

# St Laurence School – Disability Access Plan Updated November 2018

## To be read in conjunction with the Schools Equality Policy

1) Ensuring Access to the Curriculum for all disabled students; On-going commitment:				
Category	Targets	Strategies	Lead	Outcome
<b>All students with a disability</b>  <b>Generic/on-going priorities</b>	<ul style="list-style-type: none"> <li>To ensure that all staff have access to current knowledge and expertise with regard to a wide range of disabilities (VI, HI, PI, SLD students)</li> <li>To develop teaching strategies and resources which support for disabled students</li> <li>To increase provision and use of ICT for disabled students (software and hardware,, <i>Kindles, iPads, Access Arrangements software such as Read&amp;Write, Reading pens</i>)</li> <li>To ensure that staff are able to support in identifying and referring students with potential need</li> <li>To ensure that all students requiring additional help in public and internal exams have appropriate access arrangements</li> <li>To anticipate new types of disability and plan accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Training needs met via PD Days and TA training</li> <li>Expand number of netbooks available on loan to students</li> <li>Key SEN staff to keep abreast of current developments and adapt training needs accordingly</li> <li>Staff work collaboratively with external agencies and partner schools to find common solutions to shared difficulties (e.g. SENCO meetings, VI, PI, HI services etc.)</li> <li>Needs identified and supported through work of Assistant SENCo (Transition) in Y4/5/6 Annual Reviews, transition visits etc.</li> <li>Regular site audits and close liaison with PASSIS to ensure suitable access for disabled students</li> <li>Liaison with external providers, e.g. Lackham, Palmer Gardens, Larkrise, Work Experience Employers, to ensure appropriate provision and support are in place when SEND students are off-site.</li> </ul>	EA/RPR	<ul style="list-style-type: none"> <li>Staff have understanding of a wide range of disability including contemporary developments</li> <li>Relevant staff aware of a range of internal and external support mechanisms for dealing with shared issues and difficulties</li> <li>Staff use a toolkit of responses when teaching disabled students</li> <li>Increased use of ICT by disabled students who make progress in-line with expectations</li> <li>TAs support learning in the classroom by supporting students to make progress across a range of faculties</li> <li>Examination access arrangements in place as needed and updated/adapted as needs change</li> </ul>
<b>Specific Priorities</b>				
<b>Very Low starting students</b> <i>(students not yet accessing KS2 Level 3 of National Curriculum)</i>	<ul style="list-style-type: none"> <li>Via the Learning Mentor, enable access to the curriculum for very low starters who have been identified by external agencies as being unable to make progress commensurate with peers because of significant SEND issues</li> <li>To support staff with regard to teaching students at very low starting points and identifying small levels of progress</li> <li>To develop the assessment grids at KS3, particularly in core subjects, to reflect attainment by very low starters</li> <li>To enable access to alternative curriculum provision at KS3 e.g. life-skills, social skills, ASDAN courses, to ensure that very low starters have a positive experience of school and acquire skills and knowledge which will be of benefit to them</li> </ul>	<ul style="list-style-type: none"> <li>Build on the successful start made by the KS3 Learning Mentor</li> <li>KS3 Learning Mentor to continue to develop suitable activities and tasks which enable access to the curriculum at a level appropriate for the very low starter students identified</li> <li>KS3 Learning Mentor to develop and deliver life-skills programmes to ensure a positive experience of school and to support students in developing essential skills</li> <li>EA to work with key staff to continue work on the development of KLC grids which reflects small steps of progress (based on progress made using former P levels grids)</li> </ul>	EA SWT	<ul style="list-style-type: none"> <li>Very low starting students make progress in line with realistic expectations (not necessarily with their peers, given the particular nature of the SEND where it is clear from professional reports that academic progress beyond where they are (Year 1 or 2) is not expected)</li> <li>Very low starting students begin to develop key life-skills</li> <li>Teaching staff in core subjects better able to understand the small increments of progress and are able to grade students accordingly</li> <li>Very low starting students fully included in wider school community</li> <li>Successes are celebrated regularly to ensure a positive experience of school</li> </ul>

<b>Students with VI, PI, HI</b>	<ul style="list-style-type: none"> <li>To ensure that VI/PI/HI students have full access to the curriculum as their needs change over time</li> <li>To provide on-going and personalised training for staff to enable them to support students with a VI, HI, Pi</li> <li>To ensure continued liaison with primary schools so that key students can be identified early and the necessary planning takes place in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Close liaison with services regarding developing needs and changes needed, including regular contact with Education Officer and SEND Lead Workers</li> <li>Staff training provided by VI/HI/PI services</li> <li>1:1 support for students (e.g. mobility services, physio, speech &amp; language etc.)</li> <li>Development of school-based ICT provision to enable access to equipment</li> <li>To provide auxiliary aids as appropriate</li> <li>Manual handling training for TAs supporting named students</li> <li>Choke training for TAs (small group)</li> </ul>	EA JLR DMG SW SH	<b>Students:</b> <ul style="list-style-type: none"> <li>Are able to access curriculum effectively and make progress in line with expectations</li> <li>Use a range of technologies to enable curriculum access</li> <li>Develop life skills as appropriate</li> <li>Are fully included in wider school curriculum e.g. after-school clubs, briefings, assemblies, trips</li> <li>Staff able to support with specific needs e.g. use of specific equipment</li> <li>Site accessible to all students (lift in new 6<sup>th</sup> form centre)</li> <li>Have flexible timetables which meet their individual needs whilst respecting the 'core offer'</li> </ul>
<b>Vulnerable Students</b>	<ul style="list-style-type: none"> <li>To ensure that vulnerable students are fully included in the school community</li> <li>To ensure that vulnerable students have a 'voice' and are represented across the school</li> <li>To improve academic outcomes for vulnerable students</li> <li>For staff to have a better understanding/ awareness of mental health issues affecting young people to allow for speedy intervention</li> <li>For staff to be aware of emerging needs and how best to support students (e.g. transgender, trauma)</li> </ul>	<ul style="list-style-type: none"> <li>Via staff training share a range of strategies for engaging vulnerable students in class (School Development Plan)</li> <li>Staff training; Mindfulness, Growth Mindset, Transgender/Gender dysphoria, Vulnerable Groups, ASC in girls etc.</li> <li>A wide range of support is available for all vulnerable groups including: School Counsellor, Pastoral Support, Mentors, 6<sup>th</sup> form Mentors, ELSAs, Cosy Room, Quiet Zone, Study Support, Learning Mentor, PP support (pastoral, academic)</li> <li>A range of therapeutic interventions is available, e.g. Art Expression, Music Therapy, Dog Therapy, Breathing Space Well-being Studio (Easter 2019)</li> </ul>	Senior Staff  RO/EA/CJD  RO Senior Staff /EA SW	<ul style="list-style-type: none"> <li><b>Vulnerable students are:</b> <ul style="list-style-type: none"> <li>fully included in school community</li> <li>make progress in line with expectations</li> </ul> </li> <li>All staff aware of who the vulnerable groups are in their classes and able to provide support, so that issues are understood quickly and swift intervention minimises risk to students</li> <li>Staff more aware of potential mental health issues and planning intervention as necessary</li> <li>Staff aware of the impact of traumatic experiences and effective strategies to support students in class</li> </ul>
<b>Appropriate Curriculum</b>	<ul style="list-style-type: none"> <li>To ensure students have access to a relevant curriculum which allows them the best chance of progression</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Curriculum allows individual progression routes and a vocational curriculum where appropriate</li> <li>Regular reviews of student progress</li> <li>Pupil Premium used to support students where appropriate.</li> <li>Regular reviews of KS4 Curriculum pathways, e.g. Lackham and other bespoke off-site provision, e.g. Palmer Gardens in the light of recent curriculum changes/Progress 8 and the unsuitability of a purely academic pathway for a small number of students</li> </ul>	RPR EA RPR CJD	<ul style="list-style-type: none"> <li>The school aims to 'close the gap' so that students with SEN/D make at least similar progress to their peers* and have access to programmes which promote life-skills as well as academic skills</li> </ul> <p>* where appropriate and assessed on an individual basis given the complex nature of some students with SEND</p>
<b>Improving the physical environment</b>	<ul style="list-style-type: none"> <li>To ensure that all disabled students have access to the St Laurence School site</li> <li>To ensure that planning for future needs takes the physical environment into account</li> </ul>	<ul style="list-style-type: none"> <li>Annual accessibility audit</li> <li>Prioritise changes to school site, e.g. lifts, ramps, handrails, high-visibility strips on steps, disabled access toilets etc. according to identified and anticipated needs</li> <li>Adjust rooming/time-tabling/seating plans to enable students to access lessons with peers</li> </ul>	Site Manager	<ul style="list-style-type: none"> <li>Students able to access the school site safely in accordance with needs</li> <li>Students take part in clubs, activities, trips etc.</li> <li>Students are seen as and consider themselves to be valued members of the school community</li> </ul>

		<ul style="list-style-type: none"> <li>Adapt whole-school events as needed, e.g. sports' day, so that PI/VI students can take part</li> <li>Deployment of TAs/auxiliary aids which support access according to agreed plans (e.g. stools in science, toilet seats)</li> <li>Enhanced access to 'secure spaces' (e.g. Quiet Zone garden, poly-tunnel, Cosy Room, resting space)</li> <li>New buildings have access for disabled students e.g. lift, disabled toilets</li> <li>Whole school trips are able to accommodate disabled students. e.g. adapted transport, forward planning ensures needs can be considered and met wherever possible</li> </ul>	EA	
<b>Improving the availability of accessible information to disabled pupils, parents and carers</b>	<p>To ensure that:</p> <ul style="list-style-type: none"> <li>Students, parents and carers have easy access to information</li> <li>St Laurence has up-to-date information regarding disabled students and that staff are confident and have up-to-date knowledge with regard to a wide range of issues</li> <li>School staff liaise regularly with external agencies to ensure that up-to-date information can be shared with parents/carers/students as needed</li> <li>Information is available for parents of younger students considering a future school placement</li> </ul>	<ul style="list-style-type: none"> <li>Annual SEND Report on website</li> <li>Signposting on Website to other information e.g. policies and support groups</li> <li>Key worker as essential contact point for students with EHCP and parents</li> <li>Key information shared with parents via email</li> <li>Staff training for key staff to ensure compliance with CoP</li> <li>Feedback/information re SEND / students given as part of usual whole-school routes</li> <li>Regular liaison via Transition Coordinator/Assistant SENCo (Transition) with primary schools</li> </ul>	EA EA EA/D MG	<ul style="list-style-type: none"> <li>Information accessible on website by parents/carers/students</li> <li>Information sign-posted via a variety of routes including key staff members, <i>Connect</i>, email, phone calls etc.</li> <li>Parents feel well informed about provision and progress</li> <li>Staff aware of a variety of support mechanisms in and out of school and can sign-post to parents/carers/students as needed</li> </ul>

	<b>Targets</b>	<b>Specific Actions (and costings)</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
	<p>To improve understanding of trauma and its impact</p> <p>To support students who have experienced significant trauma to</p> <ol style="list-style-type: none"> <li>access the curriculum</li> <li>develop strategies for managing emotions</li> </ol>	<p>Assistant SENCo to develop understanding of the impact of trauma and specific strategies that can be applied in the classroom</p> <p>Support sheet to be developed for teaching staff</p>	By July 2019	DM/EA	<p>Improved understanding of trauma across the school</p> <p>Improved strategies in the classroom</p> <p>Improved access to education for students with significant trauma</p>
	To support the reintegration of a PI student with specific needs	<p>Close liaison with medical services and bespoke timetable; spaces to support physical needs as identified by medical team</p> <p>Choke training / other medical as required for small group of TAs</p>	Ongoing from Feb 2018 – key points Oct 2018, Jan 2019	EA	<p>Successful reintegration of PI student</p> <p>Medical needs met</p> <p>Access to adapted GCSE timetable</p>

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