

**Part 1: Accessibility to the Curriculum(i)**

Area for change	Current Situation	Target
Pupils with moderate/severe dyslexia or dysgraphia will not have to copy information that is crucial to their learning from the board.	Some members of staff provide a printed handout as an alternative.	A printed handout should always be available. Pupils will be encouraged to engage actively with the handout e.g. highlight key points, turn a paragraph into bullet points, make the information into a mind map or copy a small portion of it with time to do it carefully because the rest of the information can be stuck into their book.
Printed information on the IWB will be displayed in a format <i>other than</i> black print on white.	Some members of staff consult the class as to the preferred background colour (generally a creamy colour or a pale blue). Some members of staff use different coloured fonts for different sections.	Either a default colour will be agreed on and set (if this is possible) or members of staff will remember to change the background colour habitually when displaying text.
All worksheets / text –based handouts will be laid out clearly and typed in a sans serif font size 12 or 14 with 1.5 spacing between lines. Pupils who cannot read black-on-white will not be disadvantaged.	Some members of staff do this. The Learning Resource Department keep a supply of coloured acetate strips that may be placed over white text.	Either a preferred sans serif font (e.g. comic sans) will be agreed on and set as default (if this is possible) or staff will agree to produce text-based handouts with 1.5 spacing and a sans serif font of their choice, size 12 or above depending on the age of the class. Pupils could be consulted on the clearest font. Cream, pale green or pale blue paper is available by the photocopier as an alternative to white.
Pupil choice regarding the means of communicating knowledge will be offered regularly as a method of differentiation that benefits both SEN/LDD pupils and the MA .	Some members of staff offer choice in the way knowledge is communicated by pupils in class assignments and in prep.	All pupils will be offered a range of options of how to communicate what they have learnt/remembered about a topic e.g. mind maps, bullet points, power point presentations, essays, posters...when <u>assessment of knowledge</u> is the purpose of the task.
Pupils who are new to English will be offered language support. Bilingual pupils and parents will know where to find help/advice in accessing English education.	Ms Beugeling has been appointed as Bilingual Families Link Coordinator starting from Sept 2011. Clicker EAL resources have been purchased.	Resources will be built up for the teaching of subject-specific vocabulary, which is equally of benefit to pupils with speech, language and communication difficulties.

**Part 1: Accessibility to the Curriculum(ii)**

Area for change	Current Situation	Target
Pupils will not be disadvantaged by an inability to record homework assignments completely/ legibly.	Some members of staff offer pre-printed stickers for the planner or stick task information into exercise books.	Greater use of the website for details of long-term assignments e.g. projects. Homework to be given out at the start of a lesson if the lesson is intended to prepare children for the homework task. All staff to decide on their preferred method of handing out stickers/ written instructions in books to all/some pupils or of checking relevant pupil's planners individually before the children leave the room.
Use of aids such as ear defenders, writing slopes, spell checkers, fidget aids, move n sit cushions and pencil grips will be managed effectively by all class teachers.	The provision of these is arranged by the SENCO for those who require them. They are encouraged positively in some classes.	Teachers will understand the benefit of such aids and will promote their use appropriately and positively.
The ICT curriculum will develop further its support for pupils with SEN LDD by teaching the skills that assist access to the curriculum.	A whole-school licence for Write Online has been extended for 3 years. All pupils have a WoL account. All pupils take a touch-typing course.	Changes to the curriculum are being discussed e.g. teaching power point skills at a younger age and teaching the management of sound files.
Pupils with poor working memories will not be disadvantaged when trying to access tasks involving multiple steps or instructions.	Some members of staff leave instructions up on the board or provide printed copies. Some members of staff repeat assembly instructions.	Visual support for instructions and steps in a process/activity will be provided either on the whiteboard or on handouts. Information given out in assembly will be given in small chunks and supported on the website or reinforced by form teachers. Individual TAs will write instructions on strips of card and encourage the children to listen actively before being given the cards.
Pupils will be offered texts at a suitable readability level or will have the opportunity for the text to be read e.g. peer reading activities.		Staff will know how to quickly get a rough idea of readability level of texts that they use, especially if downloaded from the Internet.
Subject specific vocabulary will be made available to those with EAL or a specific language comprehension difficulty	Topic maps are being developed and used in KS1	Further development planned for KS2/3 along with the introduction of the Independent Curriculum.

**Part 2: Accessibility to the Buildings and Grounds****The School's Layout and Facilities**

Sevenoaks Prep's accommodation comprises of a mixture of converted farmhouses, Portakabins and other temporary buildings and three more modern brick built structures.

In the Junior School, much of the teaching takes place on the first floor. The age and layout of the building means that there is no disabled access to the first floor and that the corridors and toilet facilities would not allow for wheel chair access. There are new plans currently with the District Council Planning Department that would rectify these issues. The new development will make the school compliant with recommended accommodation in all ways. Building is scheduled to start as soon as planning permission, which is difficult to come by, is granted.

In the meantime, the school's plans to accommodate a child or teacher with a disability that the Junior School is not set up to deal with, will be addressed by rehousing a class or classes within the Junior School.

The Senior School has most of its accommodation on the ground floor. Where accommodation is on the first floor or rooms do not have appropriate disabled access, the school plans are to reorganise the room use to ensure that any pupil or member of staff can have the appropriate access to facilities for learning and teaching without being disadvantaged.

Toilet facilities are available in the School Hall, Main School House and The Oakery and all of these have disabled facilities.

All building developments from the year 2000 onwards have complied with statutory guidance for accessibility at the time of their design and construction. These are the School Hall, the Years 3,4 and 5 classroom block, The Oakery and the refurbishment of the Main School House.

**Part 3: Accessibility to Written Information for Parents and Visitors**

Area for change	Current Situation	Target
<p><b>Communication accessible to all parents.</b></p>	<p>Only available by letter or website.</p>	<p>To investigate alternate means of communication e.g. voice files on the website for parents and carers with impaired sight or other barriers to accessing the written word. To investigate translation software for adults who are not fluent users of English.</p>