

Accessibility Plan 2021-24

A. Physical Access – Whole School

Building	2021/22 - 2023/24
Senior School Building	Electronic door access being installed on a prioritised basis. Continued work on a needs/prioritised basis Evacuation chairs to be installed around main School Investigate options for access to Senior School reception Continued work on a needs/prioritised basis Look at making surfaces around the Senior School more wheelchair friendly (flagstone areas)
White House	Major refurbishment to provide a Wellbeing Centre to help cater for students and staff with a range of medical and mental health issues. Design incorporates accessibility features for wheelchair users.
Science Block	Commence refurbishment of Science labs starting with S18. This will have a height adjustable work bench. Continue refurbishment programme.
Junior School	None foreseen following completion of extension in 2018.
Valley Road	Investigate options for provision of accessible toilet for visitors and build in to any refurbishment plans.
Infant School (Lovell House)	Significantly reduced car parking has enhanced the overall accessibility of the main entrance Investigate Options for further enhancement of accessibility to playground and Year 2 Classrooms
Non-Building	

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IT	The use of Google Classrooms and Google Meet will enable remote working for those students who are unable to physically attend school as a result of a disability
IT	Check accessibility of main software. Review accessibility of main software
Website	Research and development into key areas of Improvement. Initiate accessibility scanning software to highlight any non-compliance. Backend website improvements to ensure Web Content Accessibility Guidelines compliance. Training with key staff members to ensure awareness of accessibility issues. Front end website redevelopment to make the site more functional and accessible to all users. Research and development into key areas of Improvement and any updates. Highlight any accessibility issues within our stakeholders and survey their opinions on our website. Continue research and development into key areas of improvement and any updates. Possible website redesign with accessibility as a key focus.
Operations	Food labelling – ensure that it meets requirements.
	Buses – check on position with respect to disability access.

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B.1 Curriculum Access – Senior School

The School has had in place a plan to increase the accessibility to students with a disability since September 2002. Much of the curriculum accessibility plan is included within the sections of the School Development Plan. A thread runs through School plans and policies including accessibility plans related to the curriculum, teaching and learning practice, ICT and staff training, culture and ethos of the School and provision of information.

The Accessibility Plan applies to students with a disability and potential students [referred to under the admissions section]. The School seeks to not treat them less favourably, to take steps to avoid putting students with a disability at substantial disadvantage, to improve access for students with a disability in a planned strategic way and to increase the extent to which they can participate in the curriculum, co-curriculum and full life of the School. This complements the plan to improve the physical environment to increase the extent to which students with a disability can take advantage of education and associated services.

An accessibility audit and review of accessibility in the School following the 2006-2009, 2009-2012, 2012-2015 and 2015 - 2018 accessibility plans have identified the following areas requiring further action with appropriate targets, stage approaches where appropriate and implementation methods and evaluation. In priority, the plan focuses on the immediate needs of current students who have SEND/LDD. No students in the Senior School currently have an Education, Health and Care (EHC) Plan in recognition of complex needs.

Area	2021/22 - 2023/24
Admissions <i>Aim: Admissions procedures which do not discriminate against students with a disability.</i>	<p>Review policy and procedures to ensure arrangements for admission of prospective students continue to remain up to date and accessible to all and promote the School's diverse and inclusive environment and ethos. Ensure adjustments continue to meet the requirements of students with SEND/LDD/EAL or an EHC plan; regularly liaising with the Head of Learning Support.</p> <p>Review policies and procedures to ensure that the School has the capability and capacity to offer support if a student with an EHC Plan joins the School. Ensure procedures for working with the Local Authority are in place if the School cannot provide support named in an EHC Plan.</p>

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	<p>Deputy Heads to develop an approach alongside the Head of Year 7 and Head of Learning Support to investigate with feeder school's potential reasonable adjustments and offer alternative formats including, for example, enlarged examination papers for the visually impaired when required.</p> <p>Ensure processes are in place to request information from potential feeder schools, ensuring that such processes are GDPR compliant. Continue to ensure that the evidence obtained for access arrangements for the School entrance exam meets current JCQ regulations.</p> <p>Continue to ensure SEND and EAL information of prospective students is recorded on the database so that information can be easily retrieved at the start of the academic year and effective support can be put into place at once. Head of Learning Support to ensure this information reaches all teachers before any new student starts at the School.</p> <p>Learning Support Coordinator to work with the Academic Team (led by DHA) to ensure the latest guidance is reviewed and the AP is adjusted for future years as necessary.</p>
<p>SEND/LDD Policy</p> <p><i>Aim: To review and redraft policy materials to recognise any changes in practice and to reflect current obligations with reference to the Equality Act 2010 and SEND Code of Practice 2015. A SEND Review green paper was published in March 2022 and we are awaiting</i></p>	<p>Learning Support Co-ordinator, working with the Deputy Head (Academic), to review annually the current Support for Learning Policy with reference with the Equality Act 2010 and the SEND Code of Practice 2015, to ensure that it reflects current practice within the School and that it remains fit for purpose. Head of Learning Support to ensure that the School is inclusive in all aspects of the policy and that the policy is reviewed following any changes to the SEND Code of Practice following the SEND Review of March 2022.</p> <p>Review the SEND/LDD policy. Implement recommendations from the new CofP.</p>

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<p><i>the result of the Government consultation.</i></p>	
<p>SEN/LDD Procedures</p> <p><i>Aim: To enable teachers to support SEND/LDD and EAL students effectively in their lessons and to ensure the School is catering for students' individual needs.</i></p>	<p>Annual requirement - Review how we are supporting SEND and EAL learners within each department with HoDs to ensure learners with SEND and EAL are being effectively supported and that progress is being made. Look to put in place any additional withdrawn support for students who require this and make any suitable adjustments within the curriculum. Learning Support Co-ordinator to review with Deputy Head/Assistant Head (Academic) on the processes for monitoring progress and data for students with SEND and EAL needs.</p> <p>Ensure that information continues to be accessible to staff who teach students with SEND and EAL both on iSAMS and the secure Learning Support Staff website. Head of Learning Support to continue to develop the LS platform for staff, ensuring all staff are aware of how they can access information by providing regular reminders to all staff and working closely with both the Academic and Individuals teams.</p> <p>Ensure that all staff are aware of the procedure for referring students to Learning Support, by providing regular reminders and Inset training Staff to refer students using the link to the referral form on the homepage of the Learning Support Staff website.</p> <p>Review training for staff joining the School to ensure they understand SEND/ EAL procedures in the School and how to access Learning Support information, at any point in the year when staff join the School. Aim to build a programme of INSET for staff to improve awareness including awareness on inclusivity and diversity and how to adapt their teaching appropriately to meet the needs of students. INSET should initially provide key strategies to make their teaching inclusive and then provide specific training on different support needs.</p> <p>Provide tailored INSET to any NQTs/ECT/Teacher Training staff working within the School. Learning Support Co-ordinator to work with Academic team and ECT Co-ordinator to identify key SEND training needs of ECTs.</p> <p>Head of Learning Support to actively go into lessons to observe the teaching of all students. Deliver feedback to staff on lesson observations on both good practice and how we can improve. Any feedback that is relevant to the whole staff should be posted on the Google Classroom.</p> <p>Academic Team to work with Head of LS to review the Learning Support department and the process of the delivery of support on an annual basis. Deliver new Learning Support department with new ideas. This could include individual, paired or group support. Continue to implement new ways of delivery of Learning Support.</p>

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	<p>Head of LS to provide inset training for staff on new developments within SEND/LDD. Aiming to start this with an INSET on learning differences and sharing good practice in how we teach students with different needs, focusing on key strategies for inclusive quality first teaching. Head of LS to develop a Google Classroom with any updates and deliver video inset on these areas so that all staff can access the material.</p> <p>Consider how Learning Support can integrate into the new Wellbeing Centre. This will become a focal point in the future as the department is able to develop in this new centre. Look to new ways of delivery and consider the resources that will be required to be able to deliver a forward thinking futuristic learning support department.</p>
SEND/LDD Monitoring Progress	<p>Head of LS to write a detailed annual report to the Headmaster commenting on the progress of students in the SEND/LDD/EAL department, with specific reference to their progress in external examinations.</p> <p>Ensure that feedback from all teachers, students and parents/guardians is incorporated into Annual Reviews and teachers are involved in the target setting process, as well as feedback from students and parents where appropriate. Ensure the review involves analysis of baseline data.</p> <p>Work with the Senior Tutors and the Individual Team to ensure that students are identified early for support correctly and that students are being reported on accurately. Continue to review procedures for monitoring progress against baseline data, including performances in interim reports and exams. Ensure that Tutors of students who are do not appear to be making progress are notified and an action plan is put together to support the student appropriately in conjunction with Senior Tutors, Tutors and teachers. This should also involve the continued review of reports, both full and interim, to ensure that they are in line with the School's reporting policy and that they provide effective feedback on progress and how to improve.</p> <p>Review and develop reviewing procedures of Learning Support interventions to ensure they are helping to develop students' and informing future support.</p>
SEND/LDD & EAL Identification	<p>Head of LS to investigate how effective the screening tools we currently use are in identifying the needs of the students. This should be reported on annually. Using these tools, the School should identify at the point of entry any student who requires support and aim to put specific support in place as soon as possible. This should include the screening of all new students into the school.</p> <p>Head of LS so continue to investigate new screening tools to ensure that the school is using the most effective ones for our students. Alongside this, the Head of LS should work with the Individuals Team using the reporting system to help identify any students who may require support from the LS department or who may need referring for further assessment.</p> <p>Learning Support to work with external agencies (as appropriate) to help identify support needs.</p>

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<p>SEND/LDD Improving information on a variety of learning needs.</p> <p><i>Aim: To improve accessibility of information on different learning needs for staff and parents.</i></p>	<p>Continue to improve the Learning Support pathway site which has been very useful over the past 3 years.</p> <p>Review the extent of materials by staff, students and parents and ensure that IAG to staff and parents continues to be accessible, up-to-date and appropriate.</p> <p>To maintain and improve the Learning Support Staff Site website to ensure accessibility of learning support information of SEND students for teaching staff. Regularly review student information on Learning Support site to ensure it is up-to-date so staff can support students appropriately. Ensure information about students is also available on iSAMS. Ensure Learning Support site is regularly updated to provide up-to-date and accessible IAG (information, advice and guidance) on different learning needs to help improve staff knowledge and understanding.</p> <p>Review how information can be provided to parents, including information provided on Open Days and Evenings and information available on the School website and the Parent Portal and continues to be up-to-date, accessible and appropriate.</p> <p>Learning Support Department to visit and observe more lessons to review how support IAG is being implemented by teaching staff in lessons. Feedback on observations to be provided to both Academic and Individuals teams and who staff at either twilight or whole school inset sessions.</p>
<p>Curriculum accessibility and differentiation:</p> <p><i>Aim: to ensure students with SEND and EAL needs can access the School curriculum.</i></p>	<p>Audit the curriculum to ensure all SEND/EAL needs are met alongside the School's inclusivity and diversity agenda.</p> <p>HoD to provide commentary on diversity in their annual reports.</p> <p>BYOD is now in place – review the working of this for all SEND/LDD students and report on this in the annual report. Discuss and improvements/requirements for SEND/LDD students with the Assistant Head (Teachign and Learning). Ensure that each department is following up on their development in this area through 1-1 meetings with HoDs and attend work scrutiny meetings organised by Assistant Head (Teaching and Learning).</p>

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<p>SEND/LDD Examination Access Arrangements</p> <p><i>Aim: to ensure the School has robust procedures which meet JCQ regulations and that staff are aware of these.</i></p>	<p>Annual task - Review policies and procedures to ensure that they meet JCQ Regulations following yearly update.</p> <p>Work with Examinations Officer to make sure current procedures and policies are fit for purpose.</p> <p>Ensure staff are aware of regulations, School policies and procedures through INSET.</p> <p>Review how information is collected from staff to make sure that this is fit for purpose.</p> <p>Provide staff updates on changes to JCQ regulations and School procedures.</p>
<p>Curriculum – Materials Accessibility</p> <p><i>Aim: To improve accessibility of materials for students with physical and learning disabilities</i></p>	<p>Learning Support to continue with programme of review of materials provided in both written format and on Google Classroom to students including curriculum resources and handouts. Ensure that handouts include different gender references that are appropriate and that the resources include suitable contributions to society reflecting all spectrums of diversity.</p> <p>Summarise current state of resources in use identifying accessibility and readability and their suitability for students with physical and learning disabilities, based on results of work scrutiny. Review strategies (ICT, large print, audio, pictorial, layout) for providing the same information taking into account student disabilities. Learning Support to work with HoDs and Academic Team to ensure materials are adapted as appropriate and accessible to students with SEND. Learning Support to liaise with Exams Office to continue to facilitate the needs of the students when it comes to public exams.</p> <p>Work with the academic team to ensure no unconscious bias for all students. This should include staff training in this area.</p>
<p>Teaching and Learning</p> <p><i>Aim: To encourage peer support structures</i></p>	<p>Continue to develop flexible grouping arrangements in lessons where students (including those with a disability) can work with their peers to encourage further peer support and mentoring arrangements. Assistant Head (Teaching and Learning) to continue to consider the development in this area. This could be physical arrangements or Teaching and learning arrangements. e.g. T & L theme for 2022/23 is Psychological Literacy, which empowers students to understand their own brains and brain function as well as that of others</p> <p>Academic team, through 1-1s with HoD and annual reports to continue to audit of the curriculum in each subject to ensure it is inclusive and diverse and supports the School's current agenda. HoD to continue to report on this area in 1-1s and also</p>

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	in their annual report to the Headmaster. Ensure that through this process, key events are calendarised and celebrated to help students and staff, BHM, LGBTQ+
Teaching and Learning – Classrooms <i>Aim: To enhance classrooms to promote participation of students with disabilities</i>	<p>SMT members, HoDs and the Estates department to continue to assess further new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair accessibility and engagement with those with hearing impairments and auditory memory difficulties. To organise classrooms to promote the participation of students with learning and physical disabilities. Look to develop an action plan if a student has a temporary disability through an accident to include suitable rooms in each department.</p> <p>To enable the School to cope with students with restricted mobility to investigate possible options for portable specialist furniture (currently not required).</p>
Co-Curricular Involvement by students with disabilities	<p>As part of the implementation of the High School Award (led by Assistant Head (Co-Curricular), carry out audit sample of Co-Curricular involvement in School life by <u>all</u> students including those with disabilities (after school clubs, sporting, cultural activities, school visits etc).</p> <p>Assistant Head (Co-Curricular) to carry out post-audit analysis to identify potential barriers to access in these full areas of School life. Use of SOCS/iSAMS and High School Award feedback for fine tuning of data collection.</p> <p>Long term aim to gain evidence of even greater involvement of students with a disability in the life of the School.</p>
Staff INSET and Development <i>Aim: To raise staff awareness on a range of disability issues.</i>	<p>Aim to review staff training needs to facilitate teaching and support children with disabilities. Identify areas of good practice.</p> <p>Materials to be coordinated onto School website and Learning Support Pathway. Learning Support department to engage with teaching staff to share good practice.</p> <p>Look to provide externally-led INSET on specific access issues and how to provide further support for children with SEN and disabilities outlining educational implications of different disabilities and on the management of particular health needs in the classroom.</p>

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Disability Awareness	<p>Disability awareness to be addressed through the PSHE curriculum, assembly programme and other pastoral time as appropriate. Look to introduce a disability awareness week during the academic year. This may involve the invitation of external speakers (e.g. Paralympian, Invictus Games) to speak to the whole School, in an assembly/workshops during that week. Work alongside Head of LS and the school development team to market this and other awareness weeks.</p> <p>(Documentation stored on the PSHE Google Site.)</p> <p>Implement the findings of our Diversity and Inclusion Project</p>
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B.2 Curriculum Access – Infant and Junior School

Area	2021/22 - 2023/24
Admissions <i>Aim: Admissions procedures which do not discriminate against students with a disability.</i>	<p>Review admissions policy to ensure it remains up to date to ensure that a non-discriminatory admissions process is in operation, which promotes the School's diverse and inclusive environment and ethos. Review policies and procedures to ensure that the School has the capability and capacity to offer support if a pupil with and EHC Plan joins the School. Ensure procedures for working with the Local Authority are in place if the School cannot provide support named in the EHC Plan. Deputy Head (Academic) and Learning Support Co-ordinator to be alert to parent concerns and to investigate reasonable adjustments and offer alternative formats including, for example, enlarged examination papers for the visually impaired when required etc. SEND and EAL information requested on references sent to feeder schools ensure that processes are GDPR compliant and continue to ensure SEND and EAL information of prospective students is recorded on the database so that information can be easily retrieved at the start of the academic year and effective support can be put into place at once. Head of Learning Support to ensure this information reaches all teachers before any new student starts at the School.</p> <p>Learning Support Co-ordinator to liaise closely with the Senior School to ensure that appropriate arrangements are made for Year 6 students sitting the SS Entrance Assessments.</p> <p>Review information given to Senior School in respect of Junior pupils who need special arrangements for the equal access to the Senior School Entrance Assessments.</p>
SEND/LDD Policy <i>Aim: To review and redraft policy materials to recognise any changes in practice and to reflect current obligations with reference to the</i>	<p>Learning Support Co-ordinator, working with the Deputy Head (Academic), to review yearly the current Support for Learning Policy with reference with the Equality Act 2010 and the SEND Code of Practice 2015, to ensure that it reflects current practice within the School and to ensure that it remains fit for purpose. Head of Learning Support to ensure that the School is inclusive in all aspects of the policy and that the policy is reviewed following any changes to the SEND Code of Practice following the latest Green Paper and consultation. Review the Learning Support Policy to ensure it remains up-to-date and effective. Check the plan for consistency with the Support for Learning Policy in the Senior School.</p> <p>Review Support for Learning Policy to ensure it remains fit for purpose.</p>

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<p><i>Equality Act 2010 and SEND Code of Practice 2015.</i></p>	
<p>SEN/LDD Procedures</p> <p><i>Aim: To enable teachers to support SEND/LDD and EAL students effectively in their lessons and to ensure the School is catering for students' individual needs.</i></p>	<p>New Learning Support Co-ordinator September 2022 gives the opportunity to review all of our procedures to ensure they are as efficient and effective as possible. New ideas and processes to be trialled to ensure that we focus on key strategies for inclusive quality teaching first.</p> <p>Annual Review of how we are supporting SEND and EAL learners within the Infant and Junior School to ensure that they are maximising their progress. Learning Support Co-ordinator and Deputy Head Academic to review the processes for monitoring and evaluation progress data for SEND and EAL pupils.</p> <p>Ensure that information continues to be accessible to staff who teach students with SEND and EAL: Support Grid, IEPs, Pupil Tracking Spreadsheets iSAMS and Pupil Passports. Ensure all staff are aware of how they can access information. Continue to build Learning Support Hub on Google Classroom. Review guidelines surrounding SEND procedures in light of GDPR compliance.</p> <p>Ensure that all staff are aware of the procedure for referring students to Learning Support.</p> <p>Review training for staff joining the School (at any point during the school year) to ensure they understand SEND/ EAL procedures in the School and how to access Learning Support information.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p> <p>Aim to build a programme of INSET for staff (both teachers and teaching assistants) to improve awareness including awareness on inclusivity and diversity and how to adapt their teaching appropriately to meet the needs of students. INSET should initially provide key strategies to make their teaching inclusive and then provide specific training on different support needs.</p> <p>Provide tailored INSET to any NQTs/ECT/Teacher Training staff working within the School. Learning Support Co-Ordinator to work with Academic team and ECT Co-ordinator to identify key SEND training needs of ECTs. Review how we are supporting SEND and EAL learners at each Phase with Phase Leaders, HoDs and Subject Co-ordinators to ensure learners with SEND and EAL are being effectively supported and that progress is being made. New Learning Support Co-ordinator</p>

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	to liaise directly with middle managers and work closely to ensure that best practice is in place and to listen to the further needs of staff.
SEND/LDD Monitoring Progress	<p>Review procedures for monitoring progress against baseline data, including performances in interim reports and exams. Termly Academic Tracking Meetings with Class Teacher, Phase Leader and Learning Support Co-ordinator used to highlight the performance of SEND pupils and discuss relative attainment and appropriate support and adjustments.</p> <p>Learning Support Co-ordinator to review reports to ensure that they are in line with the School's reporting policy and that they provide appropriate and effective feedback on progress and how to improve for SEND and EAL pupils.</p> <p>Further develop reviewing procedures of Learning Support interventions; both by Class Teachers (as part of Focus Pupils) and Learning Support Teacher (during 1:2:1 sessions) to ensure they are maximising pupil progress and informing future support.</p> <p>Continue to ensure that reporting procedures are fit for purpose and School reports and termly reviews feed into the IEP Targets to ensure that progress is being made and that appropriate support is planned and implemented.</p> <p>Ensure that feedback from all involved (teacher, pupil, parent) is incorporated into IEP Target. Pupil Passports are updated on a termly basis with full input of the pupil concerned.</p> <p>Continue to review student progress against baseline data to be discussed at Academic tracking Meetings and to inform support.</p> <p>Review monitoring procedures to ensure that all SEND and EAL pupils are tracked very carefully and that all pupils, teachers and parents are aware of the most effective way to support the learning of these pupils. Further communication of SEND support resources for pupils and parents shared through the Year Group Google Information Hubs.</p>
SEND/LDD & EAL Identification	Review procedures for screening students for LDD. Investigate current screening tools to ensure they are up-to-date and are effective.

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	<p>Learning Support Co-ordinator to continue to investigate new screening tools to ensure that the school is using the most effective ones for our students. Alongside this, the Head of LS should work with the Individuals Team using the reporting system to help identify any students who may require support from the LS department or who may need referring for further assessment.</p> <p>Learning Support to work with external agencies (as appropriate) to help identify support needs.</p>
<p>SEND/LDD Improving information on a variety of learning needs.</p> <p><i>Aim: To improve accessibility of information on different learning needs for staff and parents.</i></p>	<p>Review current information available to staff through iSAMs, SharePoint and the Learning Support Google Classroom ensuring that information sheets and strategy ideas are up-to-date and include all the different SEND/LDD needs we have in School.</p> <p>Review how information can be provided to parents, including information provided on Open Evenings and information available on the School website. Further improve access to SEND and EAL support information and resources via the new Year Group Google Hubs.</p> <p>Ensure that communication and specific information to staff and parents continues to be accessible, up-to-date and appropriate.</p> <p>Head of Learning support and the department as a whole to visit more lessons - Through lesson observations determine to what extent the information provided by the Learning Support department is being used by staff? Feedback to both the academic and individuals' team and whole staff at either twilight or whole staff Inset sessions.</p>
<p>Curriculum accessibility and differentiation:</p> <p><i>Aim: to ensure students with SEND and EAL needs can access the School curriculum.</i></p>	<p>Review curriculum to ensure all SEND/EAL needs are met alongside the School's inclusivity and diversity agenda.</p> <p>Review planning to ensure that SEND and EAL needs are catered for and that staff allow for the additional planning and time needs of learners with SEND/EAL.</p> <p>Review teaching to ensure that classrooms are SEND and EAL 'friendly'.</p>

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	<p>Ensure that learners with physical disabilities and motor coordination difficulties can safely access activities in practical subjects through use of risk assessments.</p> <p>To review the use of assistive technology to ensure that learners with SEND can access curriculum effectively, such as personal laptops, mind-mapping, text-to-speech and speech recognition software.</p> <p>Review procedures for students with temporary injuries (particularly those that happen on the day) to enable them to access the curriculum.</p> <p>SEND provision to form part of Medium Term planning procedures review – SEND and EAL provision as a planning non-negotiable. New Learning Support Co-ordinator to review and trial new ideas for how this might best be efficiently and effectively achieved.</p>
<p>SEND/LDD Examination Access Arrangements</p> <p><i>Aim: to ensure the School has robust procedures for supporting SEDN and EAL pupils during assessments</i></p>	<p>Learning Support Co-ordinator to annually review the procedures in place for examinations.</p> <p>LSC communicates to staff any special arrangements needed and works closely with pupils who require extra time ensuring that they are able to use it effectively.</p>
<p>Curriculum – Materials Accessibility</p> <p><i>Aim: To improve accessibility of materials for students with physical and learning disabilities</i></p>	<p>Learning Support to continue with programme of review of materials currently provided in written format to pupils including curriculum resources and handouts.</p> <p>Summarise current state of resources in use, identifying accessibility and readability and their suitability for pupils with physical and learning difficulties, based on results of work scrutiny. Review strategies (ICT, large print, audio, pictorial, layout) for providing the same information taking into account pupil disabilities. Pupil Passports alert staff.</p>

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	Learning Support Co-ordinator to review procedures to ensure that visiting staff have access to necessary SEND and EAL information.
Teaching and Learning <i>Aim: To encourage peer support structures</i>	Learning Support to encourage the development of flexible grouping arrangements in lessons where pupils (including those with a disability) can work with their peers to encourage further peer support and mentoring arrangements. Use of 'Talking Partners' in recent years has enabled pupils to work with a variety of different learners.
Teaching and Learning – Classrooms <i>Aim: To enhance classrooms to promote participation of pupils with disabilities</i>	<p>SMT members, HoDs and the Estates department to continue to assess new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair accessibility and engagement with those with hearing impairments and auditory memory difficulties. To organise classrooms to promote the participation of students with learning and physical disabilities. Particular reference to accessibility in Lovell House for physical disabilities. Look to develop an action plan if a student has a temporary disability through an accident to include suitable rooms in each department.</p> <p>To enable the School to cope with pupils with restricted mobility to investigate possible options for portable specialist furniture.</p>
Co-Curricular Involvement by pupils with disabilities	<p>Deputy Head (Pastoral) to use SOCS data reports as a method of tracking pupils' Co-Curricular involvement in School, referencing those with disabilities (after school clubs, sporting, cultural activities, school visits).</p> <p>Deputy Head (Pastoral), to carry out analysis of Co-Curricular tracker to identify potential barriers to pupils fully accessing these areas of School life.</p> <p>Long term aim to continue to gain evidence of even greater involvement of pupils with a disability in the life of the School.</p>
Staff INSET and Development <i>Aim: To raise staff awareness on a range of disability issues.</i>	<p>Aim to review staff training needs to facilitate teaching and support of children with a disability. Identify areas of good practice.</p> <p>Continue to develop training plan on specific access issues and how to provide further support for children with SEN and disabilities outlining educational implications of different disabilities and on the management of particular health needs in the classroom.</p>

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	<p>Materials to be coordinated onto Learning Support Google Classroom Engage with teaching staff to share good practice.</p> <p>Identify areas of specific INSET need based on the SEN/LDD pupils in IJS. Train Teaching Assistants to deliver specific intervention programs.</p>
Disability Awareness	<p>Deputy Head (Pastoral), with PSHE Head to review PSHE curriculum, to ensure coverage of disability awareness and equality.</p> <p>Plans for future School assemblies to explore disability and access. Reacting to actual pupils with SEN/LDD in School. Monitor and evaluate effectiveness of new PSHE scheme with regards to Disability awareness. Implement the findings of our Diversity and Inclusion Project.</p>

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C. Other Information Access – Whole School

Area	2021/22 - 2023/24
Materials in alternative formats	<p>Continuous review of materials currently provided [in written format to parents and pupils] including curriculum resources, timetables, handouts, newsletters, information about School events etc.</p> <p>Consider various strategies (ICT, large print, audio, pictorial) for providing information taking into account possible pupil disabilities (for example hearing and visual impairment) and their parents preferred format for information in a reasonable timescale.</p>