

Part 1: Accessibility to the Curriculum (i)

Area for change	Current Situation	Target/ Action/Date
Continue to monitor and re-enforce differentiation in lessons to ensure accessibility for all pupils.	<p>Annual INSET to all staff across the curriculum including Foundation Years and use of Educare for personal CPD-monitored-JA.</p> <p>Focus on IT development to ensure accessibility for all.</p> <p>Lessons and medium/long term planning have clear differentiation. Lesson observation form has been adjusted to reflect all HLP, SEND and EAL. Termly observations by HODs/SMT.</p> <p>SEND data- PEPs (Years KG-5)/Pupil Passports (Years 6-8), Termly SEND Transition document informs teaching and planning.</p> <p>SL – personalised school data available for teachers and references.</p>	<p>Action- Using age appropriate IT platforms throughout the school to deliver differentiated and multi-sensory lessons.</p> <p>Evidence of differentiated activities Years 4-8- cloze procedures, word banks, colour coding of comprehension passages, differentiated questions offered within lessons to support and challenge pupils.</p> <p>Year 3- assignments offering mild, hot, spicy and extra spicy activities and grid selection of homework activities</p> <p>Adapt IT skills for online learning with the use of SeeSaw and Teams.</p> <p>All teachers to be using Teams for day-to-day teaching and organisation of homework by January '21.</p> <p>All teachers to be familiar with online teaching and the use of Prowise and resources to allow for clear differentiation through a different medium.</p> <p>Action- All staff to use SL's comprehensive school data to inform planning of lessons and personalised targets for individual pupils.</p>

Promoting 'Quality First' teaching throughout the school by enabling the sharing of best practice with differentiation in the classroom.	PEPs/Pupil Passports inform planning and individual targets. Peer/HOD lesson observations. Termly book scrutiny for every year group with targeted feedback. SEND department well-resourced to support staff and pupils.	Teaching and Learning committee meet regularly to discuss new initiatives and best practice to inform staff. Action-HODs doing departmental observations and 'drop-in' visits to offer support and ensure 'Quality First Teaching' across the departments and school. HLP weekly videos with practical strategies to inspire staff and encourage best practice. SEND department to start 'Pupil Pursuits', where SENCO shadows a specific pupil on the SEND register to evaluate how support is working and offer staff practical advice/resources when teaching pupils with learning difficulties. This also provides invaluable evidence for parents and any possible EHC plans.
Promote IT throughout school to support all pupils.	Majority of staff are using Teams for setting work and setting homework with clear deadlines.	Across school, staff to be confident using IT to support all children's learning as an integral part of their teaching and ensure smooth transition to virtual teaching/learning as required- review July 2021- RM/RB/T and L Committee. IT department offer regular 'drop-in' clinics to support all staff-RM. Action-Pre-Prep: Sensory Circuits to be offered via videos for class teachers to ensure continuation of this much valued support. Prep: Ensure all staff have IT INSET to familiarise themselves with Teams as normal method of working. A range of visual resources- PowerPoints, videos to support all learning styles to be accessible on Teams to support learning. Homework to be consistently set on Teams from Years 6 -8. Sensory Circuits- videos to ensure support can continue virtually as necessary. External Specialist support to be offered remotely where appropriate. Would like to extend this to offer counselling to promote positive mental health and well-being throughout the school.
Pupils with Specific Learning Difficulties will have multi-sensory resources to support their learning	Members of staff provide a printed handout as an alternative for pupils to highlight key information and annotate.	A printed handout should always be available across the curriculum. 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. Revision packs provided leading up to assessments for Y4-8.

	<p>Revision packs provided for all children to promote study skills and techniques.</p> <p>OAKA CE resources are embedded in Years 7 and 8, which are specifically designed for pupils with learning difficulties. Now offered online since 'Lockdown'.</p>	<p>Action- Online OAKA CE resources to be used by all staff as a way of learning in all subject areas to promote a visual, multi-sensory style of learning and provide support from live to virtual learning when required.</p> <p>Booster clinics for core subjects in place to consolidate subject knowledge.</p> <p>Teams provides clear and accessible subject based resources for all children to support all styles of learning.</p>
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Part 1: Accessibility to the Curriculum (ii)

Area for change	Current Situation	Target/ Action/ date
<p>Tinted backgrounds and dyslexia friendly font used with IWB.</p> <p>All worksheets / text – based handouts will be laid out clearly and typed in a dyslexic friendly style font.</p> <p>Pupils who cannot read black-on-white will not be disadvantaged.</p>	<p>Coloured overlays for each form teacher- Years 3-6.</p> <p>Transition document/PEPs/Pupil Passports clearly identify an individual's need.</p> <p>Lesson observation format also highlights this to ensure appropriate adjustments to promote 'Quality First Teaching'.</p>	<p>Dyslexic friendly font actively used across the subject areas.</p> <p>Action- Presentation of exam papers across the curriculum have been reviewed to ensure papers are easy to read with a clear font and accessible diagrams.</p> <p>Pupils encouraged to use a dyslexic friendly font where appropriate when reading. Kindles with editable font size and tinted backgrounds are encouraged if needed</p> <p>Tinted paper is available by the photocopier as an alternative to white and should be used with PEP/Pupil Passport.</p> <p>Tinted exercise books are available for those children with dyslexia and/or visual disturbance.</p> <p>Text enlarged when necessary.</p>
<p>Pupil choice regarding the means of communicating knowledge will be offered as a method of differentiation that benefits both SEND pupils and the HLP.</p>	<p>All members of staff offer choice in the way knowledge is communicated by pupils in class and homework assignments.</p> <p>IPads now used throughout Years 7 and 8 as normal method of learning.</p> <p>Laptops used in class for individuals when recommended by Ed Psych.</p>	<p>All staff to be offering a range of alternative methods of recording as part of day-to-day good classroom practice.</p> <p>PEPs/Pupil Passports /Transition documents inform all staff to ensure consistency between staff and subject areas.</p> <p>Action- Voice activated technology – iPads and Dragon Speak to be used consistently for those pupils with diagnosed hypermobility/dyspraxic issues.</p> <p>Touch typing to be offered as an alternative method of recording and used consistently by all staff teaching Year 5-8 for those pupils with a formal recommendation from an external specialist.</p> <p>Early touch-typing clinics for Years 6-8- and COVID restrictions mean that this support is offered as part of 1:1 session.</p>

Structured phonic programme to be monitored across the Pre-Prep from Nursery to Year 2.	<p>RWI phonic scheme is now fully embedded into the Pre-Prep curriculum with all staff trained.</p> <p>Fully resourced throughout the Pre-Prep.</p>	<p>Continue to ensure all new staff are fully trained in RWI and to designate a RWI co-ordinator to monitor and track progress on a 6 weekly cycle.</p> <p>TAs to be trained to lead small groups with confidence.</p> <p>Target Tracker has been purchased in order to help develop this point further and has been running for year in the Pre-Prep.</p> <p>Action- Looking at transition from Year 2- Pre-Prep to Year 3 and 4 and how we can integrate school data and Target Tracker effectively together.</p>
Pupils will not be disadvantaged by an inability to record homework assignments completely/ legibly.	<p>All homework is now set on Teams with clear explanations of assignments, supplementary resources and homework deadlines.</p>	<p>As a consequence of 'Lockdown', the majority of staff in Years 6-8 are using Teams as a platform to set homework assignments.</p> <p>Regular INSET and support clinics offered by IT department to support staff.</p> <p>Review- HC/KM/LM</p> <p>Action: Working towards consistency between subject areas and developing staff confidence and proficiency.</p> <p>Monitored continuously by IT department to embed Teams as a normal method of working and learning.</p>
Use of aids such as ear defenders, coloured overlays, writing slopes, spell checkers, fidget aids, move n sit cushions and pencil grips will be managed effectively by all class teachers.	<p>The provision of these is arranged by the SENCO for those who require them. They are encouraged positively in all classes.</p>	<p>Resources readily available to use when appropriate. PEPs/Pupil Passports/Transition document and SEND Newsletter clearly identify need.</p> <p>Check requirements termly and annually</p> <p>HS/KM to monitor continually through class observations Pupil Pursuit.</p>

Part 1: Accessibility to the Curriculum (iii)

Area for change	Current Situation	Target/ Action/ date
Pupils who have Learning support will be taught Study Skills and multi-sensory revision techniques such as Mind Maps, flow charts...	OAKA resources are available online to all pupils 7 and 8. 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. Action- All subject staff to build up subject specific word banks/definitions to support all pupils. Staff to actively use online/paper OAKA revision resources Years 6-8. Booster clinics offered Year 8 to offer subject specific revision sessions.
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. Class texts offered with an audio alternative. AG to extend reading materials in the library to ensure that a large range of readability texts are supplied. Action- Introduce a bank of audio books in the newly refurbished library. AG/JW 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 class teachers at the Pre- Prep for those pupils who have sensory issues. Socially Speaking sessions are offered as an integral part of the Pre-Prep curriculum.	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. Art therapy sessions offered by the Head of Art to individuals who need additional support. Mental Health policy drawn up RC/HS and integrated into an updated PSHE policy All pupils Years 3-8 emailed a guide to promoting positive mental health Action- Online counsellor to be considered to offer pupils support since 'Lockdown'. Weekly online Ed Psych support working well for one particular pupil- new initiative this academic year.

	Lego Therapy offered to Year 3 to ease the transition to The Prep side.	
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.	Action- EAL Action- SEND- subject specific word banks/definitions to be built up online and used across the curriculum consistently.
Communication with staff	All staff receive a regular SEND Newsletter with recommendations and summaries of any reports done across the school. Parent meetings are also minuted/recorded using Teams to ensure that all staff are aware of any concerns. SEND online files and 3sYS 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 through termly meetings with SL and Year groups to analyse individual data and adapt provision of support in place. Weekly TA meetings to review class intervention groups. ISA’s employed for individual pupils. Successful application of EHC plans Relations with external staff increased with regular online meetings. Action- Initiated SEND HUB for local SENCOs to share best practice via Teams

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, a new Centenary Centre consisting of airy subject based classrooms, library, science lab and art room, modern purpose built classroom structures on both the Pre-Prep and Prep site and some temporary buildings.

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. Toilet facilities are available in various parts of the Pre-Prep with disabled toilet facilities on the ground floor of the main Pre-Prep building and Centenary Centre.

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. The Oakery, which houses music and drama on the first floor, has a lift shaft built in which can easily be converted as necessary.

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, The Oakery, Centenary Centre and Pre-Prep 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, the Pre-Prep Hall, the refurbishment of the Main School House and the newly built Centenary Centre finished in February 2020.

Since 'Lockdown' March 2020, remote learning access has been implemented across the school through a variety of platforms including Tapestry, SeeSaw, Tap Google Meet and most recently Teams. Teams is now becoming an integral part of the teaching and learning process at The Prep, with the Pre-Prep adopting a more interactive virtual medium to suit the age of their pupils.

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

Area for change	Current Situation	Target/ Action/ Date
Regular communication accessible to all parents.	<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</p>
Oakery, upstairs rooms and SEND department	<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>
Admissions	<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</p> <p>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>