

Lancaster Girls' Grammar School

Accessibility Plan 2016-2020

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT facilities and equipment are appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> Continue to review accessibility of ICT (including notepads & whiteboards) using specialist expertise and keep up to date with latest developments. Involve pupils in review of equipment and software. Provide laptops/iPads where appropriate for DSEN pupils. Allow pupils to use own technology to help their learning eg photograph whiteboard diagrams on phones, Dictaphones. 	Ongoing	SEN budget	SENCO and ICT Network Manager.	Leadership Team
<p>Access to Curriculum</p> <p>Create an effective learning environment for all</p>	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers to meet all pupils' needs and to ensure all classrooms and resources are organised in accordance with pupils' needs. Wherever the need arises and wherever reasonably possible to do so, provide learning materials in alternative formats e.g. large print, Braille, audio, enlarged computer screens, Pod casts, coloured paper Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties, with a particular focus on specific learning difficulties and autism. Pupil focus group feedback 	Ongoing	<p>CPD programme –SENCO input</p> <p>Specialist teacher training for staff teaching individual DSEN pupils. Support staff time to assist with resources</p> <p>Possible training costs.</p>	<p>SENCO</p> <p>All teachers</p> <p>Deputy Head</p>	<p>Ensure SEN group is included in all Learning reviews</p> <p>Leadership Team and Students, Parents and Community Committee (SPC)</p>

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Achievement					
Ensure pupils with disabilities achieve to their full potential	<ul style="list-style-type: none"> Fully involve the pupil and parents in the drawing up of the EHCP/IEP. Ensure TAs have the necessary skills to support learning Ensure any special access exam arrangements are in place and pupils have the opportunity to undertake class tests and internal exams under these arrangements. Provide a personalised curriculum pathway for the pupils with special educational needs and/or disabilities Monitor the progress of SEN pupils at every data event and attendance every half term. SEN report produced for Governors annually. Termly meeting with SENCO and pastoral staff to discuss SEN pupils' progress, care and support. Continue with briefing meetings for all staff who teach a specific pupil to share good practice and strategies 	Ongoing	<p>SENCO time</p> <p>Training Implications</p> <p>Training for exams office and SENCO</p>	<p>SENCO</p> <p>DH</p> <p>AHKS5</p> <p>AHCD</p> <p>AHSA</p> <p>HT</p> <p>HT</p> <p>SENCo</p>	<p>Reports to SPC</p>
Access to wider curriculum					
Increase participation in school activities.	<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers for pupils with special education needs and/or disabilities Ensure school trips are accessible to all pupils through making the necessary reasonable adjustments where possible Continue to promote events for disabled groups e.g. wheelchair basketball. 	Spring term 2018	<p>May be training needed on risk assessments for trips and extra-curricular activities involving DSEN pupils</p>	<p>SENCO</p> <p>DH</p> <p>PE staff</p>	<p>Leadership Team</p> <p>Health and Safety Comm</p>
Impact Analysis					
Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, in relation to pupils with disabilities when reviewing policies and seek to consult where possible 	Ongoing	<p>Leadership Team and SENCO time to review policies.</p>	<p>Leadership Team and SENCO</p>	<p>Governors</p>

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Premises Improve site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> Review personal evacuation plans at least annually Training for pupils who use the Disabled lift in sixth form Continue with plans to build new accommodation will considerably improve the school's accessibility. Adapt pupils seating arrangements and need for more specialist equipment as necessary, particularly in science, ICT and technology classrooms. Keep the premises maintained and in good condition to allow for easier access (paving stones, steps) Continue to put in place arrangements for parents with disabilities so that they can access school events (parking, relocate appointments to ground floor rooms) Further develop quiet space for pupils who are autistic 	Sept 2017 Dec 2017 Ongoing	Seek Condition Improvement Fund School capital budget	DH HT and Business Manager	Buildings Committee Health and Safety Committee.
Attitudes Promote positive attitudes to disability	<ul style="list-style-type: none"> Review Assembly Programme: Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities Review citizenship and PSHE curriculum to ensure positive images. Well being ambassadors to promote positive attitudes in the tutorial slots and work in school 	2017-8		HT AHKS4 HT	Leadership Team and SPC
Availability of documents in alternative formats.	<ul style="list-style-type: none"> Large print and audio formats etc as required. Monitor uptake of documents in alternative formats Newsletter and letters for parents available electronically. 	Autumn 2014	.	Office staff	HT