



Alley's Oakfield Policies & Procedures

Accessibility & SENDA Plan

Name of Policy	Accessibility Plan and SENDA Policy
ISSR	Part 3: Pupils physical and mental health and emotional wellbeing
Reviewed by	Alley's Governing Board
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Date of next school review	August 2026

For period August 2024 – August 2027

This policy applies to Alley's Oakfield, including EYFS.

This should be read in conjunction with:

- Equal Opportunities Policy
- SEND Policy (including English as an Additional Language)
- Admissions Policy

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

Introduction

From September 2025 Alley's Oakfield 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, Alleyn's Oakfield 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.

Admissions Arrangements

Each pupil is important to us, and no specific learning difference or disability will be a barrier of itself. All examinations are set in English and are designed to maximize access to all pupils regardless of their school experience to date. If a candidate has a specific learning difference certified by a suitably qualified professional such as an Educational Psychologist, Specialist Teacher Assessor or Psychiatrist, they will be allowed the recommended adjustments in their assessments. For further information, please see the Admissions Policy and Entrance Exam Concessions and Access Arrangements Policy.

Physical Access

Alleyn's Oakfield 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)

The Head 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 Success 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 their parent or carer.
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 disadvantage experienced 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

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 Success (SENDCo) for further assessment to ascertain whether their 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 appropriate, qualified professional may be requested by the school. On receipt of the assessor's written report, an Individual Education Plan (IEP) may be drawn up by the Head of Learning Success (SENDCo), which will be made available to parents/carers and staff to enhance that pupil's education and support their needs.

Pupils with an Education and Health Care Plan

Alleyn's Oakfield welcomes and will make provision for pupils with an EHCP within the terms of reasonable adjustments. Pupils with an EHCP have strategies set on their IEP. An annual review of their EHCP is conducted in conjunction with the parents/carers and any external agencies involved in the overall provision for the pupil. Pupils with an EHCP are supported under the auspices of the SENDCo and in consultation with the appropriate local authorities.

Arrangements for providing access to pupils with a disability

At Alleyn's Oakfield no pupil will be treated less favourably than any other pupil for a reason that relates to their disability. The School will attempt to make reasonable adjustments in order to allow all pupils to maximise their learning opportunities.

Previous Adaptations and Current Provisions to improve accessibility

- Adaptations made to accommodate a visually impaired child including marking stairs and handrails and enhanced lighting in stairwells
- Provision of two disabled parking bays in the Prep car park
- Extended provision offered by Learning Success department
- Small group or individual support offered within and outside of lessons by teaching assistants and learning support assistants
- All pupils in Key Stage 2 have access to school laptop
- Visual timetables in relevant classrooms and provided for families where visual representation of the structure of the day would support individual need
- Training of staff to increase awareness of issues relating to specific learning differences and physical disabilities.
- All individual needs (medical and learning) are flagged on the school database so that teachers can easily access the needs of pupils, including IEPs and supporting information on specific learning differences and further support strategies.
- Individual and group interventions within the SEND team.
- There is a clear process for staff to raise concerns about individuals.
- Tailoring a pupil's curriculum to meet their individual needs. For example: curriculum adjustments have been made for pupils suffering from conditions resulting in extreme anxiety.
- Access arrangements are considered within the classroom as a pupil's normal way of working.
- Pupils with visual stress have access to coloured overlays or work is printed on coloured paper.

- Regular reviews of the needs of 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.
- Appropriate seating arrangements in class for certain individuals.
- Use of baseline data to identify differences in skills scores which may indicate a need for further support/investigation.
- 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 Planning process:

Initial stage:

Prior to entry it is the parent or carer's responsibility to highlight any needs that the school should be aware of. Diagnostic reports commissioned by the parents will give rise to an Individual Education Plan (IEP). The IEP provides the first line of support within the classroom and helps to plan to assist the pupil's participation in the curriculum. The School discusses the IEP with the parents and seeks their approval to employ it. Once approval is received, staff are engaged with the IEP and provided with access to it, in order to ensure delivery of the curriculum in the right way for that child.

As pupils progress through school:

In consultation with parents/carers, pupils (where appropriate) and teachers, IEPs are reviewed on a regular basis and adapt as the needs of the pupil change. If it appears that more significant changes appear necessary to support the child, the Head of Learning Success would meet the parents and decide whether a timetable adjustment was warranted.

Looking ahead:

A pupil being supported via an IEP may require particular support, for example at transitions between school years or key stages.

At any stage:

If the concern was due to mental health/safeguarding concerns then the Head of Learning Success would support these discussions, including external agencies where appropriate, for example CAMHS. The School would 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 clear to prepare for. Different year groups operate in different locations throughout the school and with increasing movement between locations as pupils move up through key stages. Knowing that a child with a

physical disability will need access in future to different locations enables the school to plan for alterations as appropriate and possible for them.

Action Plan - Working Plan 2025-2028

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

Sight Loss

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.

Hearing Impairment

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

'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.

Access Requirement	Action taken/Comment	Action planned	Timescale	Owner	Resource	Review	Completion
Alleyn's has introduced Inclusive Design Principles as part of our 'Putting the All in Alleyn's' programme. All projects we now engage in are held against those standards. A review by our specialist advisors Motionspot will be conducted during the Advent (Autumn) Term to provide a full site audit and to inform the existing plan below for the next 3 years of development.							
1. Access to curriculum for all students							
Inclusive curriculum – ensure full representation across all children including neurodiverse needs	Head of Learning Success maintains specific resources applicable to children with neurodiversity. Resources in classroom for some classes, where needed.	Expand resources to library so that there are representative books for all children in school to choose from.	Sep 26	DW	£1,000		
Use of assistive technology specialist equipment where required for children with visual or hearing impairment	Assistive technology devices are in use for pupils with visual and communication needs. Teachers with these children in their classes are fully trained in use of equipment.	1. All staff to be trained in use of specialist assistive technology	Sep 26	DW	Ad Hoc		
		2. Systems activated to enable devices to fully utilise specific teaching resources provided by assistive technology	Jan 26	TSS			
2. Vehicle Access							
Vehicle access for children and parents with disabilities	Marked disabled parking on Pre-Prep side	Marked disabled parking to be provided on pre-prep site	Feb 26	ZI	£500		
3. Disabled access to school buildings							
Access to buildings for pupils and parents with disabilities	There is currently access to the school grounds (outdoors) on both Prep and Pre-Prep sites. There is disabled access to school hall on Pre-Prep side. Music rooms have step free access. No step free access to other areas of the school.	Full accessibility survey as part of transition to Alleyn's Oakfield by Motionspot. Site masterplan has been created by Studio Hoodless. Phasing plans being costed and agreed by governors.	Sep 26	AW	Capital Spend depending on review.		
Access to Prep Hall for pupils, parents and visitors with accessibility needs	There is no step free access to the Prep Hall	Accessibility survey as part of transition to Alleyn's Oakfield.	Sep 26	AW	Capital Spend		

		Included within site masterplan considerations.			depending on review.		
Accessible teaching spaces.	Currently limited teaching spaces are available on the ground floor, most with step access required	School to consider conversion of ground floor spaces to viable classroom teaching spaces in the event they are required	Sep 26	AW and SLT	Capital Spend depending on review.		
4. Improvement of learning spaces for those with hearing or site impairment							
Acoustic improvements in classrooms to improve learning environment for children with hearing impairment.	Review Pre-Prep and Prep within masterplanning exercise. Consider carpeting, acoustic panels. Set classroom refurbishment timeline.	Masterplanning (Studio Hoodless) and inclusivity audit (Motionspot)	Sep 26	AW and ZI	Capital Spend depending on review.		
Review lighting in classrooms to ensure that they provide suitable learning environment for those with sight loss	Review Pre-Prep and Prep within masterplanning exercise. Consider lighting and painting schemes. Set classroom refurbishment timeline	Masterplanning (Studio Hoodless) and inclusivity audit (Motionspot)	Sep 26	AW and ZI	Capital Spend depending on review.		
5. Improved Access to medical, emotional and mental health support – both proactive and reactive							
Construction of The Well	The home to our pastoral teams, medical and counselling and our AEQ programme.	Construction of space containing medical facilities, counselling and intervention spaces	Sep 26	AW	Circa £250k		
Implementation of the Alleyn's Emotional Quotient AEQ	The AEQ helps pupils develop the tools to manage their own well-being and build their sense of identity, through an empowering values, character and leadership programme, whilst being supported and recognised in the school environment. In the good times, and in more challenging times, the AEQ is designed to support every day of a pupil's time at school.	Series of training sessions for senior managers and staff related to the AEQ	Jan 26 – Sep 27 and ongoing	AW, DW, TB and GE, EO and KJM from Alleyn's			