

THREE YEAR ACCESSIBILITY PLAN 2018 – 2021

Policy reviewed by: Sally Witts, Janet Edmondson and SLT Dated: November 2018
Policy next review: November 2019

Term	Targets	Strategies	Outcome	Time-Frame	Goals achieved and evaluation
Short Term	Every child with a disability or SEN will be assessed prior to admission to determine what provisions are required to be put into place.	Arrange meeting with parents, Head, Senco and class teachers with input from other therapists as may be required.	To enable the child to be able to access the curriculum and take full advantage of school life.	Ongoing	Ongoing
	All pupils will be allocated the correct class according to their needs so that they are able to progress their learning in the correct environment.	After initial assessment, SENCo, Head and class teachers to establish correct class. Teaching staff must continue differentiation within the lessons and set pupils appropriately. Termly assessments and annual exams to check progress.	To enable all children to progress their learning in the most appropriate environment for their needs.	Ongoing	Ongoing
	To create a safe learning environment and raise the awareness of staff and pupils to the issues of bullying.	Arrange regular INSET/Workshops for staff. Regular weekly staff briefings.	To develop staff's understanding of dealing with bullying and a review of current anti-bullying strategies.	Cyberbullying and e-safety workshop to be arranged annually	Last held June 2018
	Maintain weekly Touch Typing Club	LSA or Teacher to run a club during a lunch hour, particularly for those pupils who regularly use computers/laptops.	To enable pupils to become adept and quicker when typing.	Ongoing	Club ongoing before school each week
	Maintain the Bronze Duke of Edinburgh Award for Year 9 and 10 and introduce Silver for Year 11 so that pupils	Implement into our timetable the D of E Scheme and train staff as required	To show pupils how to develop their responsibilities and attitudes	Sept 2017 Ongoing	New Year 9 in September 2018 – Enrolment in DoE

	benefit and have the chance to experience learning in areas outside the curriculum.				
	Keep watching brief on changing legislation relating to Equality and implement changes as they arise.	Implement changes as they arise.	To benefit all children including those with disabilities.	Ongoing	Ongoing
	Development programme: New Junior block with disabled access on ground floor. New single story Pre-Prep Dept. and Humanities Dept. New senior building opening September 2018. Development plan in place for further alterations, swimming pool and sports hall.	Continue to liaise with architect to give due consideration to disabled pupils when planning future buildings.	To ensure disabled children have full use of the new facilities.	Regular meetings of Governors Strategy Committee. Decisions to be auctioned when necessary.	Junior Block completed Nov 2014, Pre-Prep and Humanities completed Sept 2014. Pre-Prep outside area completed Dec 2014. New Senior Building opened Sept 2018.
	Monitoring of staff on Thinking Skills and incorporating within Schemes of Work	Deputy Head to monitor thinking skills in the classroom and advise staff on specific thinking skills tasks.	Staff can integrate thinking skills into their teaching to help all pupils but particularly those with SEN.	Ongoing	Ongoing
	Continue accelerated reader in the library – now introduced from Year 3	Staff to encourage pupils to read books appropriate to their level	Improve standards of literacy by getting pupils to access quizzes which are based on books they have read thereby improving literacy skills and motivating them to read.	Ongoing	Ongoing
	Arrange training for staff each year on high risk medical conditions of the pupils.	Ask the nurse at Epsom College to attend a staff meeting once a year to go through the high risk medical conditions of our pupils.	To ensure that staff are aware of and know how to handle pupils with high risk medical conditions such as diabetes, seizures, etc. and to use an epipen.	Annually	Completed Sept 18
	To raise the awareness of staff on teaching strategies and classroom management for children with Autistic	<ul style="list-style-type: none"> - Arrange an inset for staff with an expert in this field. - Private reading 	Staff become familiar with and develop understanding of children with Autistic Spectrum	Ongoing	Inset held Oct 2012 for Senco, LSAs, class teachers. Inset held Sept 13.

	Spectrum difficulties.	recommended by Senco	difficulties. To help autistic children within the classroom to feel more integrated and enable teachers to feel confident in their teaching methods.		Further INSET held in June 2015 for all teaching staff and support staff. PDA training completed for some LSAs in July 17 (Laura Kerby)
	To raise awareness and management of pupils with behavioural needs.	To run series of training sessions for the teaching and learning support staff.	All staff to become familiar in recognising pupils with behavioural issues and to have an understanding of a range of strategies that can be used to support the pupils.	Ongoing after training in 2015	June 2017 – one LSA now trained as ELSA (emotional literacy support assistant). Now working two days per week.
	To improve the pastoral care for all children by developing the House System.	New Head of Houses and School Council. House Families to be introduced in Sept 18.	To create a caring, safe and tolerant environment which will benefit all children.	Sept 2018	House Families afternoon to be held at the beginning of every term – commenced Sept 2018
	Encourage staff to attend insets relevant to their area and pupils in their care.	Insets to be arranged by staff with relevance to pupils and Dept.	To benefit current pupils and enhance the professional development of staff.	Ongoing	Insets monitored by SLT May 17 – OT workshop with PATOSS for staff and parents Sept 17 - LSA phonics and literacy workshop
	Ensure we meet the requirements of the new SEN Code of Practice and update our policies as required.	SENCo to ensure we meet requirements particularly in relation to children with a statement and continue Individual Support Plans.	To benefit all children with SEN and disabilities.	Sept 2015 and ongoing.	Policy in place and ongoing watching brief.
	Review use of assistive technology for pupils with dyslexic difficulties.	SENCo to meet with CB to discuss more recent technologies.	To help dyslexic children with reading and writing in the classroom, during homework and in examination situations.	Autumn 2015.	Workshops held with parents in summer term 2016 to discuss a range of assistive technology. Specific programmes were offered and delivered in the summer of 2016. Read Write software now being used by senior boys. Ongoing and will develop throughout school.

	Improve and encourage reading throughout the school.	DoS to look at ways to increase the opportunities for reading. Monitor the timetabled reading period and paired reading club. Look to using literacy tutors to advise and develop strategies. Introduce weekly subject enrichment initiatives.	To enable the less able readers to read more often and gain enjoyment from it with their peers.	Ongoing	Reading slot allocated as part of the class timetable from Sept 2016. Whole school weekly focus on English introduced Sept 2018.
	Continue to give kitchen staff a photo of each child with an allergy that can be display alongside allergy lists.	Speak with the kitchen staff and admissions, particularly in relation to new children whose faces are not yet known.	To protect children with life threatening allergies and enable staff to recognise them quickly to ensure a smooth running kitchen.	Ongoing	Ongoing
	Introduce Mindfulness to staff for benefit of pupils and staff	Arrange inset with Mindfulness for Schools	To improve concentration in pupils and reduce stress for staff.	Inset planned for Sept 2016	Inset completed Sept 2016 and ongoing training being considered. Mindfulness course completed by 12 staff May 17
	Introduce and maintain a well-being week each summer term.	Include in calendar each year and book relevant workshops to include self-defence, well-being, e-safety	To help pupils emotionally and academically – improve emotional wellbeing and reduce exam/work stress	Annually in Summer Term	Ongoing
	Implement new standardised assessment for spelling. Helen Arkell Spelling Test (HAST) 2.	Introduce for whole school	To be linked with a spelling programme to improve spelling	By Sept 17	Test administered in whole school Sept 2017.
	To develop greater emphasis on multi-sensory teaching across the school.	Include whole school training sessions for teaching staff.	To enable all pupils especially those with SEND to access the curriculum and to retain and accelerate their learning.	By July 2019	Twilight sessions arranged for January 2019.
	To develop the ability of students to regulate their emotions and behaviour	Organise training sessions for Learning Support and teaching staff along with parents.	To enable students to be able to acknowledge and regulate their behaviour.	By July 2019	Training session held for Learning support staff on 29.10.18.

	To train staff in the use of read/write assistive technology.	Organise a training session for staff.	To enable staff and students to use the read/write software so that students with dyslexia will be able to work independently.	By July 2019.	
Medium Term	Consider introducing touch typing into the curriculum, particularly in Upper Prep Department.	To be considered by SLT at planning/timetable meeting.	To enable all pupils to use a keyboard to enhance presentation and learning.	To be considered for timetable 2016-17	Considered and but not completed. Recommend parents arrange intensive short courses. Touch Typing club for Lower Prep once a week as above.
	Consider introducing Study Centre Homework clinics	Internal use of Study Centre staff or LSA's to provide support for pupils with SEN when doing homework.	Pupils have the appropriate support for completing homework and continuity in learning.	Review 2017-18	Under consideration
	Development – ensure regular planning meetings are held with the architect to consider disabled pupils/staff – Phases 5-6	Discussion at appropriate level of planning and due consideration to be given to the needs of pupils/staff with disabilities – particularly relevant to sports facilities, dining hall and conversion of Langlands.	New buildings should have appropriate entrances/exits and lifts suitable for pupils/staff with disabilities as is practical.	Ongoing as development progresses.	Ongoing
	To train teaching staff on Dyscalculia and its impact on their teaching styles and pupil learning	Arrange an inset for staff on Dyscalculia to enable them to gain understanding and apply in the classroom	To enable staff to integrate an inclusive curriculum for those pupils with dyscalculia	May 2016	Autumn 2016. One of the maths tutors attended dyscalculia training and assessment sessions. A programme to support the needs of the dyscalculic pupil is being trialled in one to one sessions within the Study Centre. 2017 – Dynamo Maths programme introduced in Study Centre on a 1:1 basis. To be rolled out throughout the school – ongoing.

	Investigate movement therapy to develop co-ordination skills of all pupils.	Discuss with the Occupational Therapist to see if a whole class movement therapy programme would be possible.	To develop the pupil's balance, attention and fine motor skills.	June 2017	Exercise bikes installed on playground – used daily by pupils and to support OT. Outside balance gym installed in spring 2017.
	Consider Pathological Demand Avoidance inset	Discuss with SENCo to see if there is a suitable teacher to attend an inset course.	To help and understand children with PDA	June 17	Completed July 17 – see above. Key LSAs attended.
	Encourage access for disabled parents/staff/visitors by marking a disabled parking place.	Discuss with the Council the marking of a disabled parking bay in front of the school and mark one in the car park when it is resurfaced.	To provide easy parking for disabled visitors/staff/parents	2018-19	Two marked bays in car park completed 2018.
Long Term	Consider installing non-auditory guides around the site	Investigate how a deaf/hard of hearing person might be alerted to a fire alarm – put a plan in place	To enable those on site who are deaf or hard of hearing to feel safe in the knowledge that they will be alerted to a fire bell/warning signal	2018-2021	
	Keep up-to-date with legislation with regard disabilities.	Keep up-to-date on reading and take heed of advice from the ISBA, SENDA, etc	To ensure the school remains aware of changes in the law with regard disabilities	Ongoing	
	Continue to develop relationships with outside agencies, i.e. counselors, Ed. Psy., etc	Maintain contact and develop relationships with outside agencies	To ensure the school maintains good relationships with outside agencies for mutual benefit.	Ongoing	
	Think about introducing a French audio club/lesson.	Look at ways in which French can be taught to make the language easier to learn for children with SEN, particularly dyslexia.	To make the learning of French accessible for children with dyslexia and other SEN.	2017-2018	French club commenced Sept 17

