



## ALLEYN'S SCHOOL ACCESSIBILITY PLAN AND SENDA POLICY

<b>Name of Policy</b>	Accessibility Plan and SENDA Policy
<b>ISI Regulation</b>	Part 3: Welfare, Health and Safety; 17b
<b>Reviewed by</b>	Alley's Governing Board
<b>Author/SMT</b>	Mr SR Born, Bursar
<b>Date of school review</b>	September 2021
<b>Date of next school review</b>	September 2022

*for the period September 2019 – August 2022*

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

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; **appendix A**, 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. In 21/22 the School is commissioning a whole-site master plan exercise, which will include professional review of how these areas might practically be re-ordered, and over what timescale.

**Appendix B** is presented in the form of an action plan, summarising activities directly related to the bullet points above

### **PART ONE**

#### **Introduction**

Alley'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, Alley'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/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 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.

## **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 Individual Learning Support Programme (ILSP). The 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 Learning Support are engaged with the 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 ILSP to teachers starting to use it, within two weeks.

##### *As they progress through school:*

Every ILSP is reviewed annually, and parents are required to approve the version proposed for the following year.

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

*Looking ahead:*

A pupil being supported via ILSP 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. An example of this in recent years was the installation of a powered-opening door to facilitate access for a pupil to his year group base.

### Main Building

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor (Maths, Economics, Classics, Medical Room, Reprographics, CCF)	Yes	Via Maths corridor or E block external doors	None	N/A	N/A	N/A
Access to 1st Floor (HM, Reception, Administration, Bursary, History, Classics)	Yes	Via lift in EAB	None	N/A	N/A	N/A
Access to 2nd Floor (English, Modern Languages, Geography, Politics)	Yes	Via lift in EAB	None	N/A	N/A	N/A
Access to 3rd Floor (Modern Languages)	Alt	Modern Language lessons can be timetabled on 2nd Floor if necessary	None	2010-2021	N/A	N/A
		Provide access to 3rd Floor	Consider viability of installing a lift platform	2012-2021	Space/Masterplaning exercise to provide expert evaluation	Jan-Jun 2022
Toilet Facilities	Yes	Disabled toilets accessible by Reprographics	None	N/A	N/A	N/A
		Improve door access to accessible toilet by Reprographics	Consider installing power-assisted external door by Reprographics	2012-2021	Review according to whether specific pupil needs dictate this change	As and when required

### Main Site

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Pedestrian access from Townley Road	Yes	Lodge easily accessed for further assistance	None	N/A	N/A	N/A
Pedestrian access from Hillsboro Road to Lower School	Alt	Steps up from pavement. Access to LS via Townley Lodge gate	None	N/A	N/A	N/A
Pedestrian access from Hillsboro Road to temporary Junior School (2021 only)	Yes	Temp access - controlled by guard limited hours each day	None	N/A	N/A	N/A
Vehicle access from Townley Road	Yes	Gate buzzer linked to Lodge	None	N/A	N/A	N/A
Vehicle Parking	Yes	Disabled parking available at front of school and outside medical room. Temporary parking via 'minibus gate' off Townley Road	None	N/A	N/A	N/A

### Edward Alleyn Building

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Ground Floor	Yes	Corridors, green rooms, Film Studies, offices all step free access	None	N/A	N/A	N/A
First Floor	Yes	via lift	None	N/A	N/A	N/A
Second Floor	Yes	via lift	None	N/A	N/A	N/A
Toilets	Yes	Student toilets g/f, staff & visitors 1st & 2nd, disabled at each level	None	N/A	N/A	N/A

**Art, F&N, Computing, Design Technology Building**

Area	Accessible?	Comment	Action	Considered	Planning	Timescale
Access to Ground Floor IT Support	Yes	Via entrance opposite Townley Lodge & through Design Technology	None needed	N/A	N/A	N/A
Access to Ground Floor Design Technology (C1,2,3,4,5,6)	Yes	Via entrance opposite Townley Lodge	None needed	N/A	N/A	N/A
Access to Ground Floor Drama Space C7/8	Alt	Timetabled in D1 / Old Gym	None	2010-21	N/A	N/A
Access to 1st Floor Art (C9a,C9b)	Alt	Art provided at alternative location (eg AJS Art room)	None	2015-20	N/A	N/A
		Provide disabled access to C9	Keep under review; possibilities very limited		Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
Access to 1st Floor Computer Science (C14,15,16,17) Art (C12)	Alt	Computer Science and Art have been provided at alternative locations	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
			(b) Provide access via a lift on outside of Art & Technology Block			
Access to 1st Floor Food Technology (C11)	No	Options available in the event of redevelopment	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project. Reconfigure 1st Floor to provide new access route.	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
			(b) Provide access via a lift on outside of Art & Technology Block. Reconfigure 1st Floor to provide new access route.		Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
Access to 2nd Floor Art (C20,21,22,23,24)	No	Options available in the event of redevelopment	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project.	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
			(b) Provide access via a lift on outside of Art & Technology Block.		Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
Access to 2nd Floor Photography (C25)	No	Sixth Form Only subject	Consider reconfiguration of Dark Room entrance	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
Toilet Facilities	Alt	Disabled toilets available in Adjacent Buildings (e.g. Main Building, Dining Room, Lower School)				N/A
		Consider installing a disabled toilet in the building	Consider installation of a disabled toilet if reconfiguration becomes a realistic possibility	Dec 15	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022



### Dining Hall

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Dining Room & Staff Dining Room	Yes	Entrance between Pupil & Staff Dining Areas - via ramp	None	N/A	N/A	N/A
Toilet Facilities	Yes		None	N/A	N/A	N/A

### Sixth Form Centre and Library

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor Sixth Form Centre	Yes	Automatic disabled access door opposite Dining Room	None	N/A	N/A	N/A
Access to 1st Floor (Library)	Yes	Via existing lift	None	N/A	N/A	N/A
Toilet Facilities	Alt	Disabled toilets available in Adjacent Building (e.g. Dining Hall)	None	N/A	N/A	N/A

### Music School

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor M41, M45, Head of Instrumental Studies, Music Practice Rooms, Lanchbury Rehearsal Room	Yes	Via main entrance to Music School	None	N/A	N/A	N/A
Access to 1st Floor (M39, M40, .....Director of Music, Music Staff Room)	Alt	Music teaching classes can be relocated to a room on the Ground Floor on one-to-one basis. Keep under review to assess continued suitability.	Consider the provision of access via a lift in the Music School; as a short-term solution if required, consider a stairway walker or chair lift if suitable	2012-2020	Space /Masterplanning exercise to provide expert evaluation	Jan-Jun 2022
Toilet Facilities	Yes	Access from Ground Floor	None	N/A	N/A	N/A

### Science Building

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor labs and staff office	Yes	Via entrance opposite Lodge and from Lower School playground	none	N/A	N/A	N/A
Access to 1st Floor labs and staff office	Yes	Via lift	none	N/A	N/A	N/A
Access to 2nd Floor labs and staff office	Yes	Via lift	none	N/A	N/A	N/A
Toilet Facilities	Alt	Disabled toilets available in Adjacent Building (e.g. Dining Hall, Lower School)	none	N/A	N/A	N/A

### Lower School

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to site and playground	Yes	Step-free access	None	N/A	N/A	N/A
Access to ground floor classrooms x 6, offices, toilet facilities	Yes	Step-free access	None	N/A	N/A	N/A
Access to 1st floor classrooms x 6, offices, toilet facilities	Yes	Via lift. Disabled toilet facilities on each floor	None	N/A	N/A	N/A

### Swimming Pool and Gymnasium

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor Changing Rooms, Gymanasium, Swimming Pool, Director of Pe & Sport Office	Yes	Main entrance	none	N/A	N/A	N/A
Access to first floor facilities	Yes	Via lift	none	N/A	N/A	N/A
Toilet & changing facilities	Yes	Off ground floor lobby and on first floor corridor	none	N/A	N/A	N/A

### Sports Hall

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor Sports Hall, Changing Rooms, Boys' PE Staff Office	Yes	Via ramped main entrance and side entrances	none	N/A	N/A	N/A
Toilet facilities	Yes	Via Changing Rooms	none	N/A	N/A	N/A
Access to first floor fitness room and Dance Studio	Alt	Use downstairs fitness room, dance studios in Old Gym or EAB	none	N/A	N/A	N/A

### Pavilion

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Access to Ground Floor	Yes	Entrance from AstroTurf side	none	N/A	N/A	N/A
Access to First Floor	Yes	Stairlift available	none	N/A	N/A	N/A
Toilet Facilities	Yes	On Ground Floor	none	N/A	N/A	N/A

**Edward Alleyn Clubhouse**

<b>Area</b>	<b>Accessible?</b>	<b>Comment</b>	<b>Action</b>	<b>Considered</b>	<b>Plan</b>	<b>Timescale</b>
Redevelop clubhouse building	Yes	If EAC agrees to partner in parallel with the School's strategic plan			Space/Masterplanning exercise to provide expert evaluation.	2022-23 academic year
<b><i>Alternative approaches:</i></b>						
Access to Ground Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Ramp entrance, modify lobby and doorway to foot of staircase	2015, 16 & 19	Recommend discussions with EAC/APA partners	Summer 2022
Access to 1st Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Investigate structure for sufficient strength, alter as necessary, install platform stairlift	2015, 16 & 19	Recommend discussions with EAC/APA partners	Summer 2022
Fire exit from 1st Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Create appropriate half-hour fire refuge	2015, 16 & 19	Recommend discussions with EAC/APA partners	Summer 2022
Toilet Facilities	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Create accessible wc in ground floor	2015, 16 & 19	Recommend discussions with EAC/APA partners	Summer 2022

## JUNIOR SCHOOL

### JS ACCESS ARRANGEMENTS

This access plan has been made with consideration for persons with sight loss, hearing or mobility impairment.

**Sight loss** is very individual. People who are blind or partially-sighted have varying degrees of sight loss, ranging from those who have no light perception at all (total blindness) to those who have a sight loss which is uncorrectable by aids such as glasses. Some people will be affected by a sight problem from birth, whilst others may inherit an eye condition which deteriorates over time, such as retinitis pigmentosa. People may lose their sight as the result of an accident, or, alternatively, illness can lead to conditions such as diabetic retinopathy.

#### **Levels of hearing impairment**

- profoundly deaf
- a slight hearing impairment
- one or both ears may be affected

A person may have had a hearing impairment since birth or early childhood or, alternatively, you may have developed your hearing impairment more recently. A person may communicate using sign language, by lipreading, or you may use hearing aids. They might consider themselves as part of the Deaf community, as partially deaf, as partially hearing or not label themselves at all.

**'Mobility impairment'** and **'physical impairment'** are terms used to describe a vast range of physical difficulties an individual may experience. For example, your impairment may affect your whole body or part of it. You may need to use mobility equipment, such as a wheelchair or crutches, to help you get around.

The impact of the impairment may vary depending on the tasks that are being undertaken and may vary depending on how a person is feeling on a particular day. For example, the person may require the support of others to enable them to carry out daily tasks, or they may need to consider issues around accessibility, distance, and the physical tasks involved when making day-to-day decisions.

**JUNIOR SCHOOL: TEMPORARY BUILDING USE ADVENT 2021**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Pedestrian access from Hillsborough Road	Yes	For Advent 2021, a pedestrian gate is operational on Hillsboro Road, open during School drop off and pick up times. When locked, a telephone number is available to assist with access.	Apr-21	n/a	n/a	Until February 2022
Vehicle access	No	For Advent 2021/Lent 2022, car parks are available on-site in front of the Senior School and next to Senior School netball courts. These are a few minutes away, at regular walking speed, from the Junior School. There are no steps. Gate buzzers are at shoulder height.	Apr-21	n/a	n/a	Until February 2022
Vehicle parking	Yes	For Advent 2021 and Lent 2022, disabled parking bays are available on Hillsboro Road and other nearby roads close to the Junior School. Visitor disabled parking available on site, via Townley Lodge	Apr-21	n/a	n/a	Until February 2022

**JUNIOR SCHOOL: FROM LENT TERM 2022**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Pedestrian access from Hillsborough Road	Yes	From Lent 2022, pedestrian access is re-established onto and around the JS site	Feb-22	n/a	n/a	n/a
Vehicle access	Yes	From Lent 2022, vehicle access restored from Hillsboro Road via remote-fob- operated powered vehicle gates	Feb-22	n/a	n/a	n/a
Vehicle parking	Yes	Disabled parking available in Junior School car park, at front of Senior School on Townley Road	Feb-22	n/a	n/a	n/a

**JUNIOR SCHOOL: TEMPORARY BUILDING ADVENT 2021**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Junior Classrooms	Yes	All spaces on the ground floor are accessible for wheelchairs, from the main entrance. The corridors are wide and the entrances clearly sign posted. A lift serves each floor; pupil toilets on each level.	None	n/a	n/a	n/a
Infant Classrooms	Yes		None	n/a	n/a	n/a
Medical rm, Offices	Yes		None	n/a	n/a	n/a
Toilet facilities	Yes		None	n/a	n/a	n/a

**JUNIOR SCHOOL: PERMANENT BUILDING FROM LENT TERM 2022**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Junior Classrooms	Yes	Access from outside to ground floor via flat step free openings and ramps; some classrooms have new access direct from classrooms. Lift provides access to first floor	None	n/a	n/a	n/a
Infant Classrooms	Yes		None	n/a	n/a	n/a
New JS Hall	Yes	Wide step free access from within building and direct from outside	None	n/a	n/a	n/a
Offices, medical, reception	Yes	Wide step free access from within building and direct from outside	None	n/a	n/a	n/a
Toilet facilities	Yes	Accessible toilets on ground and first floors, and within new building	None	n/a	n/a	n/a

**JUNIOR SCHOOL: TEMPORARY ARRANGEMENTS ADVENT 2021**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Art room	Yes	Adjacent to the JS playground and accessible on a flat surface (no steps) from the playground.	n/a	n/a	n/a	n/a
Computer Suite	Yes	During 2021/22 redevelopment, in temporary building. Fully accessible.	n/a	n/a	n/a	n/a
Music classroom	Alt	During 2021/22 redevelopment, in New Gym - fully accessible.	n/a	n/a	n/a	n/a
The Studio	Alt	During 2021/22 redevelopment, in New Gym - fully accessible.	n/a	n/a	n/a	n/a
Toilet facilities	Yes/Alt	Pupils - in temporary building; Staff - elsewhere in School	n/a	n/a	n/a	n/a

**JUNIOR SCHOOL: PERMANENT BUILDING FROM LENT TERM 2022**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Art room	Yes	Adjacent to the JS playground and accessible on a flat surface (no steps) from the playground.	n/a	n/a	n/a	n/a
Computer Suite	Yes	Within refurbished building	n/a	n/a	n/a	n/a
Music classroom	Alt	Within refurbished building	n/a	n/a	n/a	n/a
The Studio	Alt	Within refurbished building	n/a	n/a	n/a	n/a
Toilet facilities	Yes	For pupils and staff, ample provision in both new and refurbished buildings	n/a	n/a	n/a	n/a



**JUNIOR SCHOOL: ARRANGEMENTS ADVENT 2021**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Adventure playground	No	Out of service in Advent 2021 due to the development	n/a	n/a	n/a	n/a
Main playground	Yes	From temporary building step-free	n/a	n/a	n/a	n/a
Reception playground	No	Out of service in Advent 2021 due to the development	n/a	n/a	n/a	n/a
Science garden	No	Out of service in Advent 2021 due to the development	n/a	n/a	n/a	n/a
MUGA	Yes	From temporary building step-free	n/a	n/a	n/a	n/a
School Fields	Yes	From temporary building step-free	n/a	n/a	n/a	n/a

**JUNIOR SCHOOL: PERMANENT ARRANGEMENTS FROM LENT TERM 2022**

Area	Accessible?	Comment	Action	Considered	Plan	Timescale
Adventure playground	Yes	Incorporated in new development	n/a	2021-22	Per design	From Lent 2022
Main playground	Yes	Step free from all approaches	n/a	2021-22	Per design	From Lent 2022
Reception outside learning space	Yes	Expanded as part of development	n/a	2021-22	Per design	From Lent 2022
Science garden	No	Out of service in Advent 2021 due to development	Consider revised function	2021-22	Introduce revisions to function and access	From Trinity 2022
MUGA	Yes	From playground, step free	n/a	n/a	n/a	n/a
School Fields	Yes	From playground, step free	n/a	n/a	n/a	n/a

**Accessibility Policy – Action Plan (Appendix B)**

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Access arrangements are granted to candidates with specific learning difficulties and/or disabilities during our entry process</p>	<p>To ensure that candidates receive appropriate reasonable adjustments/ access arrangements to enable them to access the entry examination/process.</p> <p>To ensure that we have a robust admissions policy that follows the guidance of the Equality Act and SENDA legislation.</p>	<p>To coordinate with parents and feeder schools</p> <p>To have regular meetings with the Heads of Learning Support (Junior and Senior School) to ensure that appropriate access arrangements are provided for candidates with SpLDs and/or disabilities.</p> <p>To ensure that staff involved in the entry process at the interview stage are aware of any specific learning differences/disabilities.</p> <p>To review our Admissions Policy on a yearly basis</p>	<p>Admissions Officer</p> <p>Heads of Learning Support in Junior and Senior School</p> <p>Admissions Officer</p> <p>Admissions Officer, Deputy Head (Academic), Head of Learning Support</p>	<p>Arrangements for any Entrance Examination to be in place prior to the exam. As we have different times of entry according to the age of the candidate this is on-going.</p> <p>By the end of the Lent term each year.</p>	<p>Candidates receive access arrangements which enable them to demonstrate their underlying ability.</p> <p>We receive a good number of applications for candidates with SpLDs and /or disabilities.</p> <p>No candidate is treated less favourably than any other pupil for a reason that relates to his/her SpLD and/or disability</p>

## Accessibility Policy – Action Plan (Appendix B)

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>All pupils with an EHCP or identified Specific Learning Difference and/or disability have an ILSP (Individual Learning Support Profile)</p>	<p>The ILSP provides an overview of a pupil’s cognitive profile, highlighting strategies and guidance to support their learning.</p> <p>To track the progress of any pupil with an EHCP, ensuring that the needs highlighted are met.</p>	<p>To meet with all new parents of pupils with an EHCP/SpLD and/or disability prior to entry, once they have accepted a place at the school.</p> <p>SpLDs and/or disabilities can be discovered/become more apparent at any point during the academic year or School Year. Once these have been identified by an appropriate specialist assessor/ medical specialist to write an ILSP and distribute to teachers</p> <p>To regularly coordinate with teachers, Head of Section to ensure needs are met.</p> <p>To review every ILSP annually.</p> <p>Training of staff, to ensure they have sufficient awareness of the effects of certain conditions</p> <p>To ensure that ILSP pupils have the resources (material and through adjustments in teaching delivery) needed to thrive Further details of the above actions are found in Part 1 of this policy</p>	<p>Head of Learning Support in the Junior School and the Senior School</p> <p>Head of Learning Support and Head of Section</p> <p>Learning Support, in conjunction with other support departments</p>	<p>Ongoing throughout the year BUT for new admissions joining the school in September of each year by the end of the Trinity term prior to their entry in the Autumn.</p> <p>Ongoing</p> <p>Ongoing</p> <p>When pupil joins Alleyns, then periodically as their needs change over time</p>	<p>Staff are aware of pupils with SpLDs and/or disabilities and are able to make appropriate differentiations within the classroom so that the pupils needs are met and they are able to demonstrate their underlying ability.</p> <p>Pupils at Alleyn’s School are highly able and so our ILSPs are not target driven. We judge the success of our policy by the amelioration of teacher, parental and pupil concerns as the pupil has been equipped with learning strategies to enable them to make the progress we would expect in the classroom.</p> <p>Positive feedback from teachers feeding into the Annual Review.</p> <p>Staff confidence and competence at differentiated teaching for those with ILSPs improves Participation in the curriculum improves</p>

## Accessibility Policy – Action Plan (Appendix B)

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The school site and buildings are very accessible for those with restricted mobility and wheelchair users.</p> <ul style="list-style-type: none"> <li>• The site is accessible by car, foot, wheelchair; disabled vehicle spaces are set-aside for the use of mobility vehicles</li> <li>• Every building features step free access at at least one entry point</li> <li>• Disabled toilet facilities are present in every building</li> <li>• Classroom and other work spaces (eg library, year group areas) are arranged according to the physical needs of pupils.</li> <li>• Needs are kept under review; if a new pupil is known to have specific mobility requirements, the admissions dept and estates work together, including the pupil's family, to effect whatever changes may be necessary</li> <li>• Emergency escape equipment is available for use by/for pupils with restricted mobility</li> </ul>	<p>From the time a pupil accepts an offer to join Alleyn's, to create a situation where they will be able to maintain access to the curriculum, co-curriculum and all aspects of school life to the greatest extent for all pupils.</p> <p>During the pupil's time here, to continue the discussion with the pupil and their family throughout, to ensure we are aware of their needs being met and, if necessary, what adjustments can be made if not.</p> <p>Day to day, to ensure that access routes and spaces for the pupil to arrive, depart, and 'be' during the day, are maintained. This will take place using the porter and maintenance teams on their daily rounds</p> <p>To ensure that disabled pupils can use as many of the parts of the School's facilities as possible</p>	<p>Day-to-day, Lodge/security staff to ensure access is maintained to disabled parking in needed</p> <p>School site staff to be alert to keeping clear access into and around buildings, porters to provide support on demand if room rearrangements, say, for wheelchair access, need to happen, disabled toilets to be properly maintained and functional at all times</p> <p>Teaching staff to consider and ensure availability of appropriate resources, in liaison with support departments eg IT, reprographics</p>	<p>Security team</p> <p>Porters and security</p> <p>Teaching staff, Learning Support and relevant support departments</p>	<p>Daily</p> <p>Daily/weekly</p> <p>Continual</p>	<p>Those with restricted mobility can access the site, parking (if needed), buildings and facilities within buildings</p> <p>Classrooms and other areas are accessible without hindrance; disabled pupils are able to use and enjoy the same facilities as other pupils</p> <p>Disabled pupils are able to access the curriculum to the same degree as other pupils</p>

## Accessibility Policy – Action Plan (Appendix B)

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		<p><i>(Continued from previous page)</i></p> <p>To ensure safety for disabled pupils is assessed and provided-for</p> <p>Long term, to develop further physical access as much as possible, given usual constraints in buildings, budgets and needs of pupils</p>	<p><i>(Continued from previous page)</i></p> <p>Review any safety needs specific to pupils with physical disabilities</p> <p>Long term, to include professional assessment of potential changes to buildings with a view to introducing greater accessibility. This to form part of the masterplan exercise</p>	<p>Assistant Bursar</p> <p>SLT/SMT, architect</p>	<p>Annual</p> <p>Jan-June 2022</p>	<p>Emergency escape plans and equipment, along with training in its use, available to those that need it</p> <p>There are no inaccessible areas of the site or buildings from any of the School community, or other communities using the School.</p>
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>All teaching staff are aware of any pupils with a SpLD and/or disability within their classroom and consider this when delivering information to pupils, following advice from their ILSP</p>	<p>All classroom teachers will use a variety of teaching methods</p> <p>Alley's BYOD means that all pupils have access to their own device</p> <p>The School to be able to supply resources required by any pupil in response to their ILSP. If not, to be able to assist parents in sourcing such resources</p> <p>The School to provide support (if needed for resources that help a pupil access information) to families in financial need</p>	<p>All teachers to read ILSPs and to accommodate their needs within the classroom.</p> <p>Pupils to be allowed appropriate adjustments for tests/examinations.</p> <p>Pupils with a SpLD and/or disability to be allowed the option of using a word processor in exams, following this being established as their normal way of working.</p> <p>Bursary to review whether individual families require this support, in line with their household financial assessment</p>	<p>All teachers under the guidance of the Deputy Head (Academic) and Heads of Learning Support.</p> <p>Bursary, Learning Support team, Admissions</p>	<p>Ongoing</p> <p>Annual</p>	<p>Staff are aware of pupils with SpLDs and/or disabilities and are able to make appropriate differentiations within the classroom so that the pupils needs are met and they are able to demonstrate their underlying ability</p> <p>Resources which help access to information are available to all equally</p>