



Accessibility & SENDA Plan

Name of Policy	22-23 Accessibility Plan and SENDA Policy (Part 1)
ISSR	Part 3: Pupils physical and mental health and emotional wellbeing
Reviewed by	Alley's Governing Board
Author/SMT	Guy Collins-Down (Chief Operating Officer)
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Date of next school review	August 2025

For period August 2023 – August 2026

This policy applies to both the Junior and Senior Schools.

Should be read in conjunction with:

- Equal Opportunities Policy
- SEND Policy
- Admissions Policy
- English as and Additional Language Policy

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Part one of the policy deals primarily with policy and practice aimed at providing access to the curriculum; Part two, the second section of the policy, details the consideration given to physical access to all areas of the Schools and, if it has not been possible to create access to a particular part of a building, what measures are taken to provide an alternative. In past years, the School has considered several physical alterations to the buildings to create better access – but decided against action for reasons of structural difficulty, actual need or potential cost.

The School has conducted a whole-site master plan exercise which was presented to Governors in October 2022. Following the widely publicised budget crisis and inflationary pressure, work has slowed down while funding streams are ascertained.

The School has worked with inclusivity design specialists Motionspot to complete a full audit of the School site to identify areas of development and rank our buildings so we are able to prioritise improvements. This is being reviewed

against the School's condition survey, sustainability plan and general estate requirements to create a coherent investment plan for the academic year 2025-26 onwards. We hope to design a 'inclusivity playbook' for the design of all our projects (large or small) to ensure we continue to put the 'all' in Alleyn's.

Part One

Introduction

Alleyn's is a selective academic school. Pupils follow a wide-ranging and vibrant curriculum that seeks to provide opportunity for all pupils to maximise their academic potential and to develop their talents in an educational environment in which their wellbeing is promoted.

The School is mindful of the definition of Special Educational Needs and Disability within the SEN Code of Practice (2014) and the Equality Act (2010) and the requirement that schools need to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities, differences or special needs. In planning and designing our educational provision, Alleyn's School is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning differences and can also refer to gifted and talented pupils as well as pupils for whom English may be an additional language. We recognise that every child is unique and are committed to making reasonable adjustments, where there is an identified Special Educational Need (SEN) and/or disability, in order to remove barriers to learning and participation in school life. We value the diversity of our school community and appreciate the contribution that pupils with Special Educational Needs and/or disabilities can bring to school life.

Admissions Arrangements

Each pupil is important to us, and no specific learning difference or disability will be a barrier of itself. All examinations are set in English and are designed to maximize access to all pupils regardless of their school experience to date. If a candidate has a specific learning difference certified by a suitably qualified professional such as an Educational Psychologist, Specialist Teacher Assessor or Psychiatrist and meets the Joint Council for Qualifications (JCQ) criteria for access arrangements in public exams, they will be allowed the recommended adjustments in their written tests. For further information, please see the Admissions Policies for both Senior & Junior schools, found [here](#).

Physical Access

Alleyn's is committed to improving the physical access to the site for all users of the school facilities. We regularly review and take steps to improve 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.

Access To The Curriculum And Information

Specific Learning Differences (SLD)

In the Senior School ensuring appropriate provision is made for pupils with specific learning differences and/or disabilities is the responsibility of the Deputy Head Academic. The Deputy Head Academic works in conjunction with the Heads of Section and the Head of Access, Inclusion and Mentoring.

The Head of the Junior School is responsible for the appropriate provision being made for pupils with specific learning differences and/or disabilities in the Junior School. The Head works in conjunction with the Head of Access, Inclusion and Mentoring, the Junior School SENCo and all teaching staff.

Policy Objectives

1. To apply a whole-school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (2014), and the Equality Act (2010).
2. To identify, at the earliest opportunity, any pupil who may have a specific learning difference in order to support progression and good mental health and wellbeing.
3. To acknowledge that each individual and their differences are valued; making best endeavours to ensure that the school is accessible and that no pupil will be discriminated against.
4. To ensure that pupils with physical disabilities are given adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities.
5. To work in partnership with a pupil and their parent.
6. To ensure that appropriate resources and support are available for pupils with temporary or long-term specific learning differences and disabilities so that they are able to achieve their potential.
7. To ensure that there is appropriate advice and support for teachers to meet the learning needs of all pupils.
8. To conduct regular reviews of a pupil's progress.
9. To ensure that appropriate records are maintained securely in line with the Data Protection Act.
10. To provide or direct teaching staff to appropriate Continued Professional Development (CPD).

Educational Inclusion

We have high expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation.

When considering whether it would be reasonable to make an adjustment the School will consider the following factors:

- Whether it will be provided under a statement of special educational needs/EHCP from the Local Authority
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the disadvantage experienced by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Identification of Pupils with Specific Learning Differences

Some pupils arrive at Alleyn's with identified specific learning differences or disabilities. To aid early identification of any pupil who may have underlying specific learning differences, the School undertakes a programme of group screening for all pupils at the beginning of Year 7 this is repeated in Years 9 and 12 for pupils who do have previously identified needs.

In addition, information from parents, teachers and school assessment and reporting is used to identify pupils who may have a specific learning difference.

Pupils who enter the school with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, will be provided with an Access Inclusion and Mentoring Plan (AIM Plan). AIM plans foster self-knowledge on the part of the pupil and raise awareness on the part of parents and teachers. These documents are not target-driven but offer specific strategies which can be applied across a broad range of learning environments.

In the Junior School pupils with a specific learning difference or disability may be identified at any stage of their education. They may arrive with an already identified need or disability. Pupils, who are recognised by their teachers as not making similar progress to that of their peers, may be highlighted and referred to the Junior School SENCo for further assessment to ascertain whether their performance is due to a specific learning difference. Formal test results for every pupil are regularly scrutinised to identify any pupil who may not be achieving at an expected level. If deemed necessary, further assessment by an appropriate, qualified professional may be requested by the school. On receipt of the assessor's written report, an Individual Learning Support Profile (ILSP) will be drawn up by the Junior School SENCo, which will be made available to parents and all staff to enhance that pupil's education and support their needs. These profiles will be available on the school database

Pupils with a Statement of their SEND/Education and Health Care Plan

Alleyn's welcomes and will make provision for pupils with a Statement/EHCP within the terms of reasonable adjustments. Pupils with a Statement/EHCP have strategies set on their AIM plan or ILSP. An annual review of their Statement/EHCP is conducted in conjunction with the parents and any external agencies involved in the overall provision for the pupil. Pupils with an EHCP are supported under the auspices of the SENCO and in consultation with the appropriate local authorities. We will have children with an Educational Health Care Plan from September 2024.

Arrangements for providing access to pupils with a disability

At Alleyn's no pupil will be treated less favourably than any other pupil for a reason that relates to their disability. The School will attempt to make reasonable adjustments in order to allow all pupils to maximise their learning opportunities.

Current Provisions to improve accessibility:

- Training of staff to increase awareness of issues relating to specific learning differences.
- Training of staff to increase awareness of the issues around individuals, such as:
 - A pupil with severe physical disabilities
 - The impact of severe epilepsy on a pupil
- Room changes have been made in certain subjects to allow easier accessibility to lessons.
- The School regularly monitors the physical accessibility of classrooms and has made adaptations accordingly, such as the provision of a lift within the Science block.
- All individual needs (medical and learning) are flagged on the school database so that teachers can easily access the needs of pupils. This includes the provision of Access, Inclusion and Mentoring plans or Individual Learning Support Profiles, as well as supporting information on specific learning differences and further support strategies.
- Individual and group interventions within the Access, Inclusion and Mentoring Department, at no extra charge.
- There is a clear process for staff to raise concerns about individuals.
- Tailoring a pupil's curriculum to meet their individual needs. For, example: pupils with dyslexia have been allowed to study fewer languages; curriculum adjustments have been made for a pupil with a severe physical disability; curriculum adjustments have been made for pupils suffering from conditions resulting in extreme anxiety and for another pupil with needs relating to epilepsy.
- Arranging for information to be put into electronic format for a print disabled pupil.

- Access arrangements are considered within the classroom as a pupil's normal way of working as well as in all internal school examinations as well as external examinations.
- Although many of these pupils choose to wear coloured lenses, pupils with visual stress have access to coloured overlays and as much work as possible is printed on coloured paper. This arrangement is also made for all internal and external examinations.
- Regular reviews of the needs of all those with specific learning differences and/or disabilities takes place with staff and parents – and the pupils themselves where appropriate.
- Investment in IT to allow more accessible and individualised educational provision.
- Additional amplification of sound equipment (Soundfield System) was purchased and installed in the Junior school to enhance the sound levels for a pupil identified as having a significant hearing loss.
- Appropriate seating arrangements in class for certain individuals, such as pupils with a hearing impairment
- Use of baseline data (including screening data) to identify differences in skills scores which may indicate a need for further support/investigation. Regular reviews of the needs of all those with specific learning differences and/or disabilities takes place with staff and parents – and the pupils themselves where appropriate.
- Regular liaison, where required, with external professionals who can advise on best support and adjustments that can be made to assist pupils with disabilities.

Planning

Helping pupils participate in the curriculum

The School aims for all pupils to access the broadest curriculum. If a curriculum adjustment needs to be made due to needs associated with cognition and learning, communication and interaction, sensory and physical needs or social, mental and emotional needs.

The Planning process:

Initial stage:

Prior to entry it is the parents' responsibility to highlight any needs that the school should be aware of.

Diagnostic reports commissioned by the parents will give rise to an Access Inclusion and Mentoring plan (AIM plan) or Individual Learning Support Programme (ILSP). The AIM plan/ILSP provides the first line of support within the classroom and helps us plan to assist the pupil's participation in the curriculum.

The School discusses the ILSP with the parents and seeks their approval to employ it.

Once approval is received, subject teachers, Head of Department, Head of Section/ Deputy Head (Academic) and Head of Access, Inclusion and Mentoring are engaged with the AIM Plan/ILSP and provided with access to it, in order to ensure delivery of the curriculum in the right way for that child.

We aim to complete the process from writing the AIM plan/ILSP to teachers starting to use it, within two weeks.

As they progress through school:

IN consultation with parents, pupils and teachers, AIM plan/ILSP are reviewed on a regular basis and adapt as the needs of the pupil change.

If it appears that larger changes appear necessary to support the child, the Deputy Head Academic would meet the parents and decide whether a timetable adjustment was warranted.

Looking ahead:

A pupil being supported via an AIM plan from, say year 7 or 8, may require particular support, say, at a transitional stage related to pre-GCSE or pre-A level. If a timetable adjustment is made, the pupil will be assigned a place to work – this could be in the library. If this is identified when the pupil is considering their GCSE options, in order to plan for their success, they may be allowed to choose an option that is not a modern language.

At any stage:

If the concern was due to mental health/safeguarding concerns then the Deputy Head (Pastoral) would also be included in these discussions, as well as for example CAMHS. The School would then do its best to accommodate the pupil with safeguarding being the main concern.

If the issues relate to physical disability, the planning process for the pupil may be relatively straightforward. Different year groups and subjects operate in different locations throughout the school. Knowing that a child with a physical disability will need access in future to different locations enables us to plan for alterations as appropriate and possible for them.

ENDS