



Accessibility Plan 2017-2020

Section 1 Increasing the extent to which disabled students can participate in the school curriculum

Target	Strategies	Outcome	Time Frame	Goals Achieved
To improve access to the curriculum and wider school life for students with SEMH.	<ul style="list-style-type: none"> Information/tips and strategies disseminated to staff and updated on daily bulletin and via weekly staff meetings Pastoral team to offer in-class support to Y7 vulnerable students. Students to be supported to take on leadership roles 	All members of SLT/ ML pastoral teams are confident and competent at de – escalating challenging behaviour. reduction in low level disruption	Sept 2017 ongoing	via staff briefings (x1 weekly) and discussed at SLT (x1 weekly)
	<ul style="list-style-type: none"> Differentiation forum within professional learning sessions. CPD for ML for supporting CLIPS. 	Teaching staff demonstrate a wide range of intervention strategies – recorded on CLIPs.	July 2017 ongoing	This is especially prevalent for Y7 students during their first term and for students who join mid- year or on MM. There are a small number of students who attend after school clubs, with more using the library and/ or GLC for quiet activities. SLT – appointed to lead SEMH (2018/19). 13 staff undertaken MH training July 2019. SEMH audit Sept 2019. KS conf. fortnightly (2018) to signpost provision to students with SEMH. Drop in for parents offered (Dec 2019) to support behaviour. Informaiton tables at p.eve.
			March 2017 ongoing	CLIPS are present in all folders (May 2016). Guidance and strategy sheets for staff on central area. Drop in sessions and case conferences offered on demand and termly. TLR to a range of post holders with responsibility given for developing teaching and learning (Sept 2017). Experts formulate part of the school improvement team and lead CPD whole school. QA for CLIPs - summer term 2017.
			Sept 2018	Case conferences increased to include 5 sessions per year.



	<ul style="list-style-type: none"> • Key Stage conferences with head of KS and SENDco to identify high needs students for early intervention to activate W2 support. • appointment of lead TA to support behaviour and learning, especially for students who require alternative provision • CPD for TAs 		<p>ongoing</p> <p>Feb 2017-ongoing</p> <p>appointed Sept 2016/19</p> <p>2017/ 18/ 19</p> <p>ongoing</p> <p>2018</p>	<p>During these sessions there is information shared about specific needs and student. Also, case studies are provided and there is joint construction on CLIPS prior to updates. Oct 2019 – joint construction of CLIPS by teachers who share the same teaching groups, common agreed seating plan.</p> <p>SENDco Conferences attended termly by SENDco - resources shared with pastoral and inclusion teams. Attendance at drop in sessions is increasing and there is also an increase in communication with both subject teachers and HOD with regard to individual student needs. Weekly meetings commenced Oct 2016 - complex cases transferred to Inc. Team (Jan 2017). EH training scheduled Jan 2020.</p> <p>Referrals to outside agencies and use of external providers and professionals for students who have the highest needs but do not necessarily have an EHCP. Intevention groups for Y7/8 and Y11 students are taught in small group led by the TA under the direction of the SENDco.</p> <p>Expansion of TA team each year: 7 members of staff.</p> <p>Coaching - co planning and team teaching of target groups. Shadowing of TAs in the ATLP is scheduled 2017/18. Behaviour training and inclusion in all whole school CPD is an integral part of training.</p> <p>Sensory Training – attended by L3 TA and information disseminated to the team. Two TAs are attending training for working memory and will be conducting an action research project (Oct 2018). Triad observations (2017/19) to inform</p>
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	<ul style="list-style-type: none"> • Behaviour Management Plans - adaptation to report system • year leaders – mentoring for students who are at risk of exclusion • mentoring buddy system Y8/ Y11 students • Pastoral Team to report back daily and keep accurate central records of all incidents. • collaborative work with Kingsbury School – isolation for a week • managed moves - KS Leader/ 		<p>Jan 2017</p> <p>Academic year 2017 - 2018</p> <p>ongoing</p> <p>Sept 2017 ongoing</p> <p>Dec 2016 - ongoing</p> <p>July 2017</p>	<p>practice. Nov (2019) part of the instructional coaching model.</p> <p>Introduced new report system (Sept 2016) KS3 and KS4 conferences with HOY and key stage lead; this feeds into a meeting with the SENco. Students without diagnosed SEN have information passports (2018 – ongoing).</p> <p>Senco meets one student weekly (Oct 2017). Daily pastoral conversations with YL for those at risk. Team of 24 mentors who now work with the hardest to reach DA students in Y11. Also, PL have a working caseload of DA students in each year group.</p> <p>commenced Oct 2016 for a small number of students in Y8/7. 6th form students to mentor those in ks3. Tutor groups changes for Y11/ Y9 students to be placed with peers who require specific intervention - e.g maths target 5 (Oct 2016) . Y11 students are matched with a suitable mentor - HAP boys in groups of five working with members of SLT (Nov 2017). Hope mentors (peer buddies) to support vulnerable students (2018 – ongoing).</p> <p>commenced Sept 2016 – shared with SLT/ ML/ Inc. Team invites to key staff to share expertise central recording record for AP students</p> <p>commenced June 2016</p> <p>New students start in the GLC and slowly increase capacity</p>
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	<ul style="list-style-type: none"> • Dep. Head attend ABP panel meetings • SPIRIT – achievement sticker system • Observation of student’s in-class to identify barriers to learning. • Behaviour forum to be offered via drop in sessions and learning sessions. • Use of time-out cards to prevent escalation of undesired behaviour. • appointment of counsellor for students with complex emotional needs 		<p>ongoing</p> <p>Sept 2016 ongoing</p> <p>2018</p> <p>Sept 2017 ongoing</p> <p>June 2017 ongoing</p> <p>ongoing</p> <p>July 2017/ongoing</p> <p>Sept 2018</p>	<p>to attend lessons in the main school, following an assessment period.</p> <p>Students with complex needs are discussed and there may be a new start agreed for students who this is considered beneficial. Flexible timetables to meet needs including AP and TUTE (Sept 2019).</p> <p>SLT link appointed to associate AHT to oversee this with KS lead; training sessions for staff (Sept 2016 /Jan 2017) This was developed further Sept 2017 – adaptation of ATL criteria to fit with SPIRIT skills.</p> <p>Recording system for Spirit updated on Go4 to ensure effective time management. Success is shared and there is an increased number of rewards and celebration events.</p> <p>Commenced Sept 2017 onwards. This is an ongoing process. The KS conference meetings inform this as well as teacher requests. Drop in for parents (Dec 2019). RLS cycle devoted to behavioural targets - spring term 2017</p> <p>Introduction of student cards (summer term 2019) students with specific requirements have this recorded on their card and passport.</p> <p>Introduced Sept 2015. Frequent updates to for new Y7 intake and for additional students who present with needs that require this. Signposting to parents who require this.</p> <p>Agreed funding: commenced October 2017 - one day per week purchased for the year 2017-2018 and for four students in the first instance, identified by HOY. Counsellor is appointed to work with 6 students for two days</p>
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				per week. Sept 2018 (one day per week).
To increase parent engagement for students with SEND	<ul style="list-style-type: none"> attendance of SENDco/ Assistant SENDco at all parents evenings (group call reminder to parents) Informal coffee events for Y7 -10 Extended transition meetings for prospective parents. Increased parents open evenings for all Y11 and mentoring eve for students who are DA 	<p>Growing numbers of parents attending with an SEND focus.</p> <p>Attendance increases for hard to reach students.</p> <p>TCS continues to be selected for students with a wide range of SEND.</p>	<p>July 2017 ongoing</p> <p>Dec 2016/17 ongoing</p> <p>June 2016 – ongoing</p> <p>June 2018</p>	<p>commenced May 2016 with Y11 in the first instance</p> <p>commenced with Y7 Nov 2015 in the first instance and increased to include Y10 in the following academic year. Scheduled for all year groups 2017 – 2018.</p> <p>commenced June 2016 – meetings offered on induction evening and also open mornings. 8 additional transition visits for identified students (2017/18) and 12 visits (2018/19).</p> <p>commenced Sept 2016 in the first instance. Group call to all parents of SEND to inform them to make an appointment with the SENDco. Open eve for DA Nov 2016 and scheduled for 2017/18.</p> <p>Collaboration with SEN Gov. plan to collate information from hard to reach parents and students to inform the accessibility plan and SEN report.</p>
Target	Strategies	Outcome	Time Frame	Goals Achieved
To improve access to the curriculum and improve progress for	<ul style="list-style-type: none"> CLIPS (Class Learning Intervention Plans) 	All teaching staff have CLIPs in their teaching file for all lessons. Intervention strategies are pitched accurately to ensure continuous progress.	July 2017	Introduction of CLIPS (class intervention plans) via RLS triads (May 2016) CLIPS launched in all classes (Sept 2016) Early transition visits and passports constructed prior to Y7 transition and mid year moves (June 2016) to inform CLIP writing. QA on CLIPs (July 2017) showed development



<p>students with all types of SEND which is in line with progress for non-SEND students.</p>	<ul style="list-style-type: none"> • drop in sessions for SEND • student case conferences for sharing best practice & informing CLIPs • Joint planning/ team teaching via RLS - to increase W2 action in order to address individual needs within departments. 	<p>PM targets include SEND development.</p> <p>Competence and confidence of staff – 70% of students making expected/ beyond expected progress.</p> <p>flexible time tables on offer to a small number of students in both KS3 and KS4</p> <p>TAs are linked to departments and partake in joint planning and differentiation of resources under SENDco direction. Teacher observations show differentiation as an area of strength. Students making expected progress.</p>	<p>Sept 2017/ 2018</p> <p>July 2017</p> <p>Nov 2016 ongoing Sept 2017</p> <p>Dec 2016 ongoing</p>	<p>needed with regard to pitching targets and mapping appropriate interventions. Also, with regard to the updating of CLIPs: showing fluidity of students and/ or targets.</p> <p>DA students added to CLIPS HAPs to be added to CLIPS when students are not making expected progress.</p> <p>Summer 2017 - Y11 students showed good progress in the open bucket and Science, either matching or exceeding non SEN students in 8 subjects. SIT are working on challenge at all levels (2016/17 – 2017/18) incorporating AFL, raising oracy and developing thinking skills.</p> <p>Nurture Pathway for Y7 - integrated literacy via Humanities (Oct 2016) Increase in Y7/8 students who follow a nurture pathway and cannot access the main school. Introduction of booster groups for maths and english. Lead TA for behaviour and learning appointed May 2019 - nurture room opened (Sept 2019).</p> <p>SEND Audit within departments to inform training needs (Oct 2016/2017/ 18/19) continued attendance as part of SENDco Network/ forum TAs attended x1 weekly department briefings and also department planning sessions. A small number of staff are using TAs to support the differentiation of resources. LW with SLT and SENDCo from ATLP. QA via LW with ML and monitoring document. Progress Team meetings half termly (Sept 2016 – fortnightly from Sept 2017). Sept 2018 meeting x1 per fortnight for TA team who teach maths intervention, so lesson align with those in the school. Progress meetings for QA include TAs in subject areas.</p>
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	<ul style="list-style-type: none"> SEND Passports for all students - updated following a review and annually 	<p>Blue folders have actions and key information for student with additional needs that is anonymous.</p>	<p>Sept 2016 ongoing</p>	<p>There have been seven conversions from Statement to EHCP so far, seven requests for assessment and one request accepted (Jan 2017). There are currently a further six students identified with needs which cannot be met within school based funding. Following an external or internal assessment, passports are updated. CAMHS, SOLAR, Ed Psych, OT, SISS, IDS, and school counsellor inform this process. This is in addition to internal diagnostic tests and teacher assessments.</p>
	<ul style="list-style-type: none"> Information/ tips and strategies disseminated to staff 	<p>Blue folders show a range of intervention strategies. Inclass observations of strategies in practice.</p>	<p>Sept 2018</p>	<p>15 EHCPs, one request and a growing number of students with needs at EHCP level. 16 EHCPs, one pending assessment agreed and 4 referrals imminent (Nov 2019).</p>
	<ul style="list-style-type: none"> expansion of TA team to meet the growing demand of students with high needs - rigorous PM 		<p>Sept 2016 ongoing</p>	<p>updated on daily bulletin and via weekly staff briefings tip sheet s hared on T drive, NQT training (July 2017/ 18/19) to signpost to key documents. NQT training for differentiation (Nov 2017/ 18/19)</p>
	<ul style="list-style-type: none"> Progress/ Year leaders to raise the profile of students who are underachieving 		<p>Dec 2017</p>	<p>Continuation of apprenctice TAs to L3 course. Appointment of L2 and L3 TA. Appointment of L3 TA to start Dec 2017.</p>
	<ul style="list-style-type: none"> Joint formal observations of lessons with an SEND focus. 		<p>Oct 2018</p>	<p>Appointment of L2 apprentice TA and a L2 TA. May 2019 – lead TA for behaviour and learning and appointment of L3 TA with responsibilites for exam arrangements – starts Jan 2020.</p>
	<ul style="list-style-type: none"> new administrative support 		<p>July 2017 ongoing</p>	<p>RLS cycle for teaching and planning triads (2016 – 17) with an SEND focus. Meetings fortnightly (Sept 2017). SEND/ DA gap is a priority as most vulnerable learners. Intervention complements work already undertaken and data trawls identify high profile students shared with SLT and ML.</p>
			<p>July 2017 ongoing</p>	<p>LW undertaken with SLT link for maths, English and Science (Oct 2016) Scheduled meetings with Science and maths</p>



	<p>for SEND</p> <ul style="list-style-type: none"> holistic pathways for students who require a curriculum that is vocational 		<p>July 2017</p> <p>Sept 2017 ongoing</p>	<p>(Nov 2017). Contact has been made with all departments. Two hours per day x2 weekly (Nov 2017) this ceased after half a term as is still an area of need. May 2019 – 4 day appointment.</p> <p>option pathways review Dec 2016</p> <p>V Cert CPD attended Dec 2016</p> <p>Planning meeting with Woodlands Special School undertaken (July 2016) for TA training and holistic packages of support to be offered for the most vulnerable students.</p> <p>Feb 2017 - Y11 embark on Food & Cookery V Cert</p> <p>Sept 2017 Y9 - commence Food & Cookery V Cert</p> <p>Additional provision pre/post tuition for core subjects for those students with a reduced time-table as part of AP, or as a result of anxiety.</p>
Target	Strategies	Outcome	Time Frame	Goals Achieved
<p>To develop Literacy Strategy across the whole school meeting the needs of all students.</p>	<ul style="list-style-type: none"> Hof English to plan strategy with SENDco/ Lit Co. outcomes of lesson observations target literacy choral/ popcorn reading wave 3 reading sessions for those students with low reading ages – Y7, 8, 9 oracy development 	<p>reading at all levels is taught discreetly within every lesson</p> <p>spelling and punctuation development is evident in marking across all subjects</p> <p>exam literacy to prepare students for KS4 is integral in Y11 lessons – CUSTARD</p> <p>opportunities for verbal literacy and strategies for expansion is visible in all lessons</p>	<p>Oct 2016 – ongoing dev.</p> <p>Jan 2019</p> <p>Oct 2018</p> <p>Sept/ July</p>	<p>Literacy Coordinator (appointed Sept 2016)</p> <p>SENDco met with Lit. Co Oct 2016 – school plan drafted</p> <p>reading tests – across all year groups (July 2017).</p> <p>Accelerated Reader programme – Y7/8 (Dec 2018) and Y7/8/identified Y9 students Nov (2019) fortnightly reading lessons.</p> <p>CPD whole school and workshops - questioning techniques, differentiation, reading strategies (Jan, June 2016)</p> <p>Y7 reading tests (Oct 2017)</p> <p>CPD - whole staff (Jan 2017/ Nov 2017/ Sept, Oct, Nov 2019)</p> <p>update to literacy development plan Oct 2017/ audit Sept 2019</p> <p>Planning meeting with N. Gould to develop lieteracy strategy for whole school development to include DEAR and continue with ERIC weekly in tutor time. AAHT for reading Sept 2019</p>



	<ul style="list-style-type: none"> reading tests Y7 (x2 yearly) Y8 - 10 (x1 yearly) to obtain chronological RA personalised exercise books to include literacy marking SIT (School Improvement Team) implement strategies from the Language for Learning and Thinking Harder programme. 	<p>assessment data informs W2 and W3 intervention</p> <p>extended writing opportunities across the curriculum are visible in book trawls</p>	<p>2016/ 17 ongoing</p> <p>2018</p>	<p>working with ATLP LAT team. NGRT to be implemented for online testing in 2020 spring term – 3 tests yearly for reading and spelling: bottom 20% across all year groups.</p> <p>Secure booster group for y7/y8 maths and English (Sept 2016) and y7 2017.Literacy intervention via Read, Write Ink y8 2017 and Y7 - Y9 2017/18. Further training for Inc. team to increase capacity for guided reading groups (2018).</p> <p>Oct 2016 commenced - updated Sept 2017</p> <p>How language works programme – delivered to whole staff by those who have undertaken training (May 2017). Then an aspect of this was developed by the school improvement team.CPD - whole staff (Nov 2017) Do now and Red Zone</p>
Target	Strategies	Outcome	Time Frame	Goals Achieved
To develop and meet the access needs of students with specific medical difficulties: mental health, physical disabilities, diabetes.	<ul style="list-style-type: none"> CPD for pastoral/ inclusion team. social skills sessions targeted emotional literacy, self esteem, anger management 	<p>social skills sessions for Y7/8 are embedded</p> <p>reduction in number of detentions for high profile students</p>	<p>ongoing</p> <p>Oct/ Nov 2018</p>	<p>Training delivered by 'Your School Mind' (Sept 2016) Jan (2016) Inc. Team attended CPD at ATLP. Mental Health training summer term 2017. SJO attended training Nov 2017 with view to developing a working party for MH. School counsellor offers a drop in for staff and students after school x1 weekly (Nov 2017). Increase in ed psych credits 20-30 (Sept 2018/ 30-40 Sept 2019 Emotion coaching delivered by the Ed. Psych to PL and Inc. team. Whole school sharing Dec 2018. See above MH.</p> <p>Complex needs shared with staff prior to new academic year (Aug/ Sept 2016). Daily pastoral notes shared with ML, YL</p>



	<p>Motor Skills sessions for those students who are unable to access practical lessons and PE.</p> <ul style="list-style-type: none"> structured 1:1 mentoring for students by pastoral team Increased liaison with attendance manager and school nurse counselling for students - group and 1:1 	<p>attendance increase for SEND students with SEMH</p> <p>reduced number of behaviour points</p> <p>greater awareness of student needs, risk prevention.</p>	<p>July 2017 ongoing</p> <p>July 2018</p> <p>Sept 2017 ongoing</p>	<p>and SLT. Y7/ Y8 social skills x2 groups (x2 per fortnight).</p> <p>TA appointed for PE Sept 2017</p> <p>Motor Skills to commence Autumn Term 2 (2017)</p> <p>Attended MOVES programme with NHS (Jan 2018)and another TA (Jan 2019/ scheduled Jan 2020).</p> <p>managements plans displayed in staffroom</p> <p>see above – mentors</p> <p>updates on attendance x2 half termly (Nov 2016) joint meetings and holistic provision programmes for hard to reach students - use of GLC for reduced time-tables</p> <p>school counsellor – x2 days per week (6 students)</p>
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Section 2 Improving the physical environment of the school to increase the extent to which disabled pupils can be included

Target	Strategies	Outcome	Time Frame	Goals Achieved
To enable those with impaired vision or mobility difficulties to access the building independently.	<ul style="list-style-type: none"> SENCO to consult with business/ site/ ICT managers/ HT with respect to a realistic time frame for improvements. Accessibility Audit 	Plans for improving access agreed - yellow strips on all steps, identified areas of protruding lips/ ledges on entrances - doorway entrances lowered for improved access to all areas of the school for students	Sept 2016 ongoing	Accessibility audit undertaken March 2016/ September 2017/ 18/ July 2019 – site manager and SENDco. office converted into a teaching area for small groups June 2016



		<p>with poor mobility, visual impairments and wheelchair users, reception and dining area re-painted to contrast for obvious depth perception</p> <p>ICT room to be re-converted back into Science lab on ground floor</p> <p>disabled toilet at the back of stage increased number of students with mobility and/ or VI needs</p>	<p>Summer 2016</p> <p>March 2018</p> <p>Summer 2019</p>	<p>yellow strips on the front of stage and on entrance steps (May 2016) LED bulbs used to replace all existing bulbs that require replacement, including in projectors (commenced April 2016) Hall projector replaced Nov 2017 to include greater visual in 4D and projected over a greater area. Plans to extend the school building (summer 2017 to include a lift) Sept 2016 – ready for use Separate room proposed for students with medical needs to work in a different space to those with SEMH. Temporary classrooms have slopes and yellow strips to define steps, heating control in rooms (Sept 2018). All projectors have been replaced in classrooms for high definition visula clarity (Oct 2019)</p>
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3 Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

Target	Strategies	Outcome	Time Frame	Goals Achieved
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<p>To increased use of access arrangements for all students who are entitled.</p>	<p>Early identification by teachers of students who will benefit from access arrangements – frequent reminders to ensure normal working practice.</p> <p>Use of exam pens in lessons to support reading Use of prompts/ rest breaks to support students with SEMH and ADD.</p> <p>Invigilation training annually by exam manager - Inc. Team are given training for supporting students: scribe, reader etc</p>	<p>exam evidence is collated in time exams officer collates a folder of evidence from Y9 onwards</p> <p>reduce TA reliance for supporting in exams</p> <p>all staff trained</p> <p>improved progress – meeting expectations in line with national averages</p>	<p>May 2016 ongoing</p> <p>May 2017</p> <p>Jan 2017 – ongoing July 2018</p> <p>Nov 2019</p>	<p>Jan 2016 ongoing May 2016 - classroom used for exams for a small number of students. Asst. SENDco visited ATLP to QA access arrangements (March 2018). Adjustments to collation and tracking systems.</p> <p>19 students (Y11) 2017 23 students (2018/ 19) Training of AA process by SENDco – JCQ assessments by STS (50 Y10/11 students – Nov 2019) 18 students scheduled for 2018 (six different rooms were used for end of year exams June 2017 and for MOCKS Oct 2017) Evidence for exams is collated by teachers and arrangements to be part of classroom practice.</p>
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