



Accessibility Plan 2016-2019

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 undated 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 Differentiation forum within professional learning sessions. Key Stage conferences with head of KS and SENDco to identify high needs students for early intervention to activate W2 	<p>All members of SLT/ ML pastoral teams are confident and competent at de-escalating challenging behaviour.</p> <p>reduction in low level disruption</p> <p>Teaching staff demonstrate a wide range of intervention strategies – recorded on CLIPs.</p>	<p>Sept 2016</p> <p>July 2017</p> <p>ongoing</p> <p>2016 - 2017</p> <p>Feb 2017</p>	<p>via staff briefings (x3 weekly) and discussed at SLT (x1 weekly)</p> <p>SENDCo Conference attended by SENDco for MH/ ADHD and Autism (Oct 2016) resources shared with pastoral teams.</p> <p>weekly meetings commenced Oct 2016 - complex cases transferred to Inc. Team (Jan 2017)</p>



	<ul style="list-style-type: none"> • appointment of lead TA to support behaviour and learning, especially for students who require alternative provision • CPD for lead TA • 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 which are shared with SLT/ Inc. Team. • collaborative work with Kingsbury School – isolation for a week • managed moves - KS Leader/ Dep. Head attend panel meetings • SPIRIT – achievement sticker system • Observation of student’s in- 		<p>ongoing</p> <p>Jan 2017</p> <p>2017 - 2018</p> <p>Oct 2016</p> <p>Sept 2016</p> <p>ongoing</p> <p>Dec 2016</p>	<p>appointed Sept 2016</p> <p>introduced new report system (Sept 2016)</p> <p>commenced Oct 2016</p> <p>commenced Sept 2016</p> <p>commenced June 2016</p> <p>Sept 2016 – SLT link appointed to associate AHT to oversee this with KS lead, training sessions for staff (Sept 2016 /Jan 2017)</p>
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	<p>class to identify barriers to learning.</p> <ul style="list-style-type: none"> • 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>July 2017</p> <p>ongoing</p> <p>April 2017</p>	<p>Commenced Sept 2015 - embedded Sept 2016 onwards</p>
<p>To increase parent engagement for students with SEND</p>	<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 range of SEND.</p>	<p>July 2017</p> <p>Dec 2016</p> <p>July 2017</p> <p>Feb 2017</p>	<p>commenced May 2016 with Y11 in the first instance</p> <p>commenced with Y7 Nov 2015 in the first instance</p> <p>commenced June 2016</p> <p>commenced Sept & then Dec 2016</p>
Target	Strategies	Outcome	Time Frame	Goals Achieved
<p>To improve access to the curriculum and improve progress for students with all</p>	<ul style="list-style-type: none"> • CLIPS (Class Learning Intervention Plans) 	<p>All teaching staff have CLIPs in their teaching file for all lessons. Intervention</p>	<p>July 2017</p>	<p>Introduction of CLIPS (class intervention plans) via RLS triads (May 2016) CLIPS launched in all</p>



<p>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. • SEND Passports for all students - updated following a review and annually • Information/ tips and strategies disseminated to staff and undated on daily bulletin and via weekly staff meetings • expansion of TA team to meet the growing demand of students with high needs - rigorous PM • Progress/ Year leaders to raise the profile of students who are underachieving • observation of student's in-class to identify barriers to learning. 	<p>strategies are pitched accurately to ensure continuous progress. PM targets include SEND development</p> <p>flexible time tables are 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.</p> <p>Progress Team meetings attended half termly</p> <p>LW with SLT and SENDCo from ATLP</p>	<p>Sept 2016 Dec 2016</p> <p>July 2017</p> <p>ongoing</p> <p>ongoing</p> <p>Dec 2016</p>	<p>classes (Sept 2016) Early transition visits and passports constructed prior to Y7 transition and mid year moves (June 2016)</p> <p>Nurture Pathway for Y7 - integrated literacy via Humanities (Oct 2016) SEND Audit within departments to inform training needs (Oct 2015/ Oct 2016) continued attendance as part of SENDco Network/ forum Oct 2016</p> <p>There have been five conversions from Statement to EHCP so far, three requests for assessment and one request accepted (Jan 2017). There are currently a further five students identified with needs which cannot be met within school based funding.</p>
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	<ul style="list-style-type: none"> • Joint formal observations of lessons with an SEND focus. • new administrative support for SEND • holistic pathways for students who require a curriculum that is vocational 		<p>July 2017</p> <p>July 2018</p>	<p>option pathways review 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>V Cert CPD Dec 2016</p>
Target	Strategies	Outcome	Time Frame	Goals Achieved
To develop Literacy Strategy across the whole school meeting the needs of all students.	<ul style="list-style-type: none"> • Hof English to plan strategy with SENDco/ Lit Co • CPD for ML/ SIT • choral/ popcorn reading • wave 3 reading sessions for those students with low reading ages – Y7, 8, 9 • oracy development • social skills sessions for students via internal AP and Y7, 	<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 – CUSTARD</p>	<p>Oct 2016</p> <p>Feb 2017</p> <p>Feb 2017</p>	<p>Literacy Coordinator (appointed Sept 2016)</p> <p>SENDco met with Lit. Co Oct 2016</p> <p>CPD whole school and workshops - questioning techniques, differentiation, reading strategies (Jan, June 2016)</p>



	<p>Y8</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 programme 	<p>opportunities for verbal literacy and strategies for expansion is visible in all lessons</p> <p>extended writing opportunities across the curriculum</p>	<p>Dec 2016</p>	<p>Jan 2016 introduced with Y7 Y8 summer term 2016, Y7/8 autumn term 2016</p> <p>Sept 2016 commenced</p> <p>Oct 2016 commenced</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 • structured 1:1 mentoring for students by pastoral team • Increased liaison with school nurse • counselling for students - group and 1:1 • managements plans displayed in staffroom 	<p>social skills sessions for Y7/8 are embedded</p> <p>reduction in number of detentions for high profile students</p> <p>attendance increase for SEND students with SEMH</p>	<p>ongoing</p> <p>Sept 2017</p> <p>July 2017 ongoing</p>	<p>Training delivered by 'Your School Mind' (Sept 2016)</p> <p>Jan (2016) Inc. Team attended CPD at ATLP</p> <p>Complex needs shared with staff prior to new academic year (Aug/ Sept 2016).</p> <p>Sept 2016</p>



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 	<p>plan 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 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</p> <p>increased number of students with mobility and/ or VI needs</p>	<p>Sept 2016</p> <p>Summer 2016</p> <p>Sept 2016</p> <p>Summer 2019</p>	<p>Accessibility audit undertaken March 2016 – site manager and SENDco. office converted into a teaching area for small groups June 2016</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) Sept 2016 – ready for use</p>

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
<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 in line with national averages</p>	<p>May 2016</p> <p>May 2017</p> <p>Jan 2017 – ongoing</p>	<p>Jan 2016 ongoing</p> <p>May 2016 - classroom use for a small number of students</p>

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