



**ALLEYN COURT  
PREPARATORY SCHOOL**

**Accessibility Plan**

**For the period  
January 2024 – December 2027**

**COMPILED BY: SLT & SENDCO  
VERSION 7**

**REVIEWED BY: SLT & SENDCO  
DATE FOR NEXT REVIEW: Dec 2027**

## ACCESSIBILITY PLAN

This policy is applicable to all pupils, including those in EYFS, as well as staff and visitors.

## ETHOS AND AIMS OF ALLEYN COURT SCHOOL

Alleyn Court School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils, and we strive to ensure that each and every pupil can take part in the whole school curriculum and wider school life. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our Ethos and Aims state.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the school. All the main buildings in the school are wheelchair accessible and we have a wheelchair accessible lift in the Tomlinson Block.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, at Alleyn Court School we are able to prepare large print learning resources for all students who require them.

We also take into account that parents may also have special educational needs and disabilities. The school's SEND Information Report and Policy has been written and published in format and style that is accessible to parents with neurodiversity and we host regular SEND parents' coffee mornings so parents can explore the school's approach to inclusion in a safe, supportive environment.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of special educational needs and disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of neurodiversity and disability are portrayed in teaching materials.

Alleyn Court Preparatory School engages with outside agencies to support pupils with special educational needs, neurodiversity and disabilities. This includes the teacher of the deaf, the visual impairment advisory service, speech and language therapists, occupational therapists, physiotherapists, educational psychologists, paediatricians and local outreach services.

## CONTEXT

As at January 2024, Alleyn Court School has 5 pupils with EHC Plans. There are 14 children at SEND support level on the SEN register for academic, physical, medical, behavioural, sensory support, and further 6 children receiving support for social, emotional and mental health needs. There are a further 27 pupils receiving literacy or numeracy support. We currently have no looked after children, and 2 (EAL) pupils. 17 children currently have an Individual Support Plan (ISP), though this changes regularly.

We have 116 pupils with medical needs, disabilities, environmental allergies and food intolerances.

31 of these pupils have complex medical needs these include: Asthma (which requires an inhaler), Epilepsy, Hypermobility, Duchenne Muscular Dystrophy and Febrile seizures.

We have 6 pupils with severe allergies and potentially could have a life-threatening allergic reaction and go into anaphylactic shock (pupils epi-pens are kept at school and staff are given training in this regard).

We have five children with diagnosed Autistic Spectrum Condition and two children with diagnosed Attention Deficit Hyperactivity Disorder. We have one child with a hearing impairment and no children (currently) with a

visual impairment. We have one child that uses a power wheelchair. All our pupils are fully integrated into school life and participate in the whole school curriculum including extra-curricular activities, such as school trips and sporting activities.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Alleyn Court School. We have staff with medical disabilities ranging from Diabetes, Visual Impairment, Muscular Skeletal injuries and Mental Health Issues and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met and will consult with medical professionals and occupational health specialist, where needed.

We currently do not have any Trustees with medical disabilities however, should this situation arise, the school would make the necessary adjustments to ensure that individuals could travel to and from meetings and have access to all the necessary information and equipment to enable him/her to fully and actively undertake their role.

#### ACTION PLAN

The following plan has been carefully considered by the school's SLT & SENDCO.

- Admissions
- Attainment
- Attendance
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Alleyn Court School's continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability, and Schedule 10 of the Equality Act 2010;

	Description
Schedule 10 3. 2(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Improvement	Target Completion Date (short/medium or long-term)
To ensure that staff continue to set suitable learning challenges for disabled pupils by responding to pupil's diverse learning needs and overcoming potential barriers to learning and assessment	Schedule 10 3.2(a)	Training appropriate staff. Individual pupil targets and monitoring by Teachers and SENDCO.	Head/HODs/SENDCO.	Inset sessions – Staff Development Budget  HOD meetings – no budget required  General Staff Meetings – no budget required	Pupil targets achieved.	On-going review
To provide staff with the skills and knowledge on the impact of disabilities on their teaching.	Schedule 10 3.2(a)	Appropriate training opportunities for staff. Monitoring by SLT, HODs and SENDCO.	Head, SLT & SENDCO.	Inset sessions– Staff Development Budget.  HOD meetings – no budget required  General Staff Meetings – no budget required	Feedback from SLT, Teachers and SENDCO	On-going review

To ensure that class teachers and Learning Assistants are fully aware of disabled pupils' needs and continue to monitor their progress in consultation with parents/carers.	Schedule 10 3.2(a)	Target plans for pupils distributed to Parents/Carers/Class Teachers and Learning Support Assistants/SENDCO.	Class Teachers Subject Specialists	SENDCO over-sight – ASU budget  Parent information sessions. – no budget required.  SchoolBase	Pupils are regularly monitored to ensure their needs review and targets achieved.  Parent meetings – as required	Termly
To review the PE curriculum ensuring that physical education is accessible to all pupils.	Schedule 10 3.2(a)	Consultation between Director of Sports and SENDCO to identify any specific requirements or adaptations.  Development of an inclusive sports programme	Director of Sports & SENDCO.	Modification of curriculum delivery. – Sports budget.  Appropriate PE equipment if required. – Sports budget.  Panathlon Club and Panathlon Sports Team  Gym Trail programme – no budget required	Appropriate differentiation for pupils with disabilities.  Gym Trail assessment outcomes.	On-going review
To ensure that all pupils have equal opportunities to participate in extracurricular activities.	Schedule 10 3.2(a)	Continually evaluate extracurricular clubs, to ensure a diverse range of activities and opportunities are available to all pupils.	Director of Sports & Activities, and Teaching staff running the activity.	Staff required to plan & run club activities. – staff salary budget.  Feedback from and participation of Staff in extracurricular activities. – Sports Budget.	A timetable of extracurricular activities is developed and published to Pupil, Parents/Carers and Staff	Termly by Director of Sports & Activities
To raise the awareness of disabilities amongst pupils and staff through PHSE curriculum and assemblies.	Schedule 10 3.2(a)	Schedule guest speakers into Assembly timetable.	Deputy Heads & Teaching Staff.	Time given to plan and arrange assembly activities. – Enrichment budget.	A timetable of assembly activities to be published that includes exploring disability issues.	Termly

					PHSE curriculum to include disability awareness issues.	
To ensure that targets and reports reflect the ability of children with disabilities.	Schedule 10 3.2(a)	ISP & EHCP meetings EYFS feedback at Parent information sessions.	SENDCO & Class Teachers	Annual Reports are completed by Teachers and monitored by Head, Deputy Heads and SENDCO. – Printing budget.  EYFS information sessions are held for parents/Carers to receive feedback on pupils' targets. – no budget required	Reports are produced by Teachers for parents/carers  EYFS information sessions to be published in advance and feedback given to Parents/Carers	Annually  Termly
To ensure that appropriate resources are available to support the learning of children with disabilities	Schedule 10 3.2(a)	Liaise with agencies for support & guidance on resources, when required. – Teacher of the Deaf, Educational Psychologist, the Visual Impairment Team, Occupational Therapist, Physiotherapist, Speech and Language therapist.	SENDCO and Class Teachers	Appropriate resources & guidance are sourced when required – Academic budget.  Continuous development of additional support agencies – Borough SENDCO meetings, SEN Conference & eastern Cluster Meetings – SENDCO, no budget required.	The appropriate resources are available to pupils with disabilities.  Additional agency support is able to be sourced, when required.	On-going
Improve physical access to facilities within the Library	Schedule 10 3. 2(b)	Install access ramp to the library or a means by which all are able to access the resources within.	Estate Team/External Contractor	Access ramp into the Library – Building maintenance budget	The building of a new library accessible to all pupils  Core reading books allocated to Pre-Prep, Lower & Upper	September 2022

					School building to allow access to these books when library is not accessible.	
To ensure that all disabled pupils and staff can be safely evacuated	Schedule 10 3. 2(b)	The purchase and installation of an Evac Chair in school buildings	Bursar & Site Team	The purchase of Evac chairs. – First Aid Budget	Installation of Evac chair and sleds	September 2023
To facilitate the access to all curriculum areas for a pupil in a wheelchair.	Schedule 10 3. 2(b)	Modification to timetabling & rooming to allow all curriculum areas to be accessed via ground floor classrooms.  Modifications to classrooms, where required to allow access & movement.  The installation of a lift into the Tomlinson block to allow access to all curriculum areas	Deputy Heads  Estate Team  Bursar	No budget required  Possible storage of equipment required.	Facilitate this when required	On-going  September 2023
To ensure all disabled drivers have access to the school site	Schedule 10 3. 2(b)	Disabled drivers will be allowed parking as close to the school buildings within the designated visitor parking.	Estate Team	Designated parking spaces allocated within the visitor parking area	Should any future site developments happen, in regard to parking, facilities for disabled drivers would be included in these plans.	Spaces – Oct 2020  On-going
To ensure information for pupils is present in an accessible format for all pupils	Schedule 10 3.2(c)	Large format production of materials.  Interactive screens in class rooms to alter font size & colour.  Tablets / Chrome Books available in classrooms for teaching & learning.	Head, SLT, HODs, Class Teachers & Learning Assistants, & Parent volunteers.	Children that require alternative forms of information are identified via Pupil Information from SENDCO – Academic Budget & ASU Budget.	A variety of forms of information, assistive technology and resources are available when required.	On-going

		<p>Downloadable information for parents on website via parent portal.</p> <p>Learning Assistants in classroom to assist with SEN provision.</p> <p>Use of assistive technology such as reader pens, voice-dictation tools where necessary</p> <p>Use of radio aids for pupils with hearing loss.</p>		SENDCO co-ordination and supervision. – no budget required		
To ensure reasonable adjustments are made within the classroom environment.	Schedule 10 3.2(c)	<p>The relocation of form rooms and curriculum specialism lessons where practicably possible.</p> <p>The positioning of children in the classroom to best meet the pupil's needs.</p> <p>The structuring of timetable to meet the pupil's needs and allow access to curriculum areas.</p>	Head, SLT, HODs, Class Teachers	<p>The relocation of form rooms and specific curriculum subjects to allow pupils to access the lesson – Property maintenance budget.</p> <p>Class Teachers to be aware of individual needs and position the pupil in the classroom to meet this need. – no budget required.</p> <p>Deputy Head to formulate timetable to allow pupils to access teaching areas across the curriculum</p>	Pupils are able to access all curriculum areas and teaching areas.	On-going
SENDCO to ensure relevant staff are aware of the	Schedule 10 3.2(c)	Pupil Information records are produced for pupils with special educational needs and disabilities.	SENDCO	Pupil information files are produced by the SENDCO and individuals	Information files are available to all Teaching Staff via the Staff Intranet.	On-Going integration with SchoolBase



specific needs of individual pupils				are identified and reviewed at regular staff meetings – SEND Budget.		
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Date of last interim review: