

**Winchester House Accessibility Plan  
2019-2022**

<b>Area</b>	<b>Target</b>	<b>Strategies</b>	<b>Expected outcome</b>	<b>Evidence</b>
<b>Curriculum, training and resources</b>				
<p>Accessibility for the recording of written work.</p> <p>Integration of ICT into lessons to facilitate the needs of all children.</p> <p>Promote the use of a wider range of ICT tools for use across the curriculum.</p> <p>Improve network and reliable access to ICT across the school.</p>	<p>Increase number of chromebooks/ laptops or ICT resources</p> <p>Increase opportunities for use of chromebooks/ laptops and resources</p> <p>As part of whole school ICT strategy</p> <ul style="list-style-type: none"> <li>● Upgrade network (see development plan)</li> <li>● Research, purchase and <b>train staff and children</b> in the use of new equipment</li> </ul> <p>New HOD of ICT to liaise with depts to support integration of ICT into planning</p>	<p>Chrome books updated and replaced to ensure access remains for up to date ICT access</p> <p>Increase the number of chromebooks in school as part of the ICT strategy, with departments having increased ICT integrated into lessons</p> <p>Training of colleagues with regards to ICT across the curriculum into the professional development programme</p> <p>Provide students requiring a scribe or WP with training in touch typing</p>	<p>Proficient typing speed of 25 words per minute, enabling greater independence</p> <p>Smooth integration of ICT in lessons across the curriculum</p> <p>Greater integration and awareness of the range of ICT tools and applications to promote access to learning for all pupils.</p>	<p>-Additional chrome books purchased and distributed in all teaching settings.</p> <p>-Booking system is in place</p> <p>-Independent use during Enrichment sessions where needed</p> <p>- A number of LD students have access to a touch typing course (Nessy)</p> <p>-LD department has purchased 6 chromebooks for the use of specific children</p>

	<ul style="list-style-type: none"> <li>Staff training for wider use of ICT tools and applications</li> </ul>	<p>Identify key staff to support the HOD in delivery of ICT</p> <p>Allow HOD of ICT time for liaison</p> <p>Build more ICT training opportunities into INSET programme to support differentiation strategies</p>		
<p>Increase staff and pupil awareness of learning needs/styles and preferences to improve suitability and range of differentiation strategies</p>	<p>Identify pupil needs more effectively</p> <p>Create more training opportunities regarding differentiation techniques and strategies</p> <p>Provide staff with detailed information to help inform planning.</p>	<p>In house training and discussion groups re differentiation at INSET</p> <p>Creation/updating of SEN register and creation of detailed Pupil Profile Cards</p> <p>Development of students strategies/targets which will be observed termly by LD team</p>	<p>Staff factoring information into planning and delivery of lessons</p> <p>Improved accessibility to curriculum and pupil outcomes</p> <p>Evidence of suggested strategies within lesson planning/observation</p> <p>Embedded support within lessons therefore impacting on additional support required</p>	<p>- New SEN Register outlines pupil needs</p> <p>- Pupil Profile cards introduced and updated every half term</p> <p>- LD input beginning to be less subject specific and more skills based</p>
<p>Continue to improve access to the curriculum and provision for pupils with SEND</p>	<p>Improve timings for interventions in order that pupils do not miss other lessons</p> <p>Develop range of interventions</p> <p>Introduce provision mapping</p>	<p>Position majority of support groups during enrichment sessions</p> <p>More specific target setting using data to assess progress</p> <p>Planning INSET &amp; work with parents</p>	<p>Improved provision in class and interventions</p> <p>Interventions more accessible as new charging scheme less prohibitive</p> <p>Better staff understanding of needs. More continuity</p>	<p>Majority of interventions (boosters) take place in enrichment sessions.</p> <p>New 3 weekly spelling boosters established</p> <p>Termly reviews for all children on SEN register.</p>

		<p>Promote the sharing of ideas and more consistent approach for pupils to improve curriculum access.</p> <p>Provide breaktime drop in sessions to give help and advice.</p>	and consistency in approaches.	Year group provision maps established
Develop the role and training opportunities for TAs and LD staff in order that they may support the needs of a wider range of difficulties and disabilities	<p>Review job descriptions and current roles</p> <p>Deploy staff effectively throughout the school</p> <p>Identify training needs across the department</p>	<p>Ensure the needs are being met across the school and deploy staff accordingly</p> <p>Identify suitable training courses</p> <p>Share good practice and expertise</p>	<p>Increased expertise and confidence within the team</p> <p>Improved support for a wider range of needs</p>	<p>One member of staff is now a qualified HLTA</p> <p>A Teaching Assistant employed to support in Seligman</p>
Improve methods of assessment and diagnosis of needs	<p>Review present LD assessment procedures, including SNAP</p> <p>Identify needs as quickly as possible</p> <p>Widen range of Ed Psychs and other professionals available</p> <p>Review whole school assessment and screening procedures</p>	<p>Introduce a process to highlight need to the department (Initial Identification form)</p> <p>Create clear progress when requiring additional assessment of needs</p> <p>Purchase a greater range of tools</p> <p>Make links with external agencies/professionals/professional bodies</p>	<p>Swifter intervention provided</p> <p>More specific targets and strategies provided for child and staff</p> <p>More guidance in what support is required at home and school</p>	<p>New initial identification form for staff to complete</p> <p>Oxfordshire ID criteria sheets available to help with internal diagnosis</p> <p>Additional Ed Psychs and other professionals utilised</p>
Build on procedures for extra time for exams and invigilation for pupils	Review present procedures	Examine range of future requirements for exams	Effective inclusion of all children, irrespective of need	Evidence updated regularly and in date.

requiring special arrangements in school and CE exams	<p>Identify possible future needs Plan for staff availability for invigilation</p> <p>Evaluate the cost impact</p> <p>Respond to guidelines and rubric for extra time in exams</p>	<p>Make good links with future schools Ensure evidence for the requirement of concessions is up to date</p> <p>Purchase relevant IT (reading pens/chromebooks)</p>	<p>Success in examinations Access to the concessions that have been granted</p>	<p>LD staff made available for pupil needs in exams therefore no longer having a financial implication</p>
EAL Provision	<p>Recruit a visiting EAL teacher</p> <p>Increase teaching and support staff knowledge.</p> <p>Create liaison between EAL teacher and subject teachers (where possible)</p> <p>Improve assessment of EAL needs of pupils before arrival at school</p> <p>Establish clear expectations of parents</p>	<p>Involve in staff and LD meetings where possible</p> <p>Attend INSET and curriculum meetings where possible</p> <p>Establish more robust assessment and admissions system for overseas pupils requiring intervention</p> <p>Arrange training opportunities for teaching and support staff</p>	<p>Improved provision and outcomes for EAL pupils</p> <p>Improve access to curriculum</p>	
<p><b>Information</b></p> <p>LD information</p> <p>Opportunities to meet the team</p>	<p>Prepare clear declaration of what we offer for pupils and review this regularly</p> <p>Plan series of informative workshops</p> <p>Informal meet the team occasions</p>	<p>Produce leaflets and website entry</p> <p>Prepare presentations on range of learning difficulties</p> <p>Involve parents and pupils in review and see what they would find useful</p>	<p>Parents and carers better informed</p> <p>Clearer understanding of pupil needs</p> <p>Improved school/parental partnerships assist pupils</p>	<p>Termly reviews take place with a range of the team</p>

	<p>Review reporting and information shared with pupils and parents</p> <p>Create new tracking documents for interventions</p>	<p>Provide staff with links to the provision maps</p>	<p>Improved information sharing for all staff and parents</p>	
<p><b>Physical</b></p> <p>Site improvement</p>	<ul style="list-style-type: none"> <li>● Parking facilities for disabled</li> <li>● Additional permanent or temporary ramps into buildings</li> <li>● Lighting improved to allow easy movement on site</li> <li>● Road crossing managed through supervision and closure of gates</li> <li>● Fire practices</li> <li>● Risk assessments</li> <li>● Improved disabled facilities as part of Pre-Prep refurbishment</li> <li>● Clear signage through site</li> <li>● Risk assessments for any member of staff or pupil who has a temporary injury limiting mobility</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly marked spaces at key areas of the site</li> <li>● To allow access to all ground floor doorways</li> <li>● Review and increase lighting of steps and staircases</li> <li>● Maintain regular fire practice schedule</li> <li>● Encourage reporting of near misses and maintain annual risk assessments of all classroom and access areas</li> <li>● Inclusion in plans of a disabled WC within Prep-Prep</li> </ul>	<ul style="list-style-type: none"> <li>● More welcoming and safe environment for all pupils, staff and parents</li> </ul>	<p>Health and Safety factored in to strategic development of school</p> <p>Disabled loo in PPrep in place</p> <p>Paths and roadways maintained for safe movement</p>

Reviewed September 2015  
Reviewed September 2016  
Reviewed November 2019  
Reviewed January 2020