMT

	assistive technology		
Ensure school communications are clear and accessible	Positive parent feedback and reduced communication barriers	Annual	SMT

7. Reasonable Adjustments

The school will make reasonable adjustments where required to prevent disabled pupils, staff, parents or visitors from being placed at a substantial disadvantage.

Adjustments may include:

- Adaptation of teaching methods.
- Alternative assessment arrangements.
- Specialist equipment.
- Flexible timetabling.
- Modified learning materials.
- Accessible information formats.
- Enhanced staff support.
- Adjustments to educational visits and extracurricular activities.
- Adaptations to premises where reasonably practicable.

  Decisions will be considered individually and in consultation with pupils, parents and relevant professionals.

8. Monitoring, Review and Evaluation

The success of this plan will be measured through:

- Pupil progress and attainment data.
- SEND monitoring and provision reviews.
- Participation rates in school activities.
- Feedback from pupils, parents and staff.
- Accessibility audits.

- Health and safety inspections.
- Review of complaints and concerns relating to accessibility.
- Evaluation of reasonable adjustments and their effectiveness.

The Plan will be:

- Monitored annually by the Senior Leadership Team.
- Reported to Governors annually.
- Reviewed following significant changes to legislation, school premises or pupil need.
- Fully reviewed and reissued in October 2029.

9. Accessibility Commitment

Rupert House School is committed to ensuring that disability is never a barrier to participation, achievement, wellbeing or belonging. We will continue to review our practices, facilities and communication methods to provide an inclusive learning environment in which every member of the school community can flourish.