

## Accessibility Plan: SEND and Equality Law

September 2017 - 2020

Objectives Expressed as an outcome for students in terms of progress and participation	Accessibility Planning Area	Actions			Evidence To be collected to measure progress	Dates
		How	Who	Resources		
To increase the extent to which SEND students can access the curriculum through effective teaching and learning to improve the progress/transition and participation of students with SEND (Cognition and Learning/Communication/SEMH and Physical Difficulties)	Social and Emotional	Training for all teaching staff on strategies to enhance Quality First Teaching and delivery of the graduated approach to support SEND students	KGM/SVA	CPD time (Training day )	Training on SEND delivered to all teaching and support staff SENCO and IM available	Sept 2017 Wednesday
	Curriculum needs			Open Door		
	To embed one page profiles/Management and Strategy Plans for students with AS/ADHD and emotional difficulties			CAT AS Lead Practitioner SENCO Partner schools		
		Regularly analyse SEN Register to update Codes	SENCO/Data manager	Time with Data Manager		Department Meeting time

<b>To develop accessibility via partnership work</b>		Analysis of progress of SEND students each assessment cycle and monitoring of interventions for SEND students	SENCO Data Manager TAs	Time for TAs to analyse impact of interventions Year 11 Maths Year 7&8 Reading Wise Word Wasp Programme	Ongoing AS/ADHD training offered to faculties through Department meetings/Open Door	Post Data Entry points
		To ensure reasonable adjustments are in place for SEND students and that students make progress	SENCO TAs	Analysis of data to identify SEND students requiring targeted intervention	Regular data analysis of SEND students following assessment dates	Ongoing
		To ensure SEND students can access the curriculum at an appropriate level Targeted intervention for SEND/DAP students to close the gap	HOF/SENCO  TAs working in Year groups	Effective use of Management and Strategy plans in the classroom TA support in the classroom	SEN Codes updated on SEN Register	Interim and Annual Review  January 2018 March 2018
		To develop links with ATLP and partner Primary Schools  To develop transition packs for SEND students transferring to JWS from Primary sector	SENCO PSS/CAT/EP/ SENDIAS SENAR TA responsible for transition	PSS hours CAT Admin time/TA responsible for transition	Analysis of SEND targeted interventions for individual students	May 2018  Summer term Autumn Term
		To develop a proactive package for POST 16 Provision	SENCO SENAR AS/KD in JWS Sixth Form	Access to careers guidance	Tracking of SEND Student progress	

<p><b>To develop accessibility for SEND students moving to post 16 provision</b></p>					<p>by TAs (Support diaries completed)</p> <p>TA PM targets</p> <p>Local SENCO Network Group</p> <p>SENCO Lunch with partner primary Schools (information sharing)</p> <p>Transition packs</p> <p>Evidence in SEND student Annual Review files</p>	
<p><b>To improve the physical environment of the School to increase the extent to which SEND students can take advantage of education and associated services</b></p>	<p>Curriculum</p> <p>Environment</p> <p>SEMH/environment</p>	<p>Specialist services to audit the physical environment of the School</p> <p>Staff to receive CPD on Sensory Support for HI students</p> <p>Inclusion Hub developed</p>	<p>A2E VI service BSS</p> <p>A2E HI service</p> <p>SENCO/IM</p> <p>SENCO/HOP/HOY/FSO</p>	<p>Time for audit Report circulated BSS to implement recommendations in report</p> <p>CPD delivered to teaching staff</p> <p>Room 1 established</p>	<p>Stairways highlighted to enable better access for VI students</p> <p>Progress of HI students tracked via assessment cycles</p> <p>Data analysis of Inclusion Hub usage</p>	<p>December 2017</p> <p>February 2018</p> <p>Termly</p> <p>Autumn 2017</p>

<p><b>To ensure all staff are aware of responsibilities in the Equalities Act</b></p> <p><b>To encourage student and family participation in the development of policies and practices</b></p>	SEND information	Referral system established for Inclusion Hub	SENCO/IM/HOP/FSO	SENCO to attend Department meetings	Evidence of staff using referral forms	Ongoing Fortnightly
		Regular meetings established to identify vulnerable students and to discuss strategies	SENCO/IM	Time for meeting	Minutes of meetings	Termly
		Suitable area created for Students with sensory issues and anxiety within Inclusion Hub		Curriculum work available Sensory area equipped	Analysis of attendance data	TBC
		Training for all teaching staff/support staff and Governors	SENCO	CPD time	Evidence of Training delivered	Spring Term
		To collect views of SEND students at least annually through the completion of pupil voice questionnaire	SENCO Data manager	Pupil voice questionnaire	Annalysed Questionnaire and action points available	May 2018

		To collect the views of parents of SEND students through regular meetings and questionnaires	SENCO PSS Data manager	PSS time to meet with parents to review SEND Information Report on Website Evidence of shared best practice in published SEND documentation on website	Parental views recorded and action points available in minutes of meetings  Continued AS coffee mornings  Embedded joined up work and ethos	
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