

ALP sittingbourne

Accessibility Statement

& Three Year Accessibility

Plan

September 2025 - September 2028



ACCESSIBILITY STATEMENT AND PLAN

September 2025 - September 2028



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Statement:	Accessibility plan
This statement was approved:	September 2025
This statement will be reviewed:	September 2028 or with significant change to the building



This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school's Executive Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

ALP Sittingbourne is committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values a parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The ALP Sittingbourne's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for learners with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied learners; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider

curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to learners, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The ALP Sittingbourne's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and the Executive Board on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships and Behaviour Policy
- Curriculum Policy
- Health & Safety Policy
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the Executive Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. Accessibility will be assessed in site inspections by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Managing Director represents the board for Health and Safety and will conduct site inspections that include consideration for the Equality Act 2010. Changes to the structure of the building or redesign of its interior will consider the accessibility plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Executive Board.

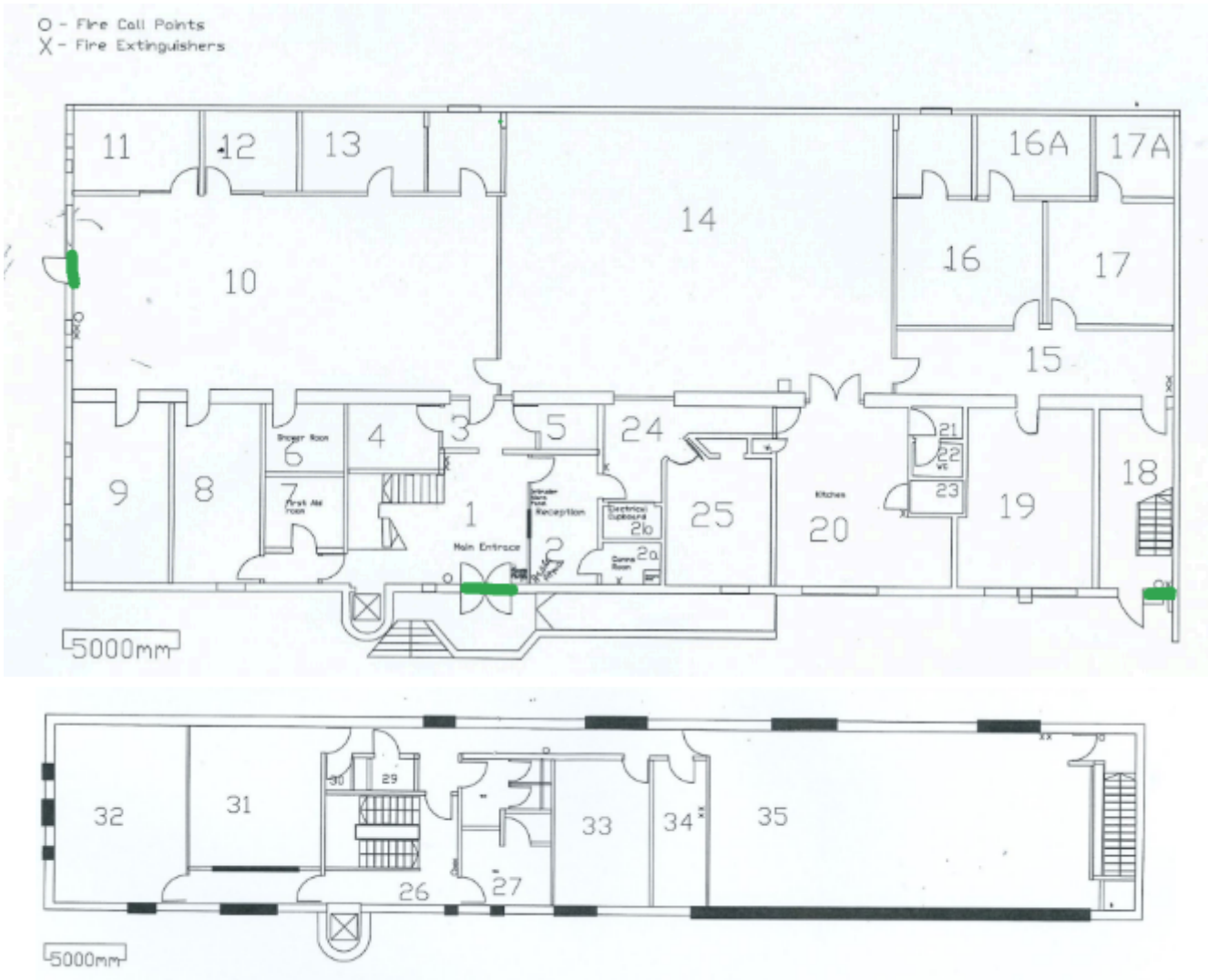
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Executive Board**
- **Governors**
- **Head Teacher**
- **Managing Director**

A plan of the school buildings showing areas of accessibility is shown below



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Aim	Current Good Practice	Actions to Be Taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils Our school offers bespoke and individualised curriculums We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils All pupils have an Education Plan</p>	<p>Ensure all provision maps are updated termly</p>	<p>SMT team Tutors/Teachers</p>	<p>On demand</p>	<p>Curriculum offer is considered vast and varied</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> - Ramps to the main entrance - Elevator in reception leading to 1st floor - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height - Accessible entrances and exits where possible - Clear pathways and uncluttered corridors - Adapted classroom layouts to accommodate individual needs 	<p>When required add a lowered workstation to the kitchen</p> <p>Develop plans for a wheelchair friending courtyard</p> <p>Ensure all new doors added to the school are a suitable width for wheelchair access</p>	<p>Site Team SMT</p>	<p>On demand</p>	<p>Number of wheel chair accessible areas in school</p>



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	<ul style="list-style-type: none"> - Risk assessments for pupils with physical or medical needs - Support from staff for mobility and access where required - PEEPS for students requiring support 				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Internal signage - Pictorial or symbolic representations - Top of the range SMART technology - Personal devices for all students - Chromebooks - Break out spaces <p><i>Please see Provision Map in Appendix 1</i></p>	<p>None until individuals require assistance to be able to improve their performance Identify these via Education and Health Care plans</p>	<p>Site Team SMT</p>	<p>On demand</p>	<p>Meeting all learners needs and ensuring they can access our full curriculum without hindrance</p>



Appendix 1: Provision Map

ALP Section F Provision		
Name	Area of Need	Description
Access to teaching of active listening strategies	Communication and Interaction Needs	Access to teaching active listening strategies for pupils with Special Educational Needs and Disabilities (SEND) involves implementing structured, visual, and engaging techniques that move beyond passive hearing to active engagement. Effective strategies Quality First Teaching Consistent Practice Scaffolded Learning Wait Time Feedback and Evaluation
Access to therapy (multiple)	All Areas of Need	Counselling Occupational Therapy Salt Educational Psychology Lego therapy Play therapy Art therapy
Additional Support for Maths and Literacy	Cognition and Learning Needs	Tailored, structured interventions designed to help pupils to master specific concepts
Art Therapy	Social, Emotional and Mental Health Difficulties	Art therapy is a form of psychotherapy that uses the creative process of art-making to improve mental, emotional, and physical well-being.
Attention Autism	Communication and Interaction Needs	A structured intervention programme developed by Gina Davies that improves attention, communication, and social interaction skills in autistic children through highly engaging, visual, and fun activities.
BAHA Interventions (External)	Social, Emotional and Mental Health Difficulties	Continued monitoring from the hearing impairment service
Calming Box	Social, Emotional and Mental Health Difficulties	A calming box (or self-soothe kit) is a personalized container filled with sensory items, tools, and comfort objects designed to help children or adults manage anxiety, stress, or overwhelming emotions
Chunking	Cognition and Learning Needs	An evidence-based instructional strategy that breaks complex information into smaller, manageable, and logically sequenced units to reduce cognitive load, improve memory retention, and facilitate understanding
Communication Board	Communication and Interaction Needs	Communication tool featuring pictures, symbols, or words that individuals with limited speech use to communicate by pointing or gesturing.
Counselling	Social, Emotional and Mental Health Difficulties	A structured, confidential, and safe talking therapy where a trained professional helps individuals explore mental, emotional, or life challenges.

Deep Pressure/Heavy Work Activities	Sensory and/or Physical Needs	The resistive or stretching input obtained through heavy muscle work activities and more intensive/prolonged deep pressure can regulate the sensory system and help support a child to be calm, relaxed and to prepare themselves to engage in a range of meaningful daily activities.
Dough Disco/Clever Fingers	Sensory and/or Physical Needs	a fun, music-based fine motor skills activity where participants mold playdough to strengthen hand muscles and improve dexterity, usually for five minutes daily
Ear Defenders	Sensory and/or Physical Needs	Personal protective equipment (PPE) designed to protect hearing by covering the entire outer ear with sound-absorbing, foam-lined cups connected by a headband
Education Psychologist	All Areas of Need	Consultative approaches to support schools, families, and local authorities, providing assessments, interventions, and staff training
Extra Time for completion of tasks	Social, Emotional and Mental Health Difficulties	Extra time for task completion refers to the provision of additional time beyond the standard, allotted period to finish a task, project, or assessment.
Familiar Adult Check in	Social, Emotional and Mental Health Difficulties	Support for regular daily check ins by familiar adults
Fidget Toys	Sensory and/or Physical Needs	Fidget toys are small, handheld objects designed to help improve focus, reduce stress, and manage anxiety by providing sensory input and a constructive outlet for nervous energy.
Fine Motor Support	Sensory and/or Physical Needs	Focuses on strengthening the small muscles in the hands, wrists, and fingers to improve coordination, dexterity, and precision
Flexible Seating	All Areas of Need	Flexible seating is a student-centered classroom approach that replaces traditional desks and chairs with varied, flexible options like yoga balls, bean bags, standing desks, and floor cushions. It empowers students to choose where they work, improving comfort, engagement, focus, and allowing for better regulation of sensory needs.
Gross Motor Support	Sensory and/or Physical Needs	Gross motor skills involve using large muscles in the torso, arms, and legs for whole-body movements like walking, running, jumping, throwing, and balancing.
Hearing Impairment Training (School Staff)	Social, Emotional and Mental Health Difficulties	Staff familiar with Hearing impairment support
Highly differentiated Curriculum	Cognition and Learning Needs	A highly differentiated curriculum for SEND students embeds flexibility and scaffolding to make learning accessible, focusing on breaking down tasks, visual aids, and tailored support
Homunculi intervention	Social, Emotional and Mental Health Difficulties	The Homunculi Approach to Social and Emotional Wellbeing, is a flexible, 10-week cognitive-behavioural therapy (CBT) programme designed specifically for children and young people on the autism spectrum or with emotional and behavioural difficulties

Intensive Interaction	Communication and Interaction Needs	<p>Intensive Interaction is a naturalistic, child-led approach designed to develop foundational communication and social skills in individuals with autism, severe learning difficulties, or sensory issues.</p> <p>Follow the Lead: The practitioner waits for and responds to the person's own actions, sounds, and interests.</p> <p>Mirroring/Imitation: Copying the person's body language, sounds, or movements to show interest and connection.</p> <p>Shared Enjoyment: The goal is to create a fun, enjoyable interaction rather than achieving a specific task or goal.</p> <p>Fundamentals of Communication: Focuses on essential, early-stage skills like eye contact, facial expressions, turn-taking, and using vocalizations with meaning.</p> <p>Environment: Can be used anywhere, anytime, and is often most effective in daily routines</p>
Irlen Adaptions	Sensory and/or Physical Needs	Coloured paper, overlays
Lego Therapy	Communication and Interaction Needs	Collaborative play intervention designed to improve social communication, turn-taking, and problem-solving skills in children and young people, particularly those with autism, ADHD, or social communication difficulties.
Medway Core Standards Strategies and Recommendations	Social, Emotional and Mental Health Difficulties	A practical guide for all staff working in Medway schools to help children develop essential skills for learning and development
Movement Breaks	Physical and/or Sensory, Social, Emotional and Mental Health	Movement breaks (or "brain breaks") are short, planned periods of physical activity designed to release energy, reduce tension, and improve concentration for students.
Multisensory Approach to Learning	Social, Emotional and Mental Health Difficulties	This incorporates varied media and the use of the senses (sight, touch, proprioception, movement and hearing). The curriculum should be differentiated and delivered to match her developmental needs, learning style and pace of learning.
NHS Handwriting	Sensory and/or Physical Needs	NHS handwriting guidance focuses on developing fine motor skills, proper posture, and consistent letter formation for legibility.
Occupational Therapy (OT) Input	Sensory and/or Physical Needs	Occupational Therapy (OT) provides essential support for children with Special Educational Needs and Disabilities (SEND) by focusing on developing fine/gross motor skills, sensory regulation, handwriting, and daily independence.
PECS	All Areas of Need	The Picture Exchange Communication System (PECS) is an evidence-based, functional communication approach allowing individuals with limited or no speech to communicate by exchanging pictures for desired items.
Phonic Intervention	Cognition and Learning Needs	A targeted, systematic instructional program designed to help struggling readers develop foundational skills in connecting speech sounds (phonemes) to printed letters (graphemes). Phonics Shed
Physiotherapy input	Sensory and/or Physical Needs	Focus on restoring movement, function, and independence, often following injury, illness, or disability
Play Therapy	Social, Emotional and Mental Health Difficulties	Play Therapy is a type of therapy where play and art materials are used as the main way for people to express themselves

Precision Teaching	Cognition and Learning Needs	<p>Precision Teaching (PT) is a highly structured, data-driven, and evidence-based instructional method focused on improving a student's accuracy and fluency in specific skills, such as reading, math, or spelling.</p> <p>Pinpointing: Specifically identifying the skill to be taught (e.g., "reading 20 high-frequency words in 1 minute").</p> <p>Daily Monitoring & Charting: Recording the frequency of correct and incorrect responses to visualize progress.</p> <p>Fluency-Based: Focusing on speed and accuracy (automaticity) to ensure skills are firmly embedded in long-term memory, not just recalled slowly.</p> <p>Data-Driven Decisions: If progress is not made, the teaching method is changed.</p>
Preparation for Adulthood Lessons	All Areas of Need	Structured educational session designed to help young people gain the skills, knowledge, and confidence necessary to lead independent, fulfilling lives
SECTION F TIME	All Areas of Need	<p>Dedicated Section F time from 9.30-10:45 daily:</p> <ul style="list-style-type: none"> Sensory circuits Phonics/Reading intervention Child directed/enrichment Zones of regulation Eco Social interaction (games) Resilience
Safe Space Access	Social, Emotional and Mental Health Difficulties	Supervised safe space, if required
Scaffolding	Cognition and Learning Needs	<p>Scaffolding in education is a temporary, structured support system designed to help learners bridge the gap between their current capabilities and new, more complex tasks. Rooted in Vygotsky's Zone of Proximal Development (ZPD), it involves breaking tasks into smaller, manageable steps, offering guidance, and gradually removing support as independence increases</p> <p>Key Strategies for Effective Scaffolding:</p> <p>Modeling: Showing students exactly what is expected, such as "think-alouds" or demonstrating a math problem.</p> <p>Visual Aids: Utilizing graphic organizers, charts, and diagrams to help organize information.</p> <p>Verbal/Written Prompts: Using sentence stems, writing frames, or guiding questions to prompt thinking rather than providing direct answers.</p> <p>Breaking Down Tasks: Dividing large assignments into smaller, achievable steps.</p> <p>Guided Practice: Working through problems together before expecting independent mastery.</p> <p>Active Monitoring: Adjusting support levels in real-time based on student understanding</p>

Self Sooth Box	Physical and/or Sensory, Social, Emotional and Mental Health	A self-soothe box (or crisis/hope box) is a personalized kit filled with items designed to ground, calm, and provide comfort during times of high stress, anxiety, or low mood.
Sensory circuit	Physical and/or Sensory, Social, Emotional and Mental Health	Sensory circuits are structured, 15-20 minute physical activity programs designed to help children, especially those with sensory processing differences, achieve an optimal level of alertness for learning.
Sensory Room	Social, Emotional and Mental Health Difficulties	A sensory room is a specially designed, controlled environment used for regulatory purposes
Simple Language	Communication and Interaction Needs, Sensory and/or Physical	Break tasks down into steps, check that students have understood and remembered.
Simple Language	Communication and Interaction Needs	Break tasks down into steps, check that students have understood and remembered.
Sitting near front of class	Social, Emotional and Mental Health Difficulties	This position minimizes distractions from classmates, improves visibility of the board, allows for direct interaction with the teacher, and often correlates with higher focus and better performance
Slant Board	Sensory and/or Physical Needs	A slant board is an inclined, wedge-shaped platform—typically made of wood or heavy-duty plastic—used for enhancing lower-body flexibility, strength training, and rehabilitation.
Small Classes and high staff ratio	All Areas of Need	Small classes combined with high staff ratios (low pupil-teacher ratios) enhance educational outcomes by enabling personalized instruction, immediate feedback, and improved classroom engagement.
Social Skills Group (Games)	Social, Emotional and Mental Health Difficulties	Social skills groups for teenagers use interactive games to build communication, empathy, and teamwork in a low-pressure environment.
Social Stories/Comic Strips	Communication and Interaction Needs	Primarily used to support individuals especially those with autism or social communication difficulties in understanding social situations, emotions, and expected behaviors
Speech and Language Group (LFB)	Social, Emotional and Mental Health Difficulties	"Language for Behaviour and Emotions" (LFB) is a specialized, evidence-based intervention tool designed to help children and young people with social, emotional, and mental health needs (SEMH) who also have underlying speech, language, and communication needs (SLCN). It is designed to be used in school or therapeutic settings to bridge the gap between emotional regulation and communication skills.
Speech and Language Therapist (Internal)	Communication and Interaction Needs	A Speech and Language Therapist (SLT) provides life-changing treatment, support, and care for children and adults who have difficulties with communication, eating, drinking, or swallowing.
Switch On Reading intervention	Social, Emotional and Mental Health Difficulties	Switch-on Reading is an evidence-based, 10-week literacy intervention designed to improve reading accuracy, fluency, and comprehension for struggling readers. Delivered daily by trained teaching assistants in 20-minute, one-to-one sessions,
Talkabout for teenagers	Communication and Interaction Needs	A comprehensive, hierarchical, and evidence-based resource designed to help teenagers (aged 11–18) develop social and emotional communication skills

Taskboard	Communication and Interaction, Cognition and Learning	Task Management boards are a great resource to use with those pupils with Speech, Language and Communication Needs (SLCN). They are essentially a task planner, with a series of pictures and simple actions illustrating what needs to be done to complete a particular task.
Teach key topic vocabulary	Communication and Interaction, Cognition and Learning	Effective topic vocabulary teaching involves explicit instruction, active usage, and consistent review. Key methods include using visual aids, pre-teaching, creating word walls, and using "word-association" maps.
Teaching metacognitive Strategies to Student	Social, Emotional and Mental Health Difficulties	Metacognitive strategies in the classroom involve teaching students to plan, monitor, and evaluate their own learning, transforming them into self-regulated, independent learners. Key strategies include modeling thinking aloud, encouraging self-questioning, using reflection journals, and implementing a 7-step approach—ranging from activating prior knowledge to structured reflection. The Metacognitive Cycle (Plan, Monitor, Evaluate): Students set goals, assess their progress, and reflect on their approach. Modeling/Thinking Aloud: Teachers verbally articulate their thought processes, demonstrating how to approach a problem. Self-Questioning Prompts: Providing questions like "What am I trying to achieve?" or "What strategies am I using?" helps students monitor their work. Reflective Journals/Diaries: Students document their learning experiences, challenges, and strategies for improvement. Error Analysis: Encouraging students to analyze their mistakes to prevent future errors. Self-Explanation/Peer Teaching: Students explain concepts to themselves or others to deepen understanding. Exam Wrappers: Short, reflective activities that accompany assessments, asking students to look back at how they prepared. Graphic Organizers: Tools that help students plan their approach to complex tasks.
Text to voice speaking and listening software	Communication and Interaction Needs	The software is powered by a text-to-speech engine trained on a vast volume of human voice recordings. It converts written words to their spoken form by analyzing sound waveforms in voice data
Theraputty	Sensory and/or Physical Needs	TheraPutty is a silicone-based, resistive exercise material used primarily for hand therapy and rehabilitation. It is designed to improve grip strength, fine motor skills, and finger dexterity through squeezing, stretching, and twisting.
Total Communication Approach	Communication and Interaction Needs	The Total Communication approach values all forms of communication equally, using a combination of methods such as speech, sign, symbols, gestures, and AAC tools to support individuals with communication difficulties.
Touch typing	Sensory and/or Physical Needs	Touch typing is a technique of using all ten fingers to type without looking at the keyboard, relying instead on muscle memory.

Transition Support	Social, Emotional and Mental Health Difficulties	<p>Key Aspects of SEND Transition Support:</p> <p>Early Planning: Schools should begin transition preparations well in advance to reduce anxiety, involving parents and carers in all decisions.</p> <p>Structured Preparation: This includes organizing visits to new schools, meeting key staff, using visual aids (social stories, photo books), and arranging specialized transport.</p> <p>EHCP Reviews (Year 9+): From age 13, EHCP reviews must focus on preparing for adulthood, including independent living, community participation, and employment.</p> <p>Information Sharing: Current settings must share comprehensive information regarding the child's needs and support strategies with the receiving school.</p> <p>Tailored Support: Using the "Assess, Plan, Do, Review" cycle, support is personalized to meet the specific needs of the child during the transition.</p>
Visual Aids	Sensory and/or Physical Needs	<p>Schedules & Timelines: Visual timetables, "Now, Next, and Then" boards, daily agenda lists.</p> <p>Behavior & Rules: Visual rules posters, token boards (reward systems), traffic light systems for behavior management.</p> <p>Instructional Aids: Graphic organizers (diagrams, Venn diagrams), posters, maps, charts.</p> <p>Communication & Interaction: Picture Exchange Communication Systems (PECS), emotion cards, communication lanyards.</p> <p>Environmental Cues: Labeled storage, visual boundary markers, safety signage.</p> <p>Time Management: Visual timers (e.g., Time Timer), countdowns. Interactive & Digital: Videos, interactive whiteboard aids, 3D models.</p>
Visual Timers	Physical and/or Sensory, Social, Emotional and Mental Health	A visual timer is a time-management tool designed to make the abstract concept of time concrete by using a visual representation—such as a disappearing color disk, a glowing light, or a changing digital display—to show how much time is remaining.
Visual Timetable	Communication and Interaction, Cognition and Learning, Physical and/or Sensory	A visual timetable is a tool using images, photographs, or symbols to display a sequence of daily events, commonly used in education and home settings to support routines.
Weighted Lap Cushion/blankets	Sensory and/ or Physical, Cognition and Learning	Weighted lap pads can provide powerful sensory input to the upper legs & waist
Zones Of Regulation	Social, Emotional and Mental Health Difficulties	The Zones of Regulation is a framework that helps people, particularly children, categorise their emotions and states of alertness into four coloured zones: Blue, Green, Yellow and Red. As a class Lemurs will be working on Blue and Green. Staff will be modelling the boards. By using the correct colours in tuff trays, sensory play, music, songs to help with understanding. The goal is to provide a common language and tools for self-regulation, allowing individuals to identify their feelings and choose strategies to manage them in time.
1:1 Adult	All Areas of Need	Provide intensive, individualised support to a single pupil, typically with special educational needs (SEN), to help them access the curriculum, build independence, and manage behaviour

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