

# THREE YEAR ACCESSIBILITY PLAN

## 2022 – 2025

**Policy reviewed by: Sally Witts, Harriet Wilson and SLT Dated: January 2022, updated 26.04.2022**

**Policy next review: January 2023**

Access to the Curriculum					
Term	Targets	Strategies	Outcome	Time-Frame	Goals achieved and evaluation
Short Term	Every child will be assessed prior to admission to determine what provisions are required to be put into place.	Arrange meeting with parents, Head, Senco and class teachers with input from other therapists as may be required.	To enable the child to be able to access the curriculum and take full advantage of school life.	January 2023	Ongoing
Short Term	All pupils will be allocated the correct class according to their needs so that they are able to progress their learning in the correct environment.	After initial assessment, SENCo, Head and class teachers to establish correct class. Teaching staff must continue differentiation within the lessons and set pupils appropriately. Termly assessments and annual exams to check progress.	To enable all children to progress their learning in the most appropriate environment for their needs.	January 2023	Ongoing
Short Term	To create a safe learning environment and raise the awareness of staff and pupils to the issues of bullying.	Arrange regular INSET/Workshops for staff. Regular weekly staff briefings.	To develop staff's understanding of dealing with bullying and a review of current anti-bullying strategies.	Cyberbullying and e-safety workshop to be arranged annually	INSET April 2022 on working together to safeguard children.  Update on KCSIE 2021 INSET Sept 2021
Short Term	To continue to embed coeducation throughout the school - commenced Sept 2021	Governor approval Co-ed Working party established to continue to look at all areas DfE informed and MCI took place Sept 2021.	To enable girls to attend Kingwood House	January 2023  Termly meetings of the co-ed working party	January 2022 – 18 girls on role Tea and talks arranged twice a term for girls with outside speakers.
Short Term	Raise awareness of Inclusion and Diversity	Arrange staff inset Write policy	To raise awareness and understanding amongst	January 2022 Diversity and	Policy updated Oct 21.

		Celebrate black history month and awareness weeks related to SEND Check content of PSHE to ensure all is covered	staff and pupils	Inclusion workshops by Floyd Steadman	Staff, parent and pupil workshops Jan 2022
Short Term	Maintain weekly Touch Typing sessions	These are now timetabled for all pupils in Y5 – 8. 9/19	To enable pupils to become adept and quicker when typing.	July 2022  Chromebooks to be introduced from Year 7 in September 2022	Sept 19 - Touch typing is now timetabled for a weekly lesson for all pupils in Y5 – Yr 8.  Pupils are advised to complete regular practice at home.
Short Term	Maintain the Bronze Duke of Edinburgh Award for Year 9 and 10 and introduce Silver for Year 11 so that pupils benefit and have the chance to experience learning in areas outside the curriculum.	Implement into our timetable the D of E Scheme and train staff as required	To show pupils how to develop their responsibilities and attitudes	January 2023	New Year 9 in September 2021 – Enrolment in DoE
Short Term	Keep watching brief on changing legislation relating to Equality and implement changes as they arise.	Implement changes as they arise.	To benefit all children including those with disabilities.	January 2023	Ongoing
Short Term	Monitoring of staff on Thinking Skills and incorporating within Schemes of Work	Deputy Head to monitor thinking skills in the classroom and advise staff on specific thinking skills tasks.	Staff can integrate thinking skills into their teaching to help all pupils but particularly those with SEN.	January 2023	Ongoing  Whole school INSET Sept 2019 about thinking skills and growth mindset.
Short Term	Continue accelerated reader in the library – now introduced from Year 3	Staff to encourage pupils to read books appropriate to their level	Improve standards of literacy by getting pupils to access quizzes, which are based on books they have read thereby improving literacy skills and motivating them to read.	January 2023	Ongoing
Short Term	To raise the awareness of staff on teaching strategies	Arrange an inset for staff with an expert in this field.	Staff become familiar with and develop	January 2023	3.1.18 Training session with Laura Kerbey,

	and classroom management for children with Autistic Spectrum difficulties.	Private reading recommended by Senco	understanding of children with Autistic Spectrum difficulties. To help autistic children within the classroom to feel more integrated and enable teachers to feel confident in their teaching methods.	September 2021 INSET – SENCo led training on Quality First Teaching and provided resources to support and encourage the use of this across the curriculum.	PAST Supporting Children, Teenagers and Young Adults with Pathological Demand Avoidance. To all staff.  INSET held Sept 2019 with Dr Hashemi about ASD.
Short Term	To raise awareness and management of pupils with behavioural needs.	To run series of training sessions for the teaching and learning support staff.	All staff to become familiar in recognising pupils with behavioural issues and to have an understanding of a range of strategies that can be used to support the pupils.	Ongoing after training in 2015.  Sept 19 – training to be arranged for new ELSA (emotional literacy support assistant).	Elsa working two days per week - ongoing  Change in ELSA – undertaking training in November 2019. Also offering drop-in sessions.
Short Term	To improve the pastoral care for all children by developing the House System and School Council	New Head of Houses and School Council. House Families introduced Sept 18 and to be continued at beginning of each term.	To create a caring, safe and tolerant environment which will benefit all children.	January 2023	Ongoing although hampered by Covid throughout 2021. House Meetings held from Sept 2021.  Display board in place for House and Council 'news'
Short Term	Encourage staff to attend insets relevant to their area and pupils in their care.	Insets to be arranged by staff with relevance to pupils and Dept.	To benefit current pupils and enhance the professional development of staff.	January 2023	Feb 2019- OT led a staff meeting on Zones of Regulation for all staff.  Summer 19 – a number of LSAs undertook Level 2 courses covering topics such as ASD and dyslexia.
Short Term	Review use of assistive technology for pupils with	SENCo to encourage use of assistive technology in the	To help dyslexic children with reading and writing	July 2022 – Chromebooks to be	Read Write software now being used by

	dyslexic difficulties.	Study Centre and in class.	in the classroom, during homework and in examination situations.	introduced for all pupils from Y7+ in September 2022  Training for readers and scribes April 2022 INSET	senior boys and within the Study Centre. Pupils eligible for concessions using laptops to support learning and using Read Write software in class and internal exams.  Pupils in Y9+ using Chromebooks and Years 10 and 11 iPads in class and at home to support learning. Read Write training delivered to all staff in Sept 19.
Short Term	Improve and encourage reading throughout the school.	DoS to look at ways to increase the opportunities for reading. Monitor the timetabled reading period and paired reading club. Look to using literacy tutors to advise and develop strategies. Introduce weekly subject enrichment initiatives.	To enable the less able readers to read more often and gain enjoyment from it with their peers.	January 2023	Reading slot allocated as part of the class timetable from Sept 2016.  Whole school weekly focus on English introduced Sept 2018.
Short Term	Introduce Mindfulness to staff for benefit of pupils and staff	Arrange inset with Mindfulness for Schools	To improve concentration in pupils and reduce stress for staff.	January 2023	Inset completed Sept 2016 and ongoing training being considered. Mindfulness course completed by 12 staff May 17
Short Term	Introduce and maintain a well-being week each summer term.	Include in calendar each year and book relevant workshops to include self-defence, well-being, e-safety	To help pupils emotionally and academically – improve emotional wellbeing and reduce exam/work stress	Annually	Changed to Spring Term in 2019 and ongoing
Short Term	Implement new standardised assessment for spelling.	Introduce for whole school	To be linked with a spelling programme to	By Sept 19	Test administered in whole school Sept 2017

	Helen Arkell Spelling Test (HAST) 2.		improve spelling		as a trial.  SENCO using standardised assessments to determine Access Arrangements.
Short Term	To develop greater emphasis on multi-sensory teaching across the school.	Include whole school training sessions for teaching staff.	To enable all pupils especially those with SEND to access the curriculum and to retain and accelerate their learning.	January 2023	Twilight sessions arranged for January 2019.  Spring 19 – SENCOs led workshop in staff meeting on multi-sensory training.
Short Term	To develop the ability of students to regulate their emotions and behaviour	Organise training sessions for Learning Support and teaching staff along with parents.	To enable students to be able to acknowledge and regulate their behaviour.	January 2023	Training session held for Learning support staff on 29.10.18. Feb 2019- OT led a staff meeting on Zones of Regulation for all staff.
Short Term	Investigate movement therapy to develop co-ordination skills of all pupils.	Discuss with the Occupational Therapist to see if a whole class movement therapy programme would be possible.	To develop the pupil's balance, attention and fine motor skills.	January 2023  Regular liaison with OT	Exercise bikes installed on playground – used daily by pupils and to support OT. Outside balance gym installed in spring 2017.
Short Term	Consider introducing touch typing into the curriculum, particularly in Upper Prep Department.	To be considered by SLT at planning/timetable meeting.	To enable all pupils to use a keyboard to enhance presentation and learning.	January 2023	Considered and but not completed. Recommend parents arrange intensive short courses. Touch Typing club for Lower Prep once a week as above.  Touch typing added to timetables of pupils in Y5-8 from September

					2019.
Medium Term	Consider introducing Study Centre Homework clinics	Internal use of Study Centre staff or LSA's to provide support for pupils with SEN when doing homework.	Pupils have the appropriate support for completing homework and continuity in learning.	Review 2022-23  January 2023	Under consideration – new tutor with experience of GCSE and A-Level English curriculum has joined the team. Functional Skills introduced to the curriculum for English and Maths.
Medium Term	To train teaching staff on Dyscalculia and its impact on their teaching styles and pupil learning	Arrange an inset for staff on Dyscalculia to enable them to gain understanding and apply in the classroom	To enable staff to integrate an inclusive curriculum for those pupils with dyscalculia	January 2023	Dynamo Maths programme introduced in Study Centre on a 1:1 basis. To consider the effectiveness of the programme and whether this can be transferred into the classroom. SENCo led INSET in September on the use of Quality First Teaching strategies, including a set of prompt cards for all members of classroom staff with strategies to help meet specific needs.

Access to Information					
Term	Targets	Strategies	Outcome	Time-Frame	Goals achieved and evaluation
Short term	Arrange training for staff each year on high risk medical conditions of the pupils.	Ask the nurse at Epsom College to attend a staff meeting to go through the high risk medical conditions of our pupils.	To ensure that staff are aware of and know how to handle pupils with high risk medical conditions such as diabetes, seizures, etc. and to use an epipen.	Annually in preparation for each new cohort of pupils, and as and when a pupil with significant health needs joins the school.	Ongoing

				Key members of staff have been trained in administering PEG feeds.	
Short term	Ensure we meet the requirements of the SEN Code of Practice and update our policies as required. Keep abreast of any upcoming changes with the SEND Code of Practice (2015)	SENCo to ensure we meet requirements particularly in relation to children with a Education, Health and Care Plan (EHCP) and/or Individual Education Plan (IEP)	To benefit all children with SEN and disabilities.	January 2023  Head of Study Centre to review Green paper (published March 2022) and attend INSET in relation to this.	Policy in place and ongoing watching brief.
Short term	Continue to give kitchen staff a photo of each child with an allergy that can be display alongside allergy lists.	Speak with the kitchen staff and admissions, particularly in relation to new children whose faces are not yet known.	To protect children with life threatening allergies and enable staff to recognise them quickly to ensure a smooth running kitchen.	January 2023	Ongoing
Short term	To train staff in the use of read/write assistive technology.	Organise a training session for staff.	To enable staff and students to use the read/write software so that students with dyslexia will be able to work independently.	January 2023  Training carried out as part of INSET April 2022.	Training carried out in Summer term of 2019, as well as twice in September 2019.
Short term	Consider Pathological Demand Avoidance inset	Discuss with SENCo to see if there is a suitable teacher to attend an inset course.	To help and understand children with PDA	Completed  Both SENCos in liaison with professionals regarding best practice for pupils with PDA.	Completed July 17 – see above. Key LSAs attended.  3.1.18 Training session with Laura Kerbey, PAST Supporting Children, Teenagers and Young Adults with Pathological Demand Avoidance. To all staff.

					Resources from Laura Kerbey to be shared with all staff. Some LSAs attending a webinar led by Laura Kerbey.
Long term	Keep up-to-date with legislation with regard disabilities.	Keep up-to-date on reading and take heed of advice from the ISBA, SENDA, etc	To ensure the school remains aware of changes in the law with regard disabilities	January 2023  Head of Study Centre to review Green paper (published March 2022) and attend INSET in relation to this.	Ongoing  Both SENCoS are members of online SEND forums. HW attends an annual JCQ update session in preparation for exam access arrangements. Events such as TES SEN roadshow and ISC SEND Conference are attended. Both SENCoS have completed NaSENCo qualification.
Long term	Continue to develop relationships with outside agencies, i.e. counsellors, Ed. Psy., etc	Maintain contact and develop relationships with outside agencies	To ensure the school maintains good relationships with outside agencies for mutual benefit.	January 2023	Ongoing

Access to Premises					
Term	Targets	Strategies	Outcome	Time-Frame	Goals achieved and evaluation
Short term	Development programme: New Junior block with disabled access on ground floor. New single story Pre-Prep Dept. and Humanities Dept. New senior building opening September 2018.	Continue to liaise with architect to give due consideration to disabled pupils when planning future buildings.	To ensure disabled children have full use of the new facilities.	Regular meetings of Governors Strategy Committee. Decisions to be auctioned when necessary.	Junior Block completed Nov 2014, Pre-Prep and Humanities completed Sept 2014. Pre-Prep outside area completed Dec 2014. Senior Building opened Sept



	Development plan in place for further alterations, and sports hall.				2018.
Medium Term	Development – ensure regular planning meetings are held with the architect to consider disabled pupils/staff – Phases 5-6	Discussion at appropriate level of planning and due consideration to be given to the needs of pupils/staff with disabilities – particularly relevant to sports facilities, dining hall and conversion of Langlands.	New buildings should have appropriate entrances/exits and lifts suitable for pupils/staff with disabilities as is practical.	Ongoing as development progresses.	Ongoing New flooring in Study Centre kitchen/medical room, which is easier to clean in the event of any spillages etc.
Medium Term	Encourage access for disabled parents/staff/visitors by marking a disabled parking place.	Discuss with the Council the marking of a disabled parking bay in front of the school and mark one in the car park when it is resurfaced.	To provide easy parking for disabled visitors/staff/parents	January 2023	Two marked bays in car park completed 2018.
Long Term	Consider installing non-auditory guides around the site	Investigate how a deaf/hard of hearing person might be alerted to a fire alarm – put a plan in place	To enable those on site who are deaf or hard of hearing to feel safe in the knowledge that they will be alerted to a fire bell/warning signal	2022-24	To be discussed with governors