

SEN & Accessibility Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: DH/WCF/KBT/CAS

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2014	March 2015	April 2015	2	April 2016
		September 2015	3	September 2016
		October 2016	4	October 2017
		January 2018	5	January 2019
		January 2019	6	January 2020
		November 2019	7	November 2020
		November 2020	8	November 2021
	GRK Review (DH/LS)	January 2021		
	GRW Review (TT/LS)	January 2021		
	GR6 Review (TT/LS)	January 2021		
	Overall Review (LS)	January 2021	9	January 2022
	GRK Review (DH/LS)	January 2022		
	GRW Review (TT/LS)	January 2022		
	GR6 Review (TT/LS)	January 2022		
	Overall Review (JN)	January 2022	10	January 2023
	GRK Review (DH/LS)	January 2023		
	GRW Review (TT/LS)	January 2023		
	GR6 Review (TT/LS)	January 2023		

	Overall Review (JN)	January 2023	11	January 2024
	GRW/C/K Review (CF/AS/BT)	January 2024	12	January 2025
	GRW/C/K Review (CF/AS/BT)	January 2025	13	January 2026
	Overall Review	January 2026	14	January 2027

Introduction

This policy sets out The Green Room Foundation’s commitment to meeting its statutory duties for children and young people with Special Educational Needs and Disabilities (SEND) and to ensuring accessibility across all provisions operated by the organisation.

This policy sets out the legal framework within which The Green Room Foundation operates and explains how accessibility is planned, implemented, and reviewed across all provisions.

Statutory Duties and Legal Framework

The Green Room Foundation is committed to meeting its statutory responsibilities for children and young people with Special Educational Needs and Disabilities (SEND). These duties provide the legal framework that underpins practice across the organisation and reflect the belief that all young people are entitled to equitable access to education, support, and opportunity.

This work is guided by the following legislation and statutory guidance:

- Children and Families Act 2014
This Act establishes the legal framework for Education, Health and Care Plans (EHCPs) and places a duty on education providers to support children and young people with SEND from birth to 25. This legislation is applied by ensuring that provision is EHCP-led, outcomes-focused, and developed in collaboration with students, families, and professionals.
- SEND Code of Practice (0–25)
The Code of Practice sets out how organisations should carry out their duties under the Children and Families Act. It is used to inform how needs are assessed, provision is planned, outcomes are reviewed, and how the organisation works in partnership with families and external agencies. This ensures that support is consistent, transparent, and focused on preparation for adulthood.
- Equality Act 2010
The Equality Act protects individuals from discrimination and requires reasonable adjustments to be made so that disabled students are not placed at a substantial disadvantage. This is applied through proactive accessibility planning, inclusive teaching practices, and adaptations to environments, information, and processes.

Together, this legislation shapes the organisation's approach to SEND and accessibility. Compliance is not viewed as a minimum requirement, but as a foundation for creating inclusive, respectful, and empowering educational environments.

Inclusion and Accessibility in Practice

While statutory duties provide the legal framework for SEND and accessibility, inclusive practice depends on culture, relationships, and shared responsibility across all provisions operated by The Green Room Foundation.

All students attending The Green Room Foundation have an Education, Health and Care Plan (EHCP). Special educational needs and disabilities are recognised as forming part of a young person's identity, but not defining their potential or aspirations.

The Green Room Foundation fosters inclusive environments in which barriers to learning, participation, and wellbeing are actively identified and reduced. This is achieved through thoughtful planning, reasonable adjustment, and a shared responsibility for inclusion across all roles within the organisation.

This approach to accessibility supports students to feel safe, understood, and respected, and enables access to learning in ways that reflect individual strengths and needs while preparing students for adulthood, independence, and employment.

Provision Accessibility Plans:

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfED document "Accessible Schools" issued in 2002.

The Green Room Foundation maintains site-specific Accessibility Plans which outline how access is improved over time to the curriculum, the physical environment, and information normally provided in written form.

These plans are practical working documents that reflect the needs of each site and cohort. Accessibility planning is informed by EHCPs and implemented through curriculum planning, teaching strategies, environmental adaptations, specialist equipment, alternative formats for information, and ongoing staff training.

Accessibility considerations are embedded within wider organisational processes, including curriculum planning, risk assessment, provision development planning, and staff professional development.

Accessibility Plans ([see Appendix below](#) - Accessibility Reports):

The plans will be reviewed annually, or more frequently where necessary to ensure that the provisions plan appropriately for students with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The provision will take into account:

Physical Environment:

Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for students with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information:

Timetables, textbooks, handouts and information about provision events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Principles:

Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the culture of The Green Room Foundation and its Equalities Policy. In the operation of The Green Room Foundation and SEN policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as:

- Not to discriminate against disabled students in their admissions and exclusions or the provisions of education and associated activities
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002.

The Green Room Foundation fully recognises and values the parental/carer knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. The Green Room

Foundation also recognises and respects the right to confidentiality for parents/carers and children. The Provisions provide all students with a broad, balanced and challenging curriculum, differentiated and adjusted in accordance with the needs of individual students and their own learning styles.

Staff who have designated responsibilities for equality at the provision liaise closely with parents/carers, staff and educational psychologists to ensure that the Education and Health Care plans for each child with special needs are reviewed annually to ensure their relevance.

Training is provided to teachers to enable them to teach and support disabled students and students with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of students.

APPENDIX:

[GRK Accessibility Report](#)

[GRW Accessibility Report](#)

[GRC/Swan Accessibility Report](#)

This policy is approved by the CEO of The Green Room Foundation

Date

CEO
