



DISABILITY EQUALITY SCHEME AND ACCESS PLAN

This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite and School-run holiday activities or clubs.

1 REGULATORY FRAMEWORK

1.1 This policy has been prepared to meet the School's responsibilities under the Equality Act (2010) - Disability and Discrimination Information.

1.2 It has also been produced alongside the following School documentation:

- Access Planning
- Admissions Policy
- Access Plan April 2006-March 2009 (APPENDIX 1)
- Access Plan April 2009-March 2012 (APPENDIX 2)
- Access Plan April 2012-March 2015 (APPENDIX 3)
- Access Plan April 2015-March 2018 (APPENDIX 4)
- Access Plan April 2018-March 2021 (APPENDIX 5)
- Access Plan April 2021-March 2023 (APPENDIX 6)

2 EQUALITY ACT (2010) - DISABILITY AND DISCRIMINATION INFORMATION

2.1 The Equality Act (2010) consolidates and replaces the previous discrimination legislation. All schools have a duty to provide reasonable adjustments for disabled pupils, and from September 2012 the reasonable adjustment duty includes the provision of auxiliary aids and services.

2.2 The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for its pupils.

2.3 A school's duty to make reasonable adjustments is an anticipatory one and, therefore, schools need to consider what disabled pupils might require and what reasonable adjustments might need to be made for them.

2.4 Some disabled pupils with Educational Health and Care Plans and auxiliary aids that are necessary as part of their SEN provision, will be provided for through the EHCP. In these cases the school will be under no obligation to duplicate that support.

3 PLANNING DUTIES

3.1 Schools have a duty to carry out accessibility planning for disabled pupils. The strategies and plans have to address three distinct elements of planned improvements in access for disabled pupils:

- Improvements in access to the curriculum.
- Physical improvements to increase access to education and associated services.
- Improvements in the provision of information in a range of formats for disabled pupils.

4 DEFINITION OF DISABILITY (DDA)

4.1 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.'

4.2 This definition covers physical disabilities, sensory impairments, such as those affecting sight or hearing and learning disabilities.

4.3 Red House School recognises the importance of Equality and Disability Discrimination legislation and follows appropriate guidelines for schools to ensure that disabled pupils and prospective disabled pupils are not discriminated against.

4.4 The School ensures that the two key duties are upheld:

- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the reasonable adjustment duty).

4.5 Consideration is given to the ways of enabling disabled pupils to participate in all aspects of the life of the school.

4.6 Red House is committed to promoting equality of opportunity between disabled and other people and eliminating discrimination that is unlawful under the Equality Act (2010).

5 ACCESS PLANNING

5.1 The SENCo draws up the current access plan and updates it when necessary, in consultation with the Head and the Assistant Head (Academic). The Access Plan covers a 3 year period.

5.2 Meetings are held as necessary and at least twice yearly. The Access Plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act (2010). The school is mindful of parents and other users of the school who have disabilities.

6 DUTIES UNDER DISCUSSION

6.1 Physical Access

6.1.1 Physical access is constantly under review and being improved through the new building plans. The Junior School has received major improvements to physical access and the school is aware of the anticipatory need to improve facilities with disabled pupils in mind:

- Handrails
- Ramps
- Toilet and changing facilities
- Colour schemes
- Lighting
- Carpets/flooring

6.1.2 Future plans for improvements will be drawn up showing due regard to Equality Act (2010) legislation.

6.2 Curriculum Access

6.2.1 The School is aware of the importance of providing appropriate teaching strategies and learning opportunities for disabled pupils.

6.2.2 Staff training, overseen by the Assistant Head (Academic), is on-going to improve understanding of the needs of disabled pupils.

6.2.3 The SENCo gives training to staff on disability awareness and how to avoid discriminating against disabled pupils.

6.2.4 The School works closely with our specialist dyslexia teacher providing support to dyslexic pupils and all staff are aware that dyslexics need:

- Limited board work.
- Appropriate text books.
- Examination papers/worksheets that are well typed with writing well-spaced.
- Appropriate Access Arrangements in examinations.

6.3 Provision of Information

6.3.1 The Head of Marketing is involved in updating the School's website to make information more accessible.

6.3.2 iSAMS has been introduced to provide information in different formats.

6.3.3 The Modern Foreign Languages Department ensures CDroms/podcasts are available for pupils with Specific Learning Difficulties.

6.3.4 Read and Write Gold has been purchased in order to make text accessible to those who need readers.

6.3.5 ChromeBooks have been introduced across the curriculum on both sites.

6.4 Monitoring/Gathering of Information

6.4.1 The Assistant Head (Academic), SENCO, Head of the Junior School, Key Stage Coordinators (Junior School), Heads of Year (Senior School) and Form Tutors look closely at available data to track progress of

disabled pupils and to ensure they are achieving their full potential.

- 6.4.2** The Assistant Head (Academic) and Heads of Departments analyse GCSE results to monitor achievements of disabled pupils.
- 6.4.3** The SENCo works with disabled pupils running support sessions and listens to their thoughts on how they view their access to the curriculum and, indeed, any concerns they may have about their school life.
- 6.4.4** Key Stage Coordinators (Junior School), Heads of Year (Senior School) meet with disabled pupils for mentoring sessions, as appropriate.
- 6.4.5** A mentoring programme in Year 11, in which SEND pupils take part, gives the opportunity for a weekly discussion with a member of staff where pupils may voice any difficulties they have and gain support.
- 6.4.6** Teachers are encouraged to provide information to the SENCo regarding pupils who have, or are perceived to have, special needs.
- 6.4.7** Screening takes place in Year 4 and Year 7 in order to identify pupils who need access arrangements in examinations.
- 6.4.8** Specialist assessments may take place during Key Stage 4 if staff are concerned about a pupil's progress.

7 ADMISSIONS PROCEDURE

- 7.1** The Admissions Policy for pupils to join Red House School follows Equality Act (2010) legislation.
- 7.2** Pupils applying for a place at Red House School must satisfy certain academic criteria as the school has one curriculum leading to 9/10 GCSEs at grades 5-9.
- 7.3** As much information as possible is gathered on disabled pupils before entrance testing to ensure that the child will be able to access the tests and have appropriate concessions, if applicable.
- 7.4** The School:
 - Ensures that there is an atmosphere and culture which is open and welcoming so that pupils and parents feel comfortable about disclosing information about disability.
 - Asks parents when they visit about the existence of and the nature of any disability that their child may have.
 - Has a space on admissions forms asking about any disability.
 - Encourages prospective parents/pupils to speak to and/or meet with the SENCo to discuss matters relating to disability.
 - CAT screening has been introduced so that a pupil's potential may be established rather than relying on aspects of taught curriculum knowledge.
 - Reasonable adjustments will be made to entrance assessments, if necessary.

Reviewed by: Mrs E Auty
February 2023

Ratified by: the Education Committee of the Board of Governors
February 2023

APPENDIX 1 - ACCESS PLAN APRIL 2006-MARCH 2009

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Enhanced support for GCSE English Key Stage 4	Time available on EA's timetable	Support sessions available to provide better access to the English curriculum for SEN learners	TERM 1 2006-2007	Support established. 2 lessons for year 10, 2 lessons for year 11, with EA, during GCSE English
	Greater flexibility for curriculum for SEN pupils Key Stage 4	Policy for discontinuing subjects established	Severe SpLD pupils may discontinue modern language at GCSE or subject causing significant difficulty and have curriculum support as alternative	TERM 1 2006-2007	Policy adopted. EA supporting SpLD pupils who discontinue a subject.
	Improved access for severe dyslexics Years 4-6	Time available EA's timetable for support	1 to 1 support services for pupils Years 4-6	TERM 1 2006-2007	Support sessions allocated as appropriate to SEN pupils
	Enhanced school website. Different format from prospectus	JA updating and HoDs responsible for curriculum areas	Improved access to school information available for parents/prospective parents and detailed curriculum, information accessible	TERM 3 2006-2007	Website improved. Curriculum areas established. Also revision sites and podcasts available for pupils.
	Improved curriculum access Senior School	Laptops for all staff. Projectors installed in most classrooms	Updated technology providing greater range of teaching resources	TERM 3 2006-2007	Laptops provided. Projectors installed.
	Improved access to curriculum Science/French Key Stage 4	Third group to be established in French and Science Years 10/11	Smaller classes. Improved curriculum access	TERM 1 2007-2008	Third group in French/Science. KS4 established.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Medium Term	School fully informed regarding Every Child Matters/ Common Assessment Framework (CAF)	School involved in all local training available through LEA. <ul style="list-style-type: none"> • Headmaster • EML EA (attending training course) 	Legal duties met	TERM 1 2007-2008	Training on-going.
	Information for parents/prospective parents presented in a different manner/ format to prospectus and annual Open Morning	Arrange opportunities for sharing information at appropriate venues in area with staff available to talk to parents/prospective parents	Information available through displays and conversations with staff. Different opportunity for parents to find out how RHS could meet their children's needs.	TERM 3 2007-2008	First evening successfully held at Wynyard Golf Club. Future events planned.
	Improved access for music/drama	Improvement of 'house' space	Improved rehearsal area for music/ drama	TERM 1 2008-2009	Enhanced rehearsal area established.
	Review and update Whole School Assessment Policy	Working group set up MAM	Updated policy/ Assessment for Learning fully reviewed	TERM 3 2008-2009	Working party established TERM 1 2008-2009
Long Term	Improved access to Specialist Dyslexia teacher for pupils with SpLD	RHS to facilitate the employment of a specialist teacher <u>directly</u> , rather than through Dyslexia Action	Improved access to pupils as greater flexibility of timetable when arranging specialist lessons, also cheaper lessons for parents as no contract with Dyslexia Action	TERM 3 2008-2009	Achieved as planned.
	Physical access/ curriculum access to Science, Art and Technology improved	Chesterfield building acquired by RHS and adapted accordingly	Improved facilities/resources	TERM 2 ? 2009-2010	N/A Chesterfield sold
	Improved buildings/classrooms on Main Site	Senior School classrooms available for reallocation/ redevelopment when Chesterfield opened	Improved facilities	BEYOND 2009	N/A Chesterfield sold
	Improved curriculum access Maths Key Stage 4	Extra staff Third group to be established	Smaller class sizes. Improved curriculum access	When Chesterfield building established	N/A Chesterfield sold

APPENDIX 2 - ACCESS PLAN APRIL 2009-MARCH 2012

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Enhanced support for GCSE Foundation Maths	Time allocation to be found on EA's timetable	Small group support available for pupils taking Foundation GCSE (new paper for Maths Dept)	TERM 2 2008-2009	Achieved: Support lessons each week for Year 11 SEN pupils taking Foundation Maths
	Increased scrutiny of disabled pupils' progress	EA + MAM regular meetings	Tracking of progress monitored and action taken if necessary	TERM 2 2008-2009	Meetings EA + MAM established. Careful scrutiny of assessments/exams informing action for disabled pupils.
	Improved access to specialist dyslexia teacher for pupils with SpLD	RHS to facilitate employment of specialist teacher directly rather than through Dyslexia Action	Improved access and greater flexibility of timetable when arranging specialist lessons; also cheaper lessons for parents as no contract with Dyslexia Action	TERM 3 2008-2009	Achieved : Contract with Dyslexia Action ended. Sally Lees working independently at RHS. Lessons better value for parents and greater flexibility of timetable.
	School reports completed on ICT system	RHS to adapt iSAMS for report writing across the school	Clearer report information for parents and pupils. (Larger print available, if necessary – information to disabled pupils/ parents improved. Easier access to data for staff	TERM 3 2008-2009	Achieved: July 2009 reports sent out (Years 4-9). Staff able to access report data on line
	CAT screening for Years 4-6	Time allocation in ICT room for these year groups	Enhanced data on pupils and helpful in identification of possible SEN/G+T	TERM 3 2009	Achieved: Screening completed Head of Teaching & Learning
	Dyslexia screening extended	Any pupils in KS2 joining after Year 4 to have screening at the end of the year they join	More data available to establish if any SEN	TERM 3 2008-2009	Achieved: New pupils in Years 5/6 screened May 2009

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Medium Term	New prospectus and new website	JA + the Marketing Team from School Council to develop this	Improved information for parents/prospective parents	Academic year 2009-2010	New website established September 2010 Prospectus to follow
	Increased access on language trips	Opportunity of 2 nd language trip offered to literacy/numeracy pupils (including SEN/disabled) to enjoy cross curricular elements in Spain/Germany	More participation by disabled pupils in this area of the curriculum	TERM 2 2010	Achieved: TERM 3 2009 Trip offered to numeracy and literacy pupils
	New medical room at the Junior School	Plans to be drawn up and space allocated	Improved facilities for medical care	By TERM 3 2009-2010	Medical room built April 2010
	SENCo to update knowledge of access	Qualification to be sought	SENCo to share knowledge and implement relevant strategies	Academic year 2010-2011	Advanced diploma module begun May 2011 Focus: Accessible Learning Environment
	Increase relevant data to inform Access Arrangements at KS4	Whole year screening Y9	Improved identification SEN before GCSE courses begin	Academic year 2010-2011	Year 9 screening established June 2011
Long Term	Physical access/ curriculum access to Science/Art/ Technology improved	Chesterfield building acquired by RHS School and to be adapted accordingly	Improved facilities/resources	UNDER REVIEW	N/A Chesterfield sold
	Improved classrooms on Main Sit	Senior School classrooms available for reallocation/ redevelopment when Chesterfield opened	Improved facilities	UNDER REVIEW	N/A Chesterfield sold
	Improved curriculum access to Maths/ English/French Key Stages 3/4	Extra staff – 3 rd group to be established Years 7-11	Smaller class sizes. Improved curriculum access	When Chesterfield building established	N/A Chesterfield sold Explore other accommodation options in Main School.

APPENDIX 3 - ACCESS PLAN APRIL 2012-MARCH 2015

In addition to new goals, previous 3 year plans will be monitored to ensure achieved goals are maintained and/or enhanced, if appropriate.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Increased scrutiny of disabled pupils' work KS3/4	Termly meetings MAM, DBK, EA with year group tutors to analyse reports/data	Improved tracking of progress. Action taken, if necessary. Form tutors increased responsibility to disseminate information to teaching staff and to set termly targets for members of tutor groups.	TERM 2 2011-2012	Meetings established. Tutors e-mailing staff with findings and form tutors meeting with members of tutor group to set termly targets.
	Improved ICT expertise	INSET for staff and ICT Working Party formed	Enhanced access to curriculum for disabled pupils.	TERM 3 2012-2013 On-going	ICT Working Party established. INSET training begun. Trialling of iPads Humanities.
	Relocation to new build school at Wynyard	Planning permission to be sought on both school sites in preparation for sale.	Next phase of plans for new school.	TERM 3 2011-2012	Planning now established on existing and new sites.
	Improved website for school	JC to oversee.	Improved access to information.	TERM 1 2012-2013	New website format established September 2012.
	Increased pastoral support, mentoring and monitoring of pupils	Appointment of new Team Leader positions for KS2, 3 and 4.	Pupils to benefit from greater access to pastoral leader. Improved tracking/support.	TERM 1 2012-2013	Team Leaders appointed: KS2 - CT KS3 - DK KS4 - JS Regular pastoral meetings established.
	Increased awareness of Quality Act 'Reasonable Adjustment' Duties	EA to attend conference to gain information /legal expertise.	Greater understanding of new legislation.	TERM1 2012-2013	EA attended Learning Works Conference October 2012. Policies to be amended, as necessary.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Increased dissemination of SEN information to all staff	SEN no longer to be a separate committee. To be incorporated into Whole School meetings.	All staff will be present at sharing of SEN information instead of only HoDs.	TERM 1 2012-2013	SEN embedded into Whole School meetings.
	Enhanced recording of information regarding Access Arrangements	New pro-forma with details to be established to begin as soon as pupils have any Internal Access Arrangements.	Enhanced record of evidence for Access Arrangements KS4.	TERM 1 2012-2013	EA has established new system for September 2012.
Medium Term	Increased awareness of Equality Act, 'Reasonable adjustment' Duties for all staff	EA to give INSET.	Greater knowledge of all staff to ensure no Disability Discrimination.	TERM 2 2012-2013	EA has shared information at academic meetings and Whole School staff meetings.
	To gain finance for new school	Headmaster/ School Council to source funding.	To enable new build to begin.	TERM 3 2012-2013	N/A School remaining on present site
	Improved curriculum access through technology for pupils with reading difficulties	Purchasing of iPads and relevant software.	Enhanced access to text.	TERM 1 2014-2015	iPads used across the school – available in all subjects. Read and Write Gold purchased. RHS now a member of Load2Learn for accessible textbooks.
	Study support time on timetable for pupils with learning difficulties Years 10-11	Study Support Group in French time	More time for pupils to consolidate learning in core subjects instead of learning MFL.	TERM 1 2014-2015	Support group established. 5 periods a week. Staffed by JS. Subject staff provide appropriate work/targets.

APPENDIX 4 - ACCESS PLAN APRIL 2015-MARCH 2018

In addition to new goals, previous 3 year plans will be monitored to ensure achieved goals are maintained and/or enhanced, if appropriate.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Improved understanding of INCAS and MidYIS testing for staff	Staff training to be delivered by CEM Centre, Durham University	Staff more confident to use data to inform teaching. Better use of data to identify pupil weaknesses.	TERM 2 2014-2015	Whole School INSET Day. Spring Term.
	Better understanding of reading difficulties and how assistive technology can help SEND pupils	A study on using iPads in literacy lessons and questionnaires to pupils on attitude to using technology. EA to work with SW, Librarian.	Better understanding for teachers about how assistive technology can help pupils. More knowledge for pupils as to how assistive technology can be of benefit in the classroom.	TERM 3 2014-2015	Study completed over Summer Term. Year 7 + Year 9 literacy classes took part and gave feedback.
	Adoption of Read and Write Gold software throughout School	Training for teaching staff. More use in classrooms. Trial software in examinations.	Better access for pupils when reading taking place in class and in assessments.	TERM 3 2014-2015	Training taken place at Senior School and Junior School. Software trialled in class. Software trialled in Year 7 exams.
	Earlier identification of Access Arrangements in KS3	Screening to take place in Year 7. Information shared with parents. Discussion of results with staff, pupils and parents.	Access granted for summer exams for Year 7 pupils.	TERM 3 2014-2015	Screening undertaken. Parents, pupils and staff consulted. Access trialled for identified pupils in summer exams 2015.
	Developing of Learning Environments	Staff to undertake scrutiny of classrooms. Discussion of findings.	Agree on good practice. Better understanding of how the learning environment can promote access.	TERM 1 2015-2016	Ongoing. New classroom environment created in room Q. Year 5 pupils now have classroom base with class teacher.
	Improved Handwriting/ Spelling	Time in tutor time to practise key words/ subject specific words/ handwriting exercises.	Better letter formation. Reinforcement of key words.	TERM 1 2015-2016	Ongoing. Scrutiny of pupils' handwriting/ presentation has taken place. Subject staff in lessons to promote key literacy focus e.g. use of capital letters.
	Use of Load 2 Learn resources for dyslexics/ visually impaired	Make more of membership by downloading texts for pupils to use in lessons.	Better independence and focus for dyslexics/visually impaired in lessons. Improved access to new GCSE English curriculum for Year 10 SEND pupils.	TERM 1 2015-2016	Ongoing.

Short Term	Year 5 pupils to be taught by class teacher.	Appoint new member of staff.	SEND pupils to have continuity of teacher and classroom base.	TERM 1 2015-2016	Goal achieved R.C. appointed as Year 5 teacher.
Medium Term	Assistive technology embedded as normal way of working in class and in examinations for SEND pupils	Encourage teacher use of Read and Write Gold and Load 2 Learn. Encourage pupil use of Read and Write Gold and Load 2 Learn.	Better understanding of assistive technology for staff. Better access to curriculum for pupils.	TERM3 2015-2016	Goal achieved. Assistive technology available to pupils who wish to use it. Examinations in ICT room to access Read and Write Gold.
	Greater liaison SENCo and early years co-ordinator.	Improve systems for recording SEND support.	More effective monitoring of support plans.	TERM 3 2016-2017	Goal achieved. Regular meetings IM and EA established and support plans to be adopted throughout the Junior School SEPT 2017.
Long Term	To gain finance for improvements to the Senior School	Headmaster and School Council to source funding.	To enable new buildings with better access to be built.	2018-2019	School remaining on Norton site.
	Third group for Maths.	Acquire Maths teacher.	Better access and support for SEND pupils.	TERM 1 2016-2017	Achieved Sept 2016. Third Maths group for GCSE established with Maths specialist.
	More robust system for work scrutiny.	Headmaster, SMT and SENCo to monitor marking and feedback through regular book scrutiny.	Ensure marking policy effective. Establish more effective feedback for pupils and foster dialogue between staff and pupils to show feedback meaningful.	TERM 1 2016-2017	Achieved Sept 2016. Regular scrutiny established. Purple pen of progress initiative added SEPT 2017 for pupils to respond to teacher feedback.
	Improved monitoring of pupils.	Change report system to reflect progress linked to MIDYis.	More effective monitoring of progress.	TERM 1 2016-17	Established Dec 2016. New colour coded report system established.
	Timetable restructure.	Extend the duration of lesson times and restructure school day.	Longer lesson time to improve structure of lessons and access to curriculum.	TERM 1 2017-2018	Goal achieved Sept 2017. New timetable in operation with 55 minute lessons and start of school day moved to 8.30am.
	Greater focus on whole school literacy.	INSET training to be arranged.	A more cohesive approach to SPAG across subjects.	TERM 1 2017-2018	Achieved Sept 2017. INSET training for all staff by literacy consultant.
	Improved monitoring of progress.	Director of Teaching & Learning and SENCo to meet regularly to review.	Weekly meeting to ensure significant issues discussed in timely manner.	TERM 1 2017-2018	Goal achieved SEPT 2017. Weekly meetings on timetable between LR and EA.

Long Term	Improved SEND knowledge for staff.	INSET training to be arranged.	Update staff on SEND best practice.	TERM 2 2017-2018	Goal achieved. Whole school SEND INSET training Jan 2018. In addition, ASD training took place TERM 1 for the Junior School staff.
	Improved environment for examinations.	Sports Hall lighting to be improved.	Improved access GCSEs.	TERM 2 2017-2018	Goal achieved. New lighting system established in Sports Hall Jan 2018.
	Improved access across the school through restructure.	Pupils to remain on the Junior School site for longer period.	Improved access Senior School with more classrooms available. Improved continuity KS2 for pupils in Years 4 and 5.	TERM 1 2018-2019	Achieved Sept 2018: Year 4 accommodated in Junior School. Achieved Sept 2020: Year 5 accommodated in Junior School.

APPENDIX 5 - ACCESS APRIL 2018-MARCH 2021

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Improved curriculum access offering more support lessons.	Look carefully at progress to identify pupils causing concern; establish how curriculum can be adapted to support areas where pupil has difficulties. SENCo/ Head of Teaching and Learning to liaise with maths dept.	More individual plans for pupils finding curriculum difficult; reinforcement of key topics/ skills.	TERM 1 2018-2019	Goal achieved Sept 2018. Arrangements made for pupils in Year3 9/10/11 discontinuing French; adapting support curriculum for Year 9 Literacy/ Numeracy. Adapting MFL curriculum for dyslexic Year 7 pupils.
	Improved ICT in Junior School.	Explore areas that could be adapted for ICT use and source better equipment.	Greater access to ICT throughout Junior School and improved facilities.	TERM 1 2018-2019	Goal achieved Sept 2018. Large ground floor classroom fitted out with new desks and computers. Available for use by all classes.
	Continuity in Junior School into Year 4.	Adapt building to accommodate Year 4 pupils and careful consideration in terms of appropriate staffing.	Extra year in Junior School to ensure continuity and monitoring in this setting until beginning of Year 5.	TERM 1 2018-19	Goal achieved Sept 2018. New Year 4 area created. I. Maude to move over from Prep School to Junior School and R. Farrell appointed as Year 4 teacher.
	Increase awareness and access to Mindfulness	Encourage teacher to continue to incorporate into daily activities and adapt building for suitable space.	Providing pupils with tools to foster calm, manage emotions and improve attention.	TERM 1 2018-2019	Goal achieved. Zen Den space created; all teachers will have access to it in order to deliver sessions beyond the classroom in a purposefully designed area.
	Improved SEND space	Create a larger space with computers as support area for pupils.	Improved facilities so that SEND pupils have better access to technology and also feel more valued with an attractive area for support and study.	TERM 1 2018-2019	Goal achieved. Learning Hub established suitable for small group work.
	Improved DT space	Explore ways to develop existing area to maximise space.	A larger space for GP to enhance access to GP curriculum and accommodate equipment.	TERM 1 2018- 2019	DT area extended into former locker space. Spacious area created with better facilities for group work and more space for constructing projects.
	Medium Term	Improved English area.	To assess classroom allocation to create an area for this subject including the Learning Hub.	More collaboration possible within the English Dept. and use of Hub. Improved facilities.	Term 1 2018-2019

					classrooms. ICT cabinet moved to this area with Dept. laptops.
	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Medium Term	Improved training for Examination invigilators/readers.	Source appropriate training.	Better informed staff ensuring robust adherence to JCQ regulations.	Term 1 2018-2019	Achieved second half-term. SENCO attended training course and then online course achieving certificate of competence for school. Further dissemination to all exam invigilation staff through training session Nov 2018. Improved exam access recording forms established.
	Introduce both Literacy and Numeracy policies to ensure all staff understand their responsibilities.	Policies to be drafted and circulated by subject leaders.	Clearer information for work scrutiny and helpful for staff to have access to.	Term 3 2020	Literacy policy agreed.
	Consider tracking the progress of all children each half term.	Staff to consider the feasibility of grades each half term.	Useful data for analysis, particularly meetings EA and LR	Year 11 to be established and Years 9 and 10 to follow by Sept 2020.	Year 11 established Sept 2018.
Long Term	Improve further the delivery of English. Consider whether some pupils should only undertake one GCSE in English.	Acquire third English teacher	Better access and support for SEND pupils possible with more specifically timetabled support	Sept 2020	Third English teacher appointed so smaller class sizes/ GCSE groupings possible. More SENCO time available for study support sessions.
	Consider additions to our GCSE options e.g. drama and food technology to make it even more accessible.	Continue to liaise with parents and pupils about how they would like the curriculum to be extended.	Greater choice for pupils.	New GCSE Art and Design Graphic Communication course to be launched Sept 2020.	New option in place September 2020.
	Improve delivery of Music in school	Establish new facilities in Headmaster's House.	Better facilities and equipment including new computers.	Sept 2019	Established Sept 2019.
	Improved TA Support.	SW to gain a TA qualification.	Some in- class support available.	Sept 2020	Achieved Sept 2020. SW in SEND position as TA, working closely with SENCO.

APPENDIX 6 - ACCESS APRIL 2021-MARCH 2024

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	More bespoke curriculum for SEND pupils regarding support during MFL lessons.	More support sessions in MFL time to consolidate literacy skills and gain support where necessary. Adapt timetable of EA and SW.	Pupils with SEND who struggle with MFL can use the time for maximum benefit at an earlier stage in KS3 instead of KS4.	Sept 2021	Sept 2021 Using SENCo time and TA time for a small number of Year 7 pupils with SEND during MFL time on the timetable.
	Better ICT for accessible learning.	Acquire new ICT equipment.	Increased access for pupils to IT equipment to use in lessons.	April 2021- Sept 2021	Sept 2021 Significant number of Chrome Books purchased (100) and distributed across Departments. Interactive panels now in place in all classrooms. Consideration now to be given to purchasing individual chrome books for some pupils with SEND.
	Acquire new software for exam Access Arrangements.	Trial software and see how pupils receive it during summer term and for exams.	Better access to computer readers for pupils with reading difficulty.	April 2021- October 2021	After trials and discussions software on new Chrome Books has all the accessible features necessary.
Medium Term	More support for SEND pupils.	Employ another TA. This is an area highlighted in the SWOT analysis in September 2021 (INSET). We are looking at the budgetary implications of increasing provision in the Junior and Senior school and the evidential need for increased support through school data and assessments.	More intervention time available for pupils who need support.	Sept 2022- Sept 2023	TA appointed in Junior School to begin Term 3 2022-2023. Highly qualified and experienced candidate to work 3 days a week in Junior School and to include some work with Year 6.
	Purchase software to help improve Literacy levels	Explore and trial a software package that can be purchased and then used throughout the school to improve Literacy levels	Individual Literacy programmes of Study can be accessed by pupils at home and at school to improve	By end of Sept 2023	Lexia Reading Program trialled Summer Term 2023. Pupils using the programme with TA support up to Year 6.

			Literacy levels.		
	Increase number of hours available in school for counselling sessions.	Invest in more time from Alliance Psychology in school. We are tied into Alliance until September 2022. We are looking to further strengthen our counselling provision from September 2022 and are currently investigating a range of alternatives.	Shorter waiting lists for pupils to access counselling.	Sept 2022	We have recruited a number of Staff Wellness Ambassadors from November 2021. Hours for Alliance Psychology increased from Sept 2021; more counselling sessions from an independent counsellor available from Feb 2022.
Long Term	New subjects introduced at GCSE.	Explore Business and Food Technology GCSE. This is an area highlighted in the SWOT analysis in September 2021. However, this would be part of a robust curriculum view of our GCSE offerings as we already offer a wide range of more accessible GCSEs e.g. Art, PE, Photography, DT and Graphic Communications. Widening this further would have an impact of budget, staffing and also subjects already offered.	More choice for pupils at GCSE to give greater variety of curriculum and learning style / assessment.		