

February 2023

SEND and Inclusion Newsletter



I am sure you have watched the digging, building and roofing over the past few months, it has provided a point of interest for many of our pupils! Now I am thrilled to be able to welcome you to a brand new area of the school. Those of you who attended parent consultations may have had an opportunity to see the additional space and I look forward to welcoming many parent carers in the future. As always, please feel free to contact me with any questions or concerns you have about your child's progress or wellbeing.

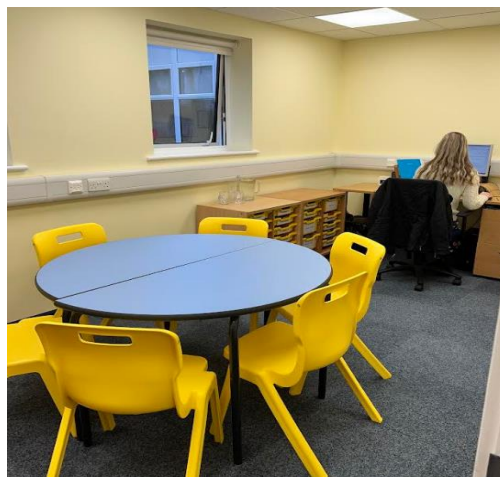
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How accessible is the school environment?

Part of our commitment to inclusion is making our school site as accessible as possible for pupils, staff, parent carers and visitors. Our school building is on one level, with level access through the main entrance and is internally accessible to wheelchair users.

We review our Accessibility Plan annually, this can be viewed on our school website. In a support and challenge role, our Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE. For some time, the senior leadership team and governing body were concerned that the lack of accessible toilet facilities was not representative of our inclusive ethos. We therefore entered into a lengthy planning journey to address this.



The building work has provided us with an **SEN office** and **accessible toilet**, both accessed by a **wide corridor** which redirects traffic from our school hall, reducing interruptions to PE lessons and assemblies.

The SEN office is a private space where meetings can happen with pupils, parent carers and external professionals. It will be used by our SENDCo to conduct assessments and monitoring with pupils. School staff and visiting therapists can use the room for therapy and intervention programs. It is also a dedicated 'hub' for our staff to access evidence-based SEN guidance materials and resources.

Our new SEN office, accessible toilet and level access out onto the playground is such a valuable addition to our school site. We are grateful to Southbourne Parish Council for their generous donation and support in this project.

How will my child be included in activities outside the classroom, including school trips?

Accessibility is not only about our physical building. We plan learning experiences outside the classroom which provide effective learning opportunities and challenges for all learners, responding to diverse learning needs and overcoming potential barriers to participation.

Outdoor learning is built into our curriculum. All children have access to our extensive school field, meadow area and tipi. These areas are also used for enrichment and intervention programs in some SEN pupils' Individual Support Plans. These activities are fully risk assessed by staff, with individual risk assessments created for pupils with a high level of need.



School trips enrich our pupils' learning and their wider view of the world. Risk assessments are carried out and procedures are put in place to enable all children to participate as fully as possible. Pupil's with the highest level of need may need an individual risk assessment for certain activities organised by the SENDCo or class teacher. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a member of school staff will accompany the child. This will be discussed with parent carers if required.



Swimming is part of the PE curriculum and all of our pupils have an opportunity to learn to swim at a local swimming pool. This is done at the pupils' own pace starting from their current ability, even if they have never swum before. Class teachers are always willing to discuss parent carer concerns prior to swimming lessons. The SENDCo works with class teachers to ensure necessary adaptations are made, if needed, for pupils on the SEN register.