



SEND, Inclusion and Accessibility Policy

Wayland Stables Care Farm

Policy version: 1.0 - August 2026

Policy owner: Jake Payne, Business Manager

Approval date: To be completed on approval

Effective date: Upon approval

Next review: August 2027, or sooner after an access failure, discrimination concern, material site change or change in relevant law or guidance

Access before restriction: A diagnosis, EHCP, disability, communication difference or distress behaviour is not an automatic reason to refuse or remove a student. WSCF must first identify barriers, consult the person and relevant adults, consider reasonable adjustments and record why any remaining restriction is necessary and proportionate.

1. Policy statement

WSCF will anticipate and remove avoidable barriers so disabled students and students with special educational needs can belong, communicate, learn and participate safely. Support will be person-centred, strengths-based and coordinated with the commissioner and family.

2. Scope and responsibility boundary

This policy covers children and young people attending WSCF, including those with diagnosed or emerging needs and those without an EHCP. Adult participants are protected by equality law and their service arrangements but are outside the school-SEND process.

The registered school/local authority retains statutory SEN identification, SEN support, EHCP and education duties. WSCF implements agreed provision within its placement, contributes evidence and reviews, and escalates unmet need; it does not diagnose, amend an EHCP or present itself as the statutory SENCO unless lawfully appointed in that setting.

3. Framework and principles

WSCF has regard to the Equality Act 2010, Children and Families Act 2014 framework, SEND Code of Practice as relevant to partner duties and good practice, UK GDPR/Data Protection Act, safeguarding guidance and the non-school AP standards.

Principles are participation, dignity, high expectations, early identification, co-production, accessible communication, least-restrictive support, reasonable adjustment, safe information sharing and accountability for outcomes.

4. Roles

Role	Required action
Business Owners	Provide resources, accessibility improvement planning and oversight of equality/access risks.
Jake Payne - Business Manager	Own the policy; coordinate referrals, adjustments, staff competence, records, commissioners and review; maintain an accessibility action plan.
SEND/accessibility lead	Coordinate day-to-day advice and plans as named in the controlled responsibility record; this title does not transfer statutory school SENCO duties.
All staff	Know individual communication/support plans, adapt teaching and environment, record evidence, challenge discrimination and escalate unmet need.
Commissioner / registered school	Supply current SEN/EHCP and risk information, retain statutory oversight, arrange specialist input/funding and coordinate annual or statutory reviews.
Student and parent/carer	Share strengths, barriers, preferences and changes; co-produce support and review its effect.

5. Identifying need and barriers

Use referral information, student/family voice, commissioner evidence and structured observation across communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs; medical/access needs and environmental demands.

Staff may identify patterns and request specialist advice but do not diagnose. Distress, absence, refusal or behaviour may signal an unmet communication, sensory, learning, trauma, health or safeguarding need and must be explored before being treated solely as misconduct.

6. Reasonable-adjustment process

1. Describe the barrier in the actual activity or environment and its effect, using the student's account and available professional evidence.
2. Identify options: remove/change the rule or task, adapt communication, timing, route, equipment, environment or staffing, provide an auxiliary aid, or offer an equivalent safe way to meet the outcome.
3. Assess effectiveness, dignity, safety, impact on others, practicability, cost/resources and available external support. Safety concerns must be evidence-based, not assumptions.
4. Agree the adjustment, responsible person, start date, staff briefing, contingency and review measure. Record reasons where an option is rejected.

5. Review with the student and commissioner. Change or stop an adjustment only on evidence and with a safe transition.

7. Accessible communication

Record how each student best understands, expresses choice, indicates pain/distress and seeks help. Use plain language, visual schedules, symbols, objects, demonstration, processing time, predictable sequence, communication aids or interpreter support as required.

Do not require eye contact, speech, handwriting or rapid verbal answers as the only evidence of engagement or understanding. Preserve access to AAC and sensory/medical equipment. Check understanding rather than asking only whether the person understands.

8. Physical, sensory and digital accessibility

Area	Controls to consider
Arrival and movement	Accessible route/parking/drop-off, surfaces, gradients, gates, thresholds, toilets, rest points, lighting and weather alternatives.
Farm activities	Tool grips/guards, task height, seating, animal distance, dust/allergen exposure, noise, vibration, smell, PPE fit and equivalent participation.
Sensory regulation	Low-arousal space, advance warning, predictable routines, ear/eye protection, movement breaks, reduced crowding and recovery plan.
Information	Readable font/contrast, electronic copy, easy read, audio, symbols, captions, colour-independent meaning and accessible forms.
Emergency	Individual fire/evacuation, lockdown, missing-person and medical arrangements; backup communication and assistance.
Digital	Compatible formats, approved assistive technology, keyboard/navigation and privacy-safe support under the Online Safety Policy.

9. Individual support and EHCP outcomes

Translate relevant EHCP/SEN-support outcomes into a concise WSCF support plan: strengths, aspirations, barriers, teaching/communication adjustments, regulation, health/safety, what success looks like and review date. Attach rather than rewrite specialist clinical instructions.

Provide evidence to commissioner reviews and promptly report when specified support is missing, ineffective or beyond WSCF competence. WSCF must not silently absorb an unfunded one-to-one, clinical or specialist requirement it cannot safely sustain.

10. Behaviour, safeguarding and restrictive practice

Apply reasonable adjustments before consequences and distinguish deliberate harm from disability-related distress without excusing unsafe behaviour. Record antecedents, communication and unmet need.

Bullying, discriminatory abuse, exploitation and neglect of disabled students are safeguarding concerns. Restrictive intervention is last resort for immediate safety under the Behaviour/Staff Conduct procedures, never a routine SEND strategy, and triggers review of support and environment.

11. Admissions, attendance and participation

Use the Admissions Policy. Monitor who is missing valued activities, making progress or experiencing reduced hours. A phased timetable must be commissioned, purposeful, time-limited and reviewed, not an indefinite substitute for suitable education.

Consult the student before changes. If need cannot presently be met, record adjustments/resources considered, seek commissioner action and agree safe interim education and transition; do not create informal exclusion.

12. Complaints, data and assurance

Students and families may raise concerns accessibly through staff, safeguarding or Complaints routes without retaliation. Urgent welfare concerns are acted on immediately.

Keep only necessary SEND/disability information, share it with those who need it for safety/support and correct inaccuracies. Audit adjustments, access failures, participation, complaints, reduced timetables, early endings, training and action closure at least termly.

Appendix A - Accessibility review

Ask the student; identify physical, sensory, communication, curriculum, digital, social and emergency barriers; confirm aids/medicines/PPE; check staff competence and backup; record adjustments considered and reasons; test with the student; assign action/date; share on need-to-know basis; review after change or incident.

Appendix B - Minimum support plan

Field	Record
Voice and strengths	Preferences, interests, aspirations, what helps and how views were obtained.
Need/barrier	Functional impact in WSCF tasks; relevant evidence without unnecessary diagnostic detail.
Support	Teaching, communication, sensory, physical, health, behaviour and emergency adjustments.
Delivery	Who, when, equipment/resources, staff training, backup and information sharing.
Outcome/review	Observable success, student feedback, evidence, review date and commissioner action.

Sources and related guidance

Equality Act 2010: guidance and reasonable-adjustment duties — UK Government / Equality and Human Rights Commission.

SEND Code of Practice: 0 to 25 years — Department for Education and Department of Health.

Non-school Alternative Provision: Voluntary National Standards — Department for Education.

WSCF Admissions, Curriculum, Behaviour, First Aid, Safeguarding and Whole-Site Risk policies — Wayland Stables Care Farm.

Revision history and approval

Version	Date	Summary of change	Owner
1.0	Aug 2026	New send, inclusion and accessibility policy for the WSCF 2026 controlled policy set.	Jake Payne

Approval record

Approved by	Role	Signature	Date
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Next review due: August 2027, or sooner under the review triggers in this policy.