



**The Manor**  
Preparatory School

## ACCESSIBILITY OVERVIEW AND PLANS

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<b>Date Policy Reviewed</b>	February 2019
<b>Date of Next Review</b>	February 2022
<b>Person(s) responsible for review</b>	SLT / Head / JH

*\*Also reviewed annually by the Governors during the Autumn Term.*

*Academic Year 2020/21- Governors' review postponed to Spring Term (see Governors' Meeting Minutes from Wednesday 25 November 2020)*

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## **1. ACCESSIBILITY OVERVIEW**

### **a. Aims**

- The aims of the Accessibility policy are to increase the extent to which disabled pupils, including those with special educational needs, can participate in the school's curriculum.
- To improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.
- 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.
- To incorporate all relevant legislation including the Equality Act 2010.

### **b. The role of the Senior Leadership Team**

The Senior Leadership Team (SLT) acts as the Accessibility/Disability Policy Review Committee, and may co-opt additional members from the Learning Support team, School Nurse and outside agencies, e.g. Occupational Therapists.

Each year we review procedures and facilities. Policies are reviewed regularly and we pay due regard to the needs of current and future pupils and parents as far as we can. Where we can, we make suggestions to improve our provision for people with disabilities and to make The Manor more accessible to all.

### **Admissions**

We have reviewed the school's admissions policies and procedures. We ask parents of potential pupils to let us know if their child has received any learning support, has had an educational psychologist's report or has any disability or other condition of which the School should be aware so we can make reasonable adjustments. Our entry assessments are set up to establish the suitability of the school, not to exclude on the grounds of disability. Please also read the School Prospectus, School's Admissions Policy, Disability Policy, Health and Safety Policy, Equal Opportunities Policies, the SEND/Learning Support Policy.

There will be a full review of the plan in February 2022 when a new Plan will be produced to cover the next three years.

Where the School agrees to provide additional services such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of costs can be provided in writing on request. It is acknowledged that in line with the Equality Act 2010, the School may need to take responsibility for such additional services, known as auxiliary aids and services, to a reasonable and affordable level.

### **Physical Layout and Facilities**

Two of the two-storey buildings, the SDT block and Upper School building, have no lift access; however, if necessary, a limited stair lift could be provided in the former and

downstairs classrooms could be used in the latter. The classroom block located in the centre of the school premises has a lift allowing for full access to upstairs classrooms. There are adequate toilet facilities around the site. Pathways are accessible, parking arrangements include disabled bays onto paved surfaces. There is clear information for visitors. Areas are well-lit and carpets are laid to improve classroom acoustics. Equipment is selected, adjusted and located appropriately (e.g. for pupils with visual impairment).

## **Education**

Access to the school curriculum is adjusted for the benefit of pupils. Pupils in need of additional support can have one-to-one tuition with a specialist teacher and/or in-class support. All staff will and do adjust their classrooms for less able/disabled pupils. Lessons are planned so all achieve and they are responsive to diversity. We involve individuals, pairs, groups and whole classes in different learning activities. All pupils are encouraged in Music, Drama and PE. We try to remember the extra mental effort expended by some pupils, e.g. pupils with hearing or sight difficulties, dyslexics with slow reading and writing, etc. We allow extra time, using technology where possible. School visits are accessible to all pupils, and we seek to remove barriers to learning and involvement – we have high expectations of all pupils. We follow the guidance of the 2010 Equality Act in the provision of auxiliary aids and services to disabled pupils.

## **Learning Support Staff**

Please see Appendix One.

## **Food**

We take care with pupils' allergy and health needs in food technology and there is careful provision in catering too, where individual diets are catered for.

Although a totally nut free environment cannot be guaranteed, The Manor Prep School, through its catering providers, Holroyd Howe, do not use tree nuts or peanuts in their provisions. However, we are unable to guarantee that dishes/products served are totally nut free from nuts/nut derivatives, due to the use of precautionary allergy statements such as 'may contain' which are used by their suppliers.

The Manor has set out clear measures to reduce the risk to children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. We request that parents do not send in any nuts or food obviously containing nuts. The Manor Prep School provides children with break time snacks, lunches and packed lunches for trips to minimise food which is brought into school.

## **Extra-curricular**

Clubs are open to all pupils, paying due regard to pupils' needs. Club registers indicate which pupils have Learning Support and which pupils have medical problems.

## **Sport and PE**

Extra support/staffing may be provided. Heads of Departments, together with the Director of Sport, will discuss individual pupils' needs where appropriate.

## **Welfare**

An "affectionate trust" between home and school, good communications and CPD mean that we are aware of the difficulties which could arise for disabled pupils – bullying and teasing, scapegoating and mental welfare. Worry boxes, friendship stops and experienced duty-staff all help. Please see Anti-Bullying Policy, where special attention is given to anti-bullying with reference to Special Needs.

## 2. ACCESSIBILITY PLAN February 2019 - February 2022

The aim of this Accessibility Plan is:

1. to increase the extent to which disabled pupils (including those with learning difficulties) can **participate in the whole curriculum**.
2. to make **written information accessible** in a range of different ways for disabled pupils where it is provided in writing for pupils who are not disabled.
3. to show proposed developments in **physical access** to education and associated services.

These three Development Areas are described individually below.

### 1. CURRICULUM

What measures are planned to increase the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum?

**Priority Key:**  
L = Low  
M = Medium  
H = High

**Cost Key:**  
-- = Negligible  
L = Low (less than £1K)  
M = (£1K – £10K)  
H = (£10K+)

<b>Target</b>	<b>Part of School</b> Which part of the school does the measure relate to: EYFS, KS1, KS2?	<b>Rationale/Outcome</b> Why are we focussing on this target? What outcome are we trying to achieve?	<b>Strategies</b> How do we intend to get there?	<b>Person in Charge</b>	<b>Cost</b> (inc staffing)	<b>Timescale</b>
Continue to train all staff to improve SEN awareness	Whole School	There has been an increase in pupils entering the school who require support. Also with improved assessment resources more pupils are being accurately identified with specific learning difficulties. It is essential that all teaching staff, and in some cases auxiliary staff e.g. catering, have appropriate knowledge to help support these pupils.	Inset timetable to be used for training sessions, either held by LS staff who have attended training programmes – or by outside professionals. Focus for 2018 - 2020 Autism and ASD. Selected teaching staff to attend outside training to be followed by whole school inset run as an ‘in-house’ training programme. Training for Autism Awareness delivered to whole staff in Jan 2019 and follow up training has been delivered during the lockdown period.	Head – LS staff	Training delivered in-house	Ongoing for continued training. Training began in January 2019
Ensure Learning Support staffing is at an appropriate level to accommodate the needs of identified SEN pupils.	Whole School	To be able to offer support for those identified SEN pupils within the school.	Monitor pupils’ progress by assessment results. As well as LS Teachers, appoint Learning Support Assistants to meet specific pupils’ needs as necessary.	L/S Mgr/ SENCO	In most cases cost to parents – some L cost to School for specific disabled pupils.	Ongoing

To continue Speech and Language Teaching/Therapy	Whole School	Recent statistics have shown large proportion of children entering school with these problems. Need to address problem early. Also as children progress this problem is being/monitored identified.	Identify any concern quickly and gain advice by the Speech and Language Consultant re therapy. To provide therapy via NHS and private route.	L/S Mgr SENCO	Costs to parents	Ongoing
To continue Occupational Therapy	Whole School	A number of pupils are identified as needing OT. Need to address problem early.	Identify any concern quickly and gain advice from OT re. therapy. To provide therapy via NHS and private route.	L/S Mgr SENCO	Costs to parents	Ongoing
Continue to research ICT programmes for SEN teaching	Whole School	With increased number of computers and new technology e.g. iPads and Chromebooks, it is imperative they are fully utilised.	As more technology is used throughout the school ensure details of programmes and Apps for iPads are circulated to all teaching staff to increase knowledge and usage.	L/S Mgr	L	Ongoing but all pupils in Y3-6 have been allocated a Chromebook now
Touch typing to be included throughout the school from Year 3	KS2	Vital life skill for all pupils, as well as SEN pupils. This will assist all pupils to access the curriculum.	Continue to research and provide programmes for use at home, allow time in school day for pupils to use the touch typing programmes. Continue extra-curricular club.	L/S Mgr/ICT Co-ordinator	L	Ongoing Ongoing as pupils requiring this facility are identified.

As technology advances to be aware of new voice activated software	KS1/2	Voice activated software allows text to be read to pupils.	There are many iPads, Chromebook and laptops throughout the school and the availability of voice-activated programmes has increased. Staff and pupils require training to fully use the facility.	LS Mgr/IT Co.	No cost	Ongoing
To have extra support during PE and Games for SEN pupils wherever practicable	KS1/2	The member of staff is required to be fully aware of SEN pupils' needs in order for them to access the PE curriculum. The member of staff to have appropriate training to ensure alternative teaching methods are known and can be implemented.	The member of staff to ensure the PE staff are kept up to date with SEN pupils and trained to differentiate the curriculum. To be aware of pupils who have OT and to support their needs.	LS Mgr/SENCO /Director of Sport	L	Ongoing
To continue to regularly audit current assessment programmes – in light of qualified LS SENCO – develop in-house LS assessment opportunities.	Whole School	There is a wide range of up-to-date assessment materials available – to identify most appropriate with help from staff specialism in educational testing (i.e. SENCO).	Research possible assessments and purchase as appropriate.	KS2 SENCO	L	Ongoing
In order to keep all staff fully up-to-date with SEN pupils and their individual needs to continue to train staff in the	Whole School	To ensure all teaching staff have quick and easy access to all information on SEN/LS pupils.	Ongoing training as G Suite, PASS and 3Sys are developed.	LS Mgr. SENCO	L	Ongoing



<p>access of 3Sys and main computer system. To ensure easy access for all teaching staff, including supply teachers.</p> <p>Specific training for LSA/TA providing support for specific SEN pupils.</p>	<p>Whole School</p>	<p>To increase awareness of different methods/resources to improve personalised support for individual pupils to ensure 'value for money' (support paid by parents).</p>	<p>Inset (more cost effective) – research external training.</p>	<p>LS Mgr SENCO</p>	<p>L</p>	<p>Ongoing</p>
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## 2. ACCESSIBILITY OF WRITTEN INFORMATION

Target	Part of School Which part of the school does the measure relate to: EYFS, KS1, KS2?	Rationale/Outcome Why are we focussing on this target? What outcome are we trying to achieve?	Strategies How do we intend to get there?	Person in Charge	Cost (inc staffing)	Timescale
To continue to improve LS library of suitable fiction/non-fiction books for SEN pupils.	KS1/2	All pupils need to have access to appropriate levels of reading material – whether in KS1 requiring more breadth to their reading skills – to older pupils requiring high content but low ability reading materials. Also having a library of books suitable for dyslexic pupils – different font/coloured paper etc.	Continue to research availability of new reading material/books.	L/S Mgr SENCO	L	Ongoing
Improve differentiated presentation of written information e.g. simplified texts/larger print/use of different coloured ink on cream paper etc.	KS1/2	For slow readers, dyslexic pupils and pupils with impaired sight it is necessary for them to have the same written information as other pupils but presented to them in a different format.	Research and purchase resources as necessary.	L/S Mgr SENCO	L	Ongoing

Use of photocopying paper – different colours.	Whole School	Use of coloured paper specifically for those pupils with visual stress has been proven to assist more accurate reading. Continue to encourage all teaching staff to photocopy on this paper for their identified pupils.	To keep a good supply of various coloured paper by photocopiers.	L/S Mgr Bursar	L	Ongoing
Continue to research into improved presentation of written information on whiteboard – interactive board.	Whole School	Research has taken place which states that specific fonts/colours/backgrounds assist the reading for specific SEN pupils- especially dyslexic pupils.	Continue to research and train teachers accordingly.	SENCO /ICT co-ordinator	-	Ongoing
Basic resources to aid reading	Whole School	Be aware of latest developments to aid pupils with their reading e.g. trackers, word identification aids, coloured overlays etc.	Continue to research and purchase accordingly.	L/S Mgr SENCO	L	Ongoing
Continue to research ICT programmes for assisting SEN pupils with reading and writing.	KS1/2	Advances in technology are progressing at speed and it is important that these are known and made available to SEN pupils as appropriate.	Research and obtain trial packages.	L/S Mgr SENCO	To be purchased for specific pupils – payment to parents.	Ongoing

### 3. PHYSICAL ACCESS

Target	Part of School Which part of the school does the measure relate to: EYFS, KS1, KS2?	Rationale/Outcome Why are we focussing on this target? What outcome are we trying to achieve?	Strategies How do we intend to get there?	Person in Charge	Cost (inc staffing)	Timescale
To continue to be aware of wheelchair access around school as school premises increase.	Whole School	To review this access on a regular basis as changes are made to the school.	To monitor regularly	Bursar	L	Ongoing
To consider the possibility of improving the number of disabled toilets on the school site.	Whole School	As the school grows both in physical size and number of pupils to be aware of the necessity to monitor the access of toilets for wheelchair users.	To monitor regularly	Bursar	M	Ongoing
Ensure adequate lighting in parents' car park	Parents' car park	Important that lighting is adequate for safe mobility.	Adding car park lighting is part of the masterplan and will be addressed as part of this project. To monitor regularly. During the Autumn Term 2020 we erected temporary lights in the car park as an interim measure.	Bursar	M	Ongoing
To continually review external stairs for painting and anti-slip	Whole School	To ensure these are kept in good condition with contrasting painted stair nosing's regularly maintained.	To have this work on the regular maintenance programmes.	Bursar	M	Ongoing Main. Prog

To review the provision of external stairs/handrails	Whole School	To ensure there are appropriate handrails on both sides of these stairs.	Advised by DA audit to meet BS8300 requirements.	Bursar	M	Ongoing
To ensure there is signage for the Disabled Toilets	Whole School	To comply with requirements as per the DA audit.	Appropriate signage is now in place for existing disabled toilets.	Bursar	M	On going
To consider the provision of induction loops for hearing-impaired persons	Whole School	To be aware of this provision should the need arise if a pupil joins the school with hearing impairment. Also be aware of possible need for general meetings (parents' needs) and offer this provision on ad hoc basis.	Consider this provision when the need arises. Add to the Masterplan for when we are considering upgrading the Main Hall for Drama purposes.	Bursar	M	No provision required - monitor
To improve the Sanitary provision and the accessible disabled WC	Whole School	To review the function/usability/access of disabled toilets.	As part of the decoration maintenance programme continue to update as necessary. The fittings to be consistent with BS8300. To consider upgrading the surface finishes and contrasting colours as part of the internal decoration programme.	Bursar and SENCO	M	Part of main prog.
Ensure, when necessary, access is possible to upper floors in SDT, Upper School, Nursery and Manor House.	SDT, Upper School, Nursery, Manor House – all other areas single storey	To ensure that all necessary persons are able to access these areas – whether by moving area to a ground floor or providing lifts. Lift installed in Year 4 building.	To consider lifts as required.	Bursar	M	Ongoing - as required

To check all buildings, have level thresholds at their escape routes.	Whole School	To ensure disabled persons have safe exits.	To regularly review these – in light of new buildings – maintenance of existing buildings. Safe escape routes for wheelchairs from all buildings installed along with evacuation sledges in SDT and Y4 buildings.	Bursar	M	Ongoing part of main prog.
Differentiation for specific SEN pupils in their PE lessons	Whole School	Some SEN pupils have the need for accessing the PE curriculum in a different format. Where pupils are not able to access a particular PE lesson, to provide access to an alternative study area.	To ensure correct staffing levels to assist with differentiation. Appropriate training as necessary – especially OT.	LS/Director of Sport	M	Ongoing – as required.

### 3. SUMMARY OF PROGRESS/ACHIEVEMENTS IN THE AREA OF ACCESSIBILITY January 2016 - January 2019

#### a. Curriculum

What measures increased the extent to which disabled pupils (including those with learning difficulties) participated in the whole curriculum? The following measures were put in place or consolidated during the period 1 January 2016 - 1 January 2019.

#### ***Pupils with specific learning difficulties:***

- SENCO completed training and gained Certificate in Educational Testing (CCET) qualification in order to assess pupils who have been identified as possibly having a learning difficulty. School have a full set of up-to-date appropriate assessments which have been collated and the department is now able to complete a wide-ranging learning profile for specific identified pupils covering attainment and ability. Continuation of COPs and other assessments used more specifically in Pre-Prep by the SENCO.
- Three members of staff have been trained in Dyscalculia.
- Learning support programmes are written in conjunction with ISPs. These are written by the Learning Support Teacher after consultation with other teachers. They are reviewed twice yearly with parents and staff and accessed and used by all relevant teaching staff. When appropriate, Educational Psychologist Assessments are carried out giving advice and recommendations. Advice also given by EYSNIT (Early Years Special Needs Inclusion Team) who have attended school regularly for specific SEN pupils in Early Years. Advice also given by other professional bodies e.g. Occupational Therapist, School Counsellor, Speech Therapist.
- Following specific assessments and consultation with parents, agreed support is put in place. The organised support being two individual lessons a week with a qualified Learning Support Teacher and/or in-class support with a qualified and experienced Learning Support Assistant working on the pupil's ISP targets. This support is financed by the parents. For appropriate pupils small group lessons are carried out by Learning Support Teachers, Class Teachers and Teaching Assistants funded by the School.
- The Class TA assists individual pupils with all appropriate parts of the curriculum including reading and interpreting information/recording answers/organisational skills/monitoring safety issues.
- Professional Speech and Language Therapist attends school at least one day a week to give therapy lessons for identified pupils. There is access to the County Speech and Language Therapist and they will come into school approximately once a term to assess/write and initially deliver a programme to be continued by the LSA/TA. This can be initiated by both the parents and by the SENCO using the referral system. During the Autumn Term 2018 a Speech Therapist came into school working with specific pupils paid for by parents.

- A professional Occupational Therapist attends school so assess pupils and suggests a programme which is then delivered by staff. This OT may also come into school to deliver the OT programme themselves and produce a report for parents e.g. pupils with Dyspraxia.
- A professional EAL teacher is employed by the school to teach and aid pupils who have been identified as needing language support to access the curriculum. Where possible home language support is offered to children joining the school who are new to English.
- Learning Support has a library of appropriate reading material to allow progression for dyslexic (or similar) pupils. These books have a high content interest level but are accessible as they have simplified text. Some books have cream pages to stop the black/white glare and coloured filters are used for identified pupils with reading difficulties.
- Reading skills are carefully monitored by the LS staff (as well as class/subject teachers) and extra support is put into place as necessary. The SENCO uses a visual stress assessment to indicate which colour overlay is suitable to aid reading. All photocopied sheets and test papers are copied onto the specific coloured sheets throughout the school.
- The Learning Support Department has a wide range of resources including a variety of ICT programmes e.g. Wordshark, Nessy Dyslexia Learning Programme, etc. which are specifically used to aid differentiated learning programmes. The philosophy of the department is that 'more of the same does not work and a different learning approach is essential to maintain progression'. Priority is therefore given to keeping the department's resources up-to-date and manageable. The Learning Support staff have been trained to use the Abacus Maths Resource to incorporate into specific LS pupils' learning programmes.
- Touch typing lessons are written into some learning support programmes and taught by the LS teachers. Touch Typing is also taught to pupils in Year 3 and is offered to all pupils from Years 3 to 6 as an extra-curricular Club once a week. School actively encourages all pupils from Year 3 to use a touch typing programme out of school and runs a termly competition for accuracy and speed. Specific identified pupils are given either an iPad or a laptop to support their writing in class. Pupils in Years 5 and 6 who have been identified can use a laptop.
- Learning Support provides, where necessary, specific aids to help SEN pupils to be as independent as possible in class e.g. laminated spelling sheets giving ready available high frequency words, personalised spelling books, alternative methods for recording work i.e. tape recorders, iPad.
- Learning Support offers help and advice for those pupils who struggle with handwriting and can offer alternative pens and teach a fully cursive writing style using 'Writing Without Tears' recommended by OTs which is tailored specifically for the individual pupil's needs.



- Learning Support has a good supply of writing sloped desks. These are used in the Learning Support classrooms and given to identified pupils to use throughout the school.
- Learning Support Department is responsible for organising extra time and assistance in examinations. As part of the SENCO's attainment of qualification it is now possible to assess pupils, for access arrangements both internally and free externally, and give allowance of extra time and support for EAL pupils. LS department is also responsible for organising access arrangements for ESB and Associated Music Board examinations.
- The SENCO is qualified to carry out assessments with identified pupils to gain a wider profile of their strengths and weaknesses prior to agreement with parents the programme of support.
- Learning Support Department works closely with the class teachers offering differentiated work for identified pupils.
- SEN Pupils, where necessary, are accompanied by TA/LSA on school visits.
- Learning Support Department attends Early Years, Years 1 and 2, Years 3 and 4 and Years 5 and 6 meetings when individual pupils are discussed as well as school business.
- The Learning Support Consultation Group (Learning Support, SLT, Head of Departments) meet once a year to discuss all SEN issues and individual SEN pupils.
- A list of vulnerable pupils is kept up to date by the SLT on the computer system ensuring it is available for all teaching staff.

### ***Pupils with specific mobility/physical problems e.g. Dyspraxia***

- Individual Learning Programmes written for identified pupils as above.
- The Learning Support Department organises individual lessons and in class support as above.
- PE Support given to SEN pupils by PE Staff and where necessary LSA/TA.
- Identified pupils are supported with their personal organisation with targets shown on the ISP and written into the pupil's learning support programme.
- Learning Support Department organises the provision of any special equipment required in the classroom and PE. Specially designed 'move and sit' cushions for pupils with Dyspraxia and similar needs are given to these pupils to be used in the classroom. LS supply 'fiddle toys' for pupils who have weak concentration. Sloped desks have been given to specific pupils to aid writing. Learning Support

keep a supply of alternative pens and pencil grips and these are distributed to specific pupils when the need is identified.

- Learning Support Department assist with OT programme.
- Learning Support Department assists with any physiotherapy exercises as prescribed by a recognised practitioner.

## **b. Accessibility of Written Information**

What measures made written information accessible in a range of different ways for disabled pupils where it is provided in writing for pupils who are not disabled?

- SEN pupils are supported individually by a TA or LSA within the classroom providing individual pupils with teaching material in a differentiated format – note form, spoken/explained, reading, picture, and diagrams.
- Where necessary information which is written on the Promethean/Smart board/whiteboard is given to the pupil in a differentiated personal format.
- For sight-impaired pupils they are given appropriately enlarged written information, diagrams and pictures.
- A supply of Story Tapes/CDs is available in the Library for all pupils who are weak readers.
- The computer/IPads/ Chromebooks are used to access information and also for recording purposes.

## **c. Physical Access**

What improvements were there in physical access to education and associated services?

### ***Playgrounds***

- Playground by SDT block/Music block – with up-to-date equipment and surfaces
- Surfaces in good condition
- Play areas are clearly defined
- Steps are appropriately painted with handrails as necessary
- Equipment is safe and pupil is individually supervised by LSA
- Any sharp edges are smoothed

### ***Corridors***

- Steps – appropriately painted with handrails as necessary
- Free from clutter
- No overhangs or protrusions which could cause injury to sight impaired pupils

### ***Classrooms***

- Easy access into entrances of classrooms and to exits
- Safety catches on doors to stop from slamming
- Correct lighting is in place
- Blinds at windows to stop glare
- Appropriate access to toilet facilities
- Ramps installed where necessary

### ***Dining Room***

- Seating arrangement to remain constant
- Close seating to food serving area
- Photographs of children with specific dietary requirements clearly displayed in kitchen area
- Appropriate cutlery/plates/glasses provided as necessary
- Appropriate LSA supervision as necessary

### ***Science/Art/DT***

- Correct lighting
- Safety on all equipment – appropriate LSA supervision/support
- Non-slip floor

### ***PE***

- New purpose built sports hall with all the necessary facilities
- Appropriate LSA supervision support as necessary
- Liaison with Occupational Therapist
- Floor markings clear and well contrasted
- Floor non-slip
- Shower available

### ***Toilet facilities***

- Well positioned and accessible
- Clutter free
- Towel/waste bins clearly marked and away from access

## APPENDIX 1

### SPECIAL EDUCATIONAL NEEDS DEPARTMENT

The Special Educational Needs Department is known in the school as The Learning Support Department (LS Department).

#### Learning Support Department Staff

*Mrs Joanna Hornsey, BA (Hons), PGCE, Cert. Dyslexia & Literacy*  
SENCO, Head of Learning Support (Full-time)

*Mrs Louise Cloke, BSc (Hons)*  
Learning Support Assistant working in class with pupils in Pre-Prep and Prep Department (Part-time)

*Mrs Tracy Dunne, BA Primary Education*  
Learning Support Assistant working in class with pupils in Pre-Prep and Prep Department (Part-time)

*Mrs Aislinn Goodman LLB (Hons), Postgraduate Diploma in Legal Practice*  
Learning Support Assistant working with pupils in the Prep and Pre-Prep Departments (Part-time)

*Mrs Hannah Teal-Wright, BA (Hons), PGCE*  
Learning Support Assistant working with pupils in the Prep and Pre-Prep Departments (Part-time)

*Mrs Emma Naylor – BA Hons, PGCE, AMBDA, MA-Special Learning Difficulties*  
Learning Support teaching working with pupils in the Pre and Pre-Prep Departments (Full-time)

#### Language Support

*Mrs Natalie Abbott, BA (Hons), PG Cert (English as an Additional Language), TEFL*  
EAL Co-ordinator working with multilingual pupils throughout the school (Part-time)

In addition, *Miss Georgina Ellard (BA Ed)*, is the Gifted, Able and Talented Co-ordinator