

**The Godolphin School – Learning Support Plan (“Accessibility Plan”)
1st September 2018 – 31 August 2021**

There need to be three areas of focus:

- (a) increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school’s curriculum, to include PE = Curriculum Delivery
- (b) improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled = Provision of Information
- (c) improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school = Access

CURRICULUM DELIVERY

Improvement focus	Targets	Strategies	Success Criteria & Target date	Person Responsible & persons monitoring	Staff Development needs & costs	Outcomes observed with date completed
Identifying needs of all students but particularly at Key Stage changes	Use tutor and subject teacher initial forms to help identify students’ needs across the curriculum not just in Literacy/Numeracy.	<ul style="list-style-type: none"> - carry out internal assessments where staff have completed tick sheets - ensure staff know internal referral process - ensure all ‘Evidence of Need’ (in line with the students Access Arrangements) forms are filled in for all students in Key Stage 4 & 5 at regular intervals, but especially after mock or end of year exams. 	<p>Review the tests carried out; results on Schoolbase and Firefly – Sept 2016</p> <p>More thorough identification of needs and differentiation in classrooms – Ongoing</p> <p>Flowchart developed for how learning needs are identified - March 2017</p> <p>Flowchart produced for how staff record</p>	<p>Learning Support Coordinator</p> <p>Deputy Head Academic and HOY</p>	None	<p>Flowchart developed for how learning needs are identified – June 2016</p> <p>Review the tests carried out; results on Schoolbase – Dec 16</p> <p>Flowchart developed for Prep – July 2018</p>

			history of need etc – June 2016			
Staff Support and knowledge of SEND	Staff are regularly briefed and reminded about students with SEN	SEN a standing item at longer Full Staff meetings	Implement from March 2015	Learning Support Coordinator; Senior Deputy	None	Jan 17 – Differentiation talk at staff meeting form CF Part of new staff induction plan – July 2018
More complete Evidence of Need for Access Arrangements in line with JCQ	Targets set by LS teachers on literacy/numeracy needs in years 1-3, then in line with demands across curriculum, and study skills.	Subject teachers and LS teachers' liaison constantly via email. SENCo available for department meetings on a weekly basis during lunch hour.	EoN forms filled in for all students in 4 th yr to U6, by every subject teacher using Sharepoint - Ongoing	Learning Support Coordinator; Deputy Head, Academic		Sept 16 – SENCo began meetings with Depts over lunch. Training for HoDs in Sharepoint in 2018
Staff are informed about strategies for supporting SEND students in the classroom	Strategies for classroom practice for pupils with learning support needs are implemented by staff teaching Wave 2 (in the classroom) and Wave 3 (LS) girls	Departments / individual teachers utilize the educational psychologists' reports summarized by the SENCO and determine apt strategies for pupils in their lessons. Tabled by departments at least termly and recorded in their minutes	Staff regularly read and analyse results on Schoolbase and School drives and implement these in their teaching. Use the EoN Form that is accessed by LS teachers to support classroom strategies, show ongoing monitoring and strategies used are included in SoWs – Oct 2017	All staff are responsible; Department Reps remind staff Monitored by HODs	CF available for consultation by individual staff and / or departments	CF uploads summaries of EP reports to Schoolbase, staff download securely and annotate markbooks

Support for staff – From SENCO	Informed staff are supported in adopting appropriate strategies to employ	SENCO to visit classes periodically to monitor how well staff are implementing differentiation	Appropriate practice is in place throughout the school and monitored regularly by SENCo – Ongoing as required	All staff SENCO	CF available for consultation by individual staff and / or departments - CF needs time to allow this to happen. New admin support has allowed it to happen.	16-17 academic year; SENCo in lessons, e.g. Computing. Jan 17 – SENCo admin support worker employed, Sept 2018 working 3 days per week
Support for staff - From peers	Informed staff are supported in adopting appropriate strategies to employ.	Peer mentoring as a support mechanism for staff to share good practice in implementing differentiation	Appropriate practice is in place throughout the school Staff development paperwork – peer reviewed – Sept 16 Staff research projects feedback session May 2017 Staff pedagogical library in staffroom Training for SENCO and House Staff on managing autistic students	All staff Deputy Head Academic, SENCo	CF available for consultation by individual staff and / or departments	Staff research projects began Jan 16 New staff development paperwork – peer reviewed – Sept 16 Staff pedagogical library in staffroom – Sept 16 Autism talk for all staff from Dr Adolphus March 2018
All students with SpLD in all years are identified.	Students given apt support in mainstream classes.	Continue training and monitoring through Learning Support reps and Head of Department	Ongoing as students join the school New JCQ requirements for	All staff Heads of Department and SLT through	Ongoing	Autism talk for all staff from Dr Adolphus March 2018

			records to be kept from Y7	appraisal; book scrutinise		
Supporting students with Mental Health issues to improve access to the curriculum	Train key member to staff to train others Increase staff awareness	Further training on implementation and differentiation of curriculum	INSET on worksheets at SPD meeting June 2018 JAP to be trained by Dec 2018 Staff INSET in 2019 and following	Deputy Head Pastoral and SENCO	Cost of course	Completed – follow up in 2018-9 Course booked
Staff and parent training by outside agencies	Train staff in internal INSET including different classroom techniques	Further training on implementation and differentiation of curriculum	INSET training booked – Dec 2017 Visiting speaker programme for 2018-19 prior to parents evenings	Deputy Head, Academic SENCO Senior Deputy Head	Outside speaker INSET budget	Autism talk for all staff from Dr Adolphus March 2018 Natasha Devon talk Sept 2018
Free support for students with recognized and validated needs.	Students with an Evidence of Need from staff and validated by two Standardised Scores of below 85 receive bursarial support for lessons	Staff to be prompted to complete Evidence of Need forms; SENCO to process and to carry out Standardised tests	Ongoing, budget depending	All Staff SENCO Deputy Head, Academic	Lost revenue from charging for lessons, plus bursarial support costs	
Links with SENCOs and HoDs from other schools.	Meetings once a term	Exchange good practice	Local INSET group - Sept 2018 Local area partnership meetings attended by HoDs	Deputy Head, Academic SENCO		CF meets representatives from 5 other schools 2017-19

Modified exam papers as appropriate for students who are blind, deaf or have some other disability	To ensure that all students have fair access to public exams	Via Exams Officer and JCQ Access Arrangements paperwork	As appropriate for each exam series Provision for RWG and read aloud in dedicated B1 exam room Access arrangements trialled in KS3 exams	Exams Officer, Deputy Head Academic	Sound boards	B1 used from June 2018 for public exams Extra time in KS3 summer exams from June 2019
PE Department	To ensure that students have full access to an appropriate range of sporting opportunities	To explore a range of sporting opportunities available for disabled students appropriate to their needs	As appropriate to the needs of the student	Head of PE, Deputy Head Academic, SENCO	Depends on sport	Increased participation as appropriate; monitored by tutor

PROVISION OF INFORMATION

Improvement Focus	Targets	Strategies	Success Criteria & Target date	Person Responsible & persons monitoring	Staff Development needs & costs	Outcomes observed
Classroom organisation	Teachers are trained to supply information to students in accordance with their disabilities.	Guidance from specialists (e.g. Hearing Impaired Service; RNIB) taken in arranging classrooms for maximum benefit to disabled students.	Disabled students able to access learning environment more effectively – ongoing depending on the current student body. Staff read and act on advice in EP reports	Deputy Head, Academic, and School Business Manager with all classroom teachers		Sept 16 – Staff trained on use of hearing aid for student New Sharepoint EoN allows sharing of good practice amongst staff

		Reminders given to staff at INSET/staff meetings	saved on Sharepoint and Schoolbase – ongoing as appropriate to needs of student body.			
Use of other formats	Disabled students given equal access to curriculum	Use of DVDs with sub titles. Copies of slides and diagrams available to all SEND students; notes given in advance of the lesson and on Firefly where appropriate Use of RWG in lessons alongside ICT strategic plan	Disabled students are able to access curriculum more effectively. Ongoing	All staff Deputy Head, Academic, HoDs / SLT through department development plans, lesson observation and appraisals	None	Firefly on DDPs from September 2018 Bespoke maths curriculum for one student Sept 2018
Equipment	Use of Read Write Gold - the only computer reading programme currently approved by JCQ	School to purchase, put on every computer in the school and pushed out to all students own computers	RWG site licence purchased – Jan 17 RWG installed on all computers at the school – Sept 18	SENCO, School Business Manager Learning Access Committee	£800 annual licence	Jan 17 – RWG site licence purchased, currently on exam laptops.
Firefly (Virtual Learning Environment)	Enable temporarily disabled students to access materials from home	Work passed to parents or put on Firefly for access by students	Students accessing work at home and returning completed tasks – ongoing as required Staff training and staff competent in use of Firefly – July 2017	Teachers monitored by HoDs / SLT through department development plans, lesson observation and appraisals	Staff training in developing VLE In-house training by colleagues	Programme of ICT INSET in 2017-18 and 2018-19

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PHYSICAL ACCESS

Development Area	Targets	Strategies	Success Criteria & Target date	Person Responsible & Persons Monitoring	Costs	Tangible signs of goals achieved
School refurbishment and new developments	Where reasonable, all areas accessible to disabled students.	Development Plan for new building/ improvement works incorporates disabled access points as an integral part	Plans drawn up show clearly how disabled access will be undertaken – as required All new buildings will be fully DDA compatible – 2026 (long term planning)	School Business Manager; Head; Deputy Head; Estates Manager	To be within development plan budget.	
PE department	Provide full access to swimming pool	Replace hoist if required	Hoist installed and in operation – if necessary	School Business Manager; Estates Manager		
Sayers and Walters	Allow disabled students access to building	Refurbish buildings	Refurbished houses with disabled facilities when refurbishment occurs	School Business Manager; Estates Manager		September 2018
Jerred	Provide accommodation	Refurbish ground floor room if boarding is required.	Disabled facility ready	School Business Manager		
Jerred	Provide facilities for changing and personal hygiene	Create toilet with disabled toilet, shower, handrails etc.	Disabled facility ready as required	School Business Manager		

CF, RD and GB September 2018 - For Review at Committee meetings