

The Priory School Access Plan 2014 – 2017

Access Plan - Part 1

Increasing Access for Disabled Students to the School Curriculum

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> To consider 'best 8' for students with SEND during the options process. To offer high quality interventions in English and Maths for students with SEND. To offer additional time to students with SEND to improve grades in best 8. To have a clear system and procedures in place for work placements for students with SEND and to review placements more frequently 	<ul style="list-style-type: none"> To analyse summer 2014 KS4 results for students with SEND. SENCo to make recommendations to the options process for 2014-2015. To increase the number of English and Maths teachers in the school and reduce class sizes. Increased use of personalised timetables. Work placements to form part of an agreed personalised curriculum for students with SEND and to be monitored and reviewed more frequently. 	<ul style="list-style-type: none"> Improved experience and outcomes for students with SEND. For all students with SEND to meet their targets in English and Maths. To improve point scores based on best 8 for students with SEND All students with SEND following an appropriate, personalised curriculum. 	From September 2014	

	<ul style="list-style-type: none"> To continue to improve the quality of support for students with SEND in the classroom through effective CPD and use of 3 step plans. 	<ul style="list-style-type: none"> 3 point plans to be used more consistently by teachers to direct and focus the work of TAs in the classroom. 			
Medium Term	<ul style="list-style-type: none"> To continue to explore the use of new technologies to support students with SEND in accessing their learning. To ensure the curriculum offer and provision for students with SEND at Priory meets the requirements of the new SEN Code of Practice 	<ul style="list-style-type: none"> To investigate with teachers, parents, students and specialists the value and potential of new technologies (including ipads) to support students with SEND in accessing their learning. SENCo and Headteacher to be familiar with the new SEN Code of Practice and statutory requirements. 	<ul style="list-style-type: none"> Students with SEND having appropriate and up to date equipment (including ipads) to support and improve their learning. SEN CoP fully implemented. 	Ongoing	
Long Term	<ul style="list-style-type: none"> To continue to review and develop an appropriate 11-16 curriculum for all students at the school with SEND in light of changes to the National Curriculum, examinations at KS4, funding and the introduction of the new Code of Practice. 	<ul style="list-style-type: none"> SENCo/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND. 	<ul style="list-style-type: none"> Students with SEND having an appropriate and up to date curriculum to support and improve their learning and life chances. 	Ongoing	

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Access Plan - Part 2

Improving Access to the Physical Environment of the School

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
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<p>Short Term</p>	<ul style="list-style-type: none"> • To continue to improve the eating experience for students in wheelchairs. • Students with SEND to feel safer in the crush hall and on the stairs. • Designated space for wheelchairs in classrooms. 	<ul style="list-style-type: none"> • TAs escorting students to lunch to check that area for students in wheelchairs is clear and easily accessible. • SLT and duty staff to be more vigilant. TAs to encourage students with SEND to move through the corridors after the crowd if necessary. Teachers to be asked not to question students with physical disabilities if they arrive 2 minutes late to lessons. • SENCo/TAs supporting students in wheelchairs to ask teachers to create a designated space for wheelchairs in their classrooms. 	<ul style="list-style-type: none"> • Easy access to dining tables for students in wheelchairs. • Students with SEND feeling safer as they move around the school. • Improved start to each lesson for students in wheelchairs. 	<p>Sept 2014</p> <p>Sept 2014</p> <p>Sept 2014</p>	
<p>Medium Term</p>	<ul style="list-style-type: none"> • Improved wheelchair access to all areas of the school. • More automatic doors to be installed. 	<ul style="list-style-type: none"> • New classrooms with wheelchair access to be built to replace the demountable classrooms. • Install more automatic doors. 	<ul style="list-style-type: none"> • Access to all areas of the school for students in wheelchairs. • Improved access for the physically disabled 	<p>Ongoing</p>	
<p>Long Term</p>	<ul style="list-style-type: none"> • Automatic controls on all fire doors. 	<ul style="list-style-type: none"> • Heavy fire doors to be fitted with controls to allow individuals in wheelchairs or physically disabled to move around the school 	<ul style="list-style-type: none"> • Improved access for physically disabled 	<p>Ongoing</p>	

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Access Plan - Part 3

Improving the Delivery of Written Information to Disabled Students

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> • To achieve consistency in the differentiation of materials for VI students. • Students with SEND to have support in printing work completed on ipads/laptops when necessary • To provide appropriate CPD for staff teaching HI and VI students. • To differentiate work to ensure all students are able to progress in their learning, especially with regard to written homework tasks. 	<ul style="list-style-type: none"> • SENCO to ensure staff teaching students who are visually impaired to have materials prepared in advance of lessons • SENCo to work with key staff to ensure this facility is available • SENCo to provide appropriate CPD and information to staff teaching/supporting HI and VI students. • SENCo to monitor suitability of homework given to students with SEND. • Parents/carers of students with SEND to be encouraged to form a 	<ul style="list-style-type: none"> • VI/HI students have their needs met more consistently by all staff. • Students with SEND to have access to the technology needed to support their learning • Work is differentiated to meet the needs of all students. 	<p>Sept 2014</p> <p>Ongoing</p>	

	<ul style="list-style-type: none"> Access arrangements to be in place for students with SEND for all examinations. 	<p>dialogue with teachers on homework.</p> <ul style="list-style-type: none"> SENCo to work with teaching staff, TAs and the examinations officer to ensure access arrangements for students with SEND are in place. 	<ul style="list-style-type: none"> Improved support for students with SEND during examinations leading to improved results. 		
Medium Term	<ul style="list-style-type: none"> Improved support for students with EAL 	<ul style="list-style-type: none"> To provide improved support for EAL students through the planning meetings process and personalised intervention programmes Use peer mentoring more effectively and consistently to support EAL students. 	<ul style="list-style-type: none"> EAL students receive quality in-house support to develop skills in English. 	Ongoing	
Long Term	<ul style="list-style-type: none"> To improve information for the parents /carers of children with SEND on the school website. 	<ul style="list-style-type: none"> SLT/SENCo to provide relevant information which is easy to access on Inclusion Issues. 	<ul style="list-style-type: none"> Relevant and useful information made accessible to parents with children who have a range of inclusion issues including SEND. 	Ongoing	