

## ACCESSIBILITY PLAN AND SENDA POLICY

*for the period September 2018 – August 2021*

**This policy applies to both the Junior and Senior Schools.**

The first section of the policy deals primarily with policy and practice aimed at providing access to the curriculum; appendix A, the second section of the policy, provides details of 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.

### 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.

### Admission arrangements

Each pupil is important to us and no specific learning difference or disability will be a barrier of itself. Reasonable adjustment is made in the entrance procedures for pupils who have specific learning differences or disabilities. This may involve extra time, the use of a word processor or any other form of assistance that is relevant to the needs identified and recommended in the report/s from an appropriate specialist assessor. For further information, please see the Admissions Policies, found [here](#) for the Senior School, and [here](#) for the Junior School.

### 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 Learning Support.

The Head of the Junior School is responsible for the appropriate provision being made for pupils with specific learning differences and/or disabilities. The Head works in conjunction with the Head of Learning Support 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 his or her 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 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 substantial disadvantage suffered 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 new pupils at the beginning of Year 7; and for any pupils entering at Years 9 or 12.

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 Individual Learning Support Profile (ILSP). ILSPs 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 Head of Learning Support for further assessment to ascertain whether their weaker 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 Educational Psychologist may be requested by the school. On receipt of the Psychologist's written report, an Individual Learning Support Profile (ILSP) will be drawn up by the Head of learning Support, 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 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 do not currently have any pupils who are on an Education and Healthcare Plan.

### **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 his/her 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. This has included INSET on characteristics of slow processing and examination access arrangements.

- 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 Individual Learning Support Profiles, as well as supporting information on specific learning differences and further support strategies.
- Individual and group support within the Learning Support 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 (Irlen's Syndrome) 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.
- Additionally, improvements in the provision to disabled pupils of information already in writing for those that are not disabled, are often in the form of printing on appropriately different-coloured materials, in larger or different fonts, or scanned electronically. If suitable, pupils may use tablets in class to record otherwise printed materials. The provision of reading software to assist SLD pupils throughout the School is being considered.
- 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.