

Part 1: Accessibility to the Curriculum (i)

| Area for change | Current Situation | Target/ Action/Date |
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| Continue to monitor and re-enforce differentiation in lessons to ensure accessibility for all pupils. | <p>THE SCHOOL ENSURES THAT ALL PUPILS HAVE EQUAL ACCESS TO THE CURRICULUM INCLUSIVE OF LANGUAGE, CULTURE, ABILITY/DISABILITY</p> <p>Regular INSET to all staff across the curriculum including Foundation Years</p> | <p>Lessons are planned and delivered with differentiated activities, to ensure accessibility to the curriculum is equal for all pupils. Individual pupils are supported in class by TA's who are directed by the class teacher/ SENCO. We continue to monitor pupils' progress through self-evaluation, formative and summative assessment. Progress reviews are carried out by class/subject teachers, tri or bi-annually. PEPs are updated twice yearly by SENCOs in conjunction with the Form teacher. At the end of academic year the subject/Form teachers carry out handover meetings to ensure continuity for the following year and a SEND transition booklet is completed to ensure that the support is seamless.</p> <p>Weekly SEND Newsletters regularly inform staff of recent referrals and summaries/recommendations from recently completed Educational Psychologist/OT/Speech and Language reports</p> <p>Continuous assessment throughout the academic year using tracker documents. Reporting as stated in the ARR Policy.</p> <p>Differentiation INSET delivered to EY & KS1 [general – HS/HC] and Differentiation in Maths – CJ September 2017</p> <p>Review July 2018 – HS/KJ</p> |
| Promoting 'Quality First' teaching throughout the school by enabling the sharing of best practice with differentiation in the classroom. | EB/HS/LM timetabled for in-class support. | <p>Pupil Passports have been brought in for Years 6-8, so that the pupil is central to the support/intervention. These were revised for Years 3-5 to be more inline with the inspection framework September 2017.</p> <p>We ensure that work is marked and up to date with positive and constructive feedback to pupils on their work and clear targets set for progress to be made. Subject Coordinators to develop a regular routine to carry out termly work scrutiny to ensure consistency between marking by July 2018. SMT sample work scrutiny as part of the staff reviews.</p> <p>The SEND Department has been fully resourced with accessible and up to date resources to enhance good classroom teaching and provide differentiated activities.</p> |
| Pupils with Specific Learning Difficulties will have multi-sensory resources to support their learning | <p>Most members of staff provide a printed handout as an alternative for pupils to highlight key information and annotate.</p> <p>Revision packs provided for all children to promote study skills and techniques. Oaka CE resources have been introduced for Years 7 and 8, which are specifically designed for pupils with learning difficulties.</p> <p>Parental packs to promote multi-sensory learning at home.</p> | <p>A printed handout should always be available. Pupils will be encouraged to engage actively with the handout e.g. highlight and annotate 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.</p> <p>Revision packs provided leading up to assessment for Y4-6</p> <p>Oaka CE resources to be used as a way of learning in all subject areas both inside the classroom, learning support lessons and at home for revision.</p> <p>Build up an accessible resource library in the SEND department and in the subject classrooms to be used by all pupils.</p> <p>Review by September 2018 KJ/HS</p> |
| 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 paragraphs and for language orals. Tinted backgrounds are now used for online tests. | <p>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, referring directly to the SEND transition document/ PEPs/ Pupil Passports.</p> <p>Review by December 2018 KJ/HS/EB</p> |
| 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 SEND department keep a supply of coloured acetate strips that may be placed over white text. | <p>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.</p> <p>Review by September 2018 KJ/HS</p> |

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| Pupils who have learning support will be taught Study Skills and multi-sensory revision techniques such as Mind Maps, flow charts... | Oaka resources have been purchased for some subjects to assist with CE revision. Study Skills techniques are taught in support lessons. | 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, white boards and encourage the children to listen actively. Encourage pupils to rehearse what they are expected to do, to consolidate and clarify understanding. HS/EB to monitor/ review October 2018 |
| 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. | Pupils and parents given audio version or link to YouTube. A pen reader/ Kindle/ iPad is available for reading and writing support. Daily reading practice with TAs. | Staff will know how to quickly get a rough idea of readability level of texts that they use, especially if downloaded from the Internet. AG to extend reading materials in the library to ensure that a large range of readability texts are supplied AG/MM monitor annually |
| Pupils with sensory and social communication difficulties to be offered targeted support. | Daily Sensory Circuits is offered by WP at the Prep School and by LM at the Pre- Prep for those pupils who have sensory issues. Socially Speaking sessions are offered at both the Prep and the Pre-Prep. Lego therapy offered by speech therapist in the Prep. | Staff are encouraged to be involved in the Socially Speaking sessions that involve the pupils that they teach. Resources used are- 60 Mindful Minutes, 60 Sensory Minutes, The Art of Conversation and Mindful colouring. We are trialling Lego therapy. On- going. Review- HS/EB January 2019. |
| 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. KS 2/3 – Spelling Journals and 'Enabling Packs' used across the Prep School as a transferrable resource. | In class support by LM/EB/HS in place to ensure that Spelling/Subject specific journals are being used across the curriculum and pupils are being actively encouraged to build up a personalised bank of words. EB/HS review July 2018 |
| Communication with staff | All staff receive a weekly SEND Newsletter with recommendations and summaries of any reports done. Parent meetings are also minuted to ensure that all staff are aware of any concerns. Formal ROC (Record of Concern) forms are in both staff rooms. Weekly SEND meetings are held with staff and TAs. | On-going and reviewed continuously- HS/EB. In class support has increased this year to ensure that support is fully integrated and good practice is shared. LTA's employed for individual pupils. EHC plans successfully embedded. |

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 Pre-Prep School, much of the teaching takes place on the ground 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. Planning permission was granted in 2011 for a 4 stage programme of work. During 2014-15 four new classrooms were built which create indoor and outdoor space for Kindergarten and Reception children. The next phase was a ground floor extension of the dining facilities and new kitchen which was opened in February 2017. .

In the meantime, the school's plans to accommodate a child or teacher with a disability that the Pre-Prep School cannot accommodate currently, will be addressed by rehousing a class or classes within the Pre-Prep ground floor.

The Prep 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. [LESSONS ARE RELOCATED ACCORDINGLY.] The Oakery, which houses music and drama on the first floor, has a lift shaft built in which can easily be converted as necessary. The school has ramps available for access to portakabins that have low level access steps. These are held in the workshop in the Prep school.

Adjustments can easily be made to accommodate temporary incapacitation to allow the full curriculum to be taught to that child/children or teacher. The rooms upstairs are designed to be just occasional use for individual visiting Music teachers and any children with disabilities can have their individual tuition in a more accessible room.

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. Plans have been submitted to replace the Portakabins in the Prep School with a single story building to accommodate years 6-8 in all subject areas. This building will have disabled access.

Part 3: Accessibility: Communication with Parents, Disabled Access and Admissions

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| <p>Regular communication accessible to all parents.</p> | <p>Only available by the written word via the Parent Portal.</p> <p>Termly coffee mornings for all parents with children receiving support.</p> <p>Open door policy for parents to discuss concerns.</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> <p>IT Department to be made aware at next review of resources review October 2018 LR/WK/RB</p> |
| <p>Oakery, upstairs rooms and SEND department</p> | <p>Current music/SEND lessons that are inaccessible to disabled children and teachers are currently moved to accessible rooms</p> | <p>To look into the most cost effective way of introducing easy access to these upstairs rooms in conjunction with the building works that have begun in the Pre Prep.</p> <p>This will be included in Phase 4 of our Pre-Prep building program.</p> <p>Review Summer 2019 WK/LH</p> |
| <p>Admissions</p> | <p>Admissions Policy updated annually by Head of Admissions</p> <p>Definition of disability under the Equality Act 2010. You're disabled under the Equality Act 2010 if you have a: 'physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.</p> | <p>In line with the 2010 Equality Act, we ensure that any refusal to admit an applicant is for a legitimate reason set out in our admissions criteria and not for any other reason. Sevenoaks Preparatory School ensures that reasonable adjustments are made to ensure that disabled pupils are not placed at a disadvantage in matters pertaining to admission and transition to school. Parents and, where appropriate, other agencies are kept fully informed about the admissions' and transition process.</p> <p>Action: review September 2016 - CH - completed</p> <p>Next review Autumn 2018 CH</p> |