



Godolphin Learning Support Plan ("Accessibility Plan")

1 January 2022 – 31 December 2024



Date of review: November 2021
Date of next review: Update to be done by November 2024
Monitored annually, at Committee meetings, by working party and/or HoDs
Reviewers: Head of Prep, Deputy Head Academic, SENCO

See also the following documents:

Equalities Act 2010

Special Educational Needs and Disabilities Act 2015 (SENDA)

Able, Gifted and Talented Policy

Admissions Policy

Curriculum Policy

Differentiation Policy

Disability and Accessibility Policy

Equality and Diversity Policy

SEND Policy

Provision of English as an Additional Language Policy.

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INTRODUCTION

The School is committed to ensuring that the application of this Special Educational Needs and Disabilities (SEND) policy is non-discriminatory in line with the Equalities Act 2010. Further details are also available in the School's Equality and Diversity Policy.

Godolphin operates on the basis of a curriculum and teaching which together provide, in an effective manner, subject matter that is appropriate to the ages and aptitudes of the students, including those with EHCPs. It is also committed to providing a curriculum and teaching through which all students, including those with additional learning difficulties and disabilities, have the opportunity to learn and make progress. The School's Special Educational Needs Coordinator (SENCo) is a Specialist Teacher Assessor and works with outside agencies and other Educational Psychologists to ensure that she provides the 'best for everyone'. The School is also committed to ensuring that the physical space, furniture and fittings are appropriate to the age and needs (including any additional needs) of every student.

The School recognises its responsibilities under the Special Educational Needs and Disabilities Act 2015 (SENDA). There need to be three areas of focus to the plan:

- (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

This policy applies to all members of the School community, including boarders and those in the EYFS setting.

This document is available to all interested parties on the School website and on request from the Senior or Prep offices.

This plan is dynamic and targets may be revised or new ones added as the need arises

Log	Improvement focus	Targets	Strategies	Success Criteria & Target date	Person Responsible & persons monitoring	Staff Development needs & costs	Outcomes observed with date completed
1	Increase Staff awareness of SEND student profiles	Staff to place on OneNote in teachers' files the SEND profile of each student they teach Prep staff to add notations to mark books	- SEND a standing item at longer Full Staff meetings - New Staff induction includes SEND - SEND reminders in September Staff Meetings include EON focus	December 2021 and HoDs meetings Spring Term 2022 / Staff meetings in Prep	Deputy Head Academic and HoDs Prep Head	None	Ongoing
2	Increase Staff use of SEND student profiles in the classroom	Differentiation and progress of students with SEND is apparent	Subject teachers and LS teachers' liaison	From September 2021	SENCO HoDs	None	

			<p>frequently via email. SENCo available to advise Departments</p> <p>All departments to have SEND progress focus in Department meetings at least every half term</p>		<p>Academic Deputy</p> <p>Subject Coordinators in the Prep</p>		
3	Staff are informed about strategies for supporting SEND students in the classroom, with a focus on Autism	Strategies for classroom practice for pupils with learning support needs are implemented by staff teaching	Staff INSET on Autism Jan 2022	<p>Staff demonstrate greater awareness in planning and class management</p> <p>January 2022</p>	CF to run a session on Autism at INSET in January 2022	None	INSET completed; follow up on individual students needed in departments 2022-3 and ongoing
4	Staff are informed about	Strategies for classroom practice for	Staff INSET on RWG	All SEN students are able to	JAP and RD to organise training; CF	SENCO to provide training and	INSET took place in Sept 2021

	<p>strategies for supporting SEND students in the classroom, with a focus on Read Write Gold (RWG)</p> <p>Prep – To introduce ‘speak selection’ and reader view where applicable on the iPads</p>	pupils with learning support needs (eg RWG) are implemented by staff in their teaching	<p>CF to make or source training videos</p> <p>To be introduced through IT lessons and reinforced in LS lessons</p>	<p>access the curriculum effectively</p> <p>January 2022</p> <p>Pupils make effective use of iPads for research purposes</p>	<p>to lead training</p> <p>Prep – Digital Champion and Learning Support</p>	<p>support and, on occasions, to visit individual departments to help support</p>	<p>Video available, for INSET in Jan 2022</p>
5	Increased support for students with SEND in their study periods	Students receiving support on a regular basis	<p>Staff with ‘slack’ in their timetables are identified and trained to support.</p> <p>Workroom to be established in Brome</p> <p>Banks of materials</p>	<p>Identified by June 2021 Trained by September 2021</p> <p>September 2021</p>	<p>Deputy Head Academic, SENCo</p> <p>SEnCo</p> <p>HoDs to supply SENCo</p>	CF to provide initial training for these staff	<p>Partly in place (VW trained); more scope development.</p> <p>Workroom established</p>

			available to these staff in Brome	September 2021 and ongoing			
6	Supporting students with Mental Health needs to improve access to the curriculum	Individual Learning Plans to include MH needs and strategies	Needs and strategies are incorporated into teachers' plans; Mental Health Youth First Aid training to continue	September 2022	Deputy Head Pastoral and SENCO Deputy Head Pastoral Head of Prep	Cost of course	Post-pandemic: needs fresh monitoring and perhaps new focus
7	Free support for students with recognized and validated needs leading to EHCP	Students with an Evidence of Need requiring 13 or more hours per week of government support for lessons identified and needs logged	Staff to complete Evidence of Need forms; SENCO to process and to carry out Standardised tests and apply for funding where appropriate	October of each academic year and ongoing	SENCO		
8	PE Department	To ensure that students have full access to an appropriate	To explore a range of sporting opportunities	As appropriate to the needs	Head of Sport, Deputy Head Academic, SENCO	Depends on sport	



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		range of sporting opportunities	available for disabled students appropriate to their needs	of the student			
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PROVISION OF INFORMATION

Log	Improvement Focus	Targets	Strategies	Success Criteria & Target date	Person Responsible & persons monitoring	Staff Development needs & costs	Outcomes observed
9	Improving organisation for the students	<p>Class teachers to organise OneNote in a way that is easily accessible to all SEND students;</p> <p>Staff to be aware of the need to avoid coloured backgrounds for particular students</p> <p>Prep School increasing use of homework diaries</p>	<p>SD to lead and provide videos to train staff</p> <p>Digital Champions to support</p> <p>Students to be shown by tutors and SEND support staff how to access</p> <p>Staff to add details into Prep planners if required</p>	<p>Sept 2021</p> <p>All departments have adopted the system</p> <p>All students able to use it; most independently; some with support</p> <p>Students know work that is due</p>	<p>Director of Digital Strategy (training)</p> <p>Class teachers (set up)</p> <p>Tutors and SEND support staff (monitoring and supporting)</p> <p>Head of Prep and SENCO</p>	<p>INSET in Sept 2021</p> <p>No cost</p>	Achieved October 2021

10	Organisation of prep in Senior	Teachers set prep on Teams and use student calendar to aid organisation	Students using their digital systems to access prep assignments and be able to plan ahead Train the students to use Teams and the Calendar	Full rollout Sept 2021; rollout to parents in Spring 2022 All departments have adopted the system	Dep Head Academic HoDs to monitor		Initial training and rollout complete June 2021 In full use 2021-2 Some students prefer paper copy Students to be offered this as an additional option
11	Organisation of revision materials	Teachers using One Note to improve signposting for students with SEND of where to find revision materials	Clear organisation of One Note	Clear organisation of One Note known to students and support staff and accessed successfully	May 2022	Staff training through departments	Revision material and strategies rolled out from HoDs March 2022; Materials uploaded to student Sharepoint Hubs
12	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 able to access learning environment more effectively	SENCO to provide training and support IT to assist Deputy Head, Academic to monitor	Wiltshire Teachers of the Deaf invited to school 7 Oct 2021 to conduct on site survey	

			disabled students. Reminders given to staff at INSET/staff meetings		Prep Head Prep – English and Maths Coordinators work with tutors		
13	Use of other formats	Teachers confident is using Read Write Gold (RWG) and other strategies	Staff trained in RWG Use of RWG in lessons alongside ICT strategic plan	Dyslexic and students with slow processing speeds or weaknesses are able to access curriculum effectively.	SENCO to provide training and support IT to assist Deputy Head, Academic to monitor	Use INSET in Sept 2021 and Jan 2022	Training completed; more will be needed as staff change

PHYSICAL ACCESS

Log	Development Area	Targets	Strategies	Success Criteria & Target date	Person Responsible & Persons Monitoring	Costs	Tangible signs of goals achieved
	Disabled access	More parking spaces for disabled students and parents	Second parking space in main car park; one in Bellamy Lane area	September 2022	M Nelson	Paintwork	
	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		

	Whole site	Allow disabled students access to building	Refurbish buildings	Refurbished houses with disabled facilities when refurbishment occurs	School Business Manager; Estates Manager		
	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		

