

**HOLY FAMILY HIGH SCHOOL ACCESSIBILITY PLAN: 2018-19    Reviewed: December 2018**

| <b>DEVELOPMENT AREA</b>                  | <b>TARGETS</b>   | <b>STRATEGIES</b>   | <b>OUTCOME/BY WHEN</b>   | <b>GOALS ACHIEVED</b>  |
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| <p>School design for disabled access</p> | <p>All areas accessible for disabled students.</p> <p>Physical and Medical - Accessibility</p> | <p>Ramps and wide access routes to all entrances.</p> <p>Lift installed to allow access to first floor.</p> <p>Evac Mat for emergency evacuation of wheelchair users- Staff trained in use</p> <p>Disabled changing rooms/showers and toilets within the PE changing room.</p> <p>Disabled access room which includes a bed and adjoining toilet to enable rest and supported toileting.</p> <p>Toilet frame in the disabled access room. Hoist in place in the disabled access room.</p> <p>Specific work areas area available in technology and Science for wheelchair users or for those not able to access high stools.</p> <p>First Aiders attending medical training with specialist nurses for Diabetes, Epilepsy, Epi pen (allergies)</p> | <p>The school building has been fully DDA compatible since Nov 2007</p> <p>In place<br/>Replacement of ramp to enable access to chapel - Summer 2016</p> <p>In place</p> <p>In place. Training reviewed 3 yearly</p> <p>In place</p> <p>In place</p> <p>In place<br/>Not currently needed - additional training would be requested prior to use.</p> <p>In place</p> <p>Yearly training<br/>(Epi pen / Anaphylaxis – Dec 5 2018)</p> | <p>Students, staff and visitors with an SEND are able to access all areas within school without difficulty</p> |

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|                     | <p>Communication and Interaction needs - Accessibility</p> <p>Visual Impairment - Accessibility</p> <p>Hearing Impairment- Accessibility</p>            | <p>Symbols on all classroom doors to highlight subject.</p> <p>Enhanced Mainstream Provision Room which provides a quiet, time out areas to reduce sensory overload.</p> <p>Signs clear and understandable for visually impaired taking into account appropriate size and colour.</p> <p>Central guide rail on staircase in distinguishable colour for visually impaired (red).</p> <p>Hearing loop in reception area for hearing impaired</p> <p>Staff wear a radio aid for all lessons which will be picked up by the aid worn by hearing impaired student</p>  | <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p>   |   |
| Curriculum delivery | All students with an SEND have access to the curriculum and are able to make age appropriate choices in relation to their learning, in line with peers. | <p>Guidance from specialists (Hearing Impairment Service, EMS outreach teams such as Specific Learning Difficulties, Communication and interaction, MEA Hub) taken into account when providing support in classrooms for maximum benefit to students dependent on their need.</p> <p>At Key Stage 3 Year 7 students are currently banded in all subject areas with the exception of PE. Year 8 and 9 students are taught in mixed ability form groups, in 'banded' classes and in ability sets (Maths and English). The composition of the groups is carefully determined (from primary schools' data</p> | <p>Monitoring by SENCo indicates SEND taken into account when organising the environment for learning.</p> <p>Transition support at KS2-3 enables appropriate provision and training being in place prior to student arrival - ongoing.</p> | Students with an SEND are able to access learning environment more effectively. |

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|  |  | <p>and feedback) at the beginning of Year 7 as well as secondary school CAT assessments and initial data collections points.</p> <p>Key Stage 4 settings in English, Maths and Science are determined by KS3 results. Students with an SEND receive appropriate support to enable them to access their chosen subjects in the appropriate settings as determined by their results.</p> <p>There are guided choices for Year 9 students choosing KS4 options courses: discussions with students, parents, Learning Support, curriculum leaders and Heads of Year. A careers advisor also supports students from year 9 upwards, and provides more bespoke packages for children with SEND.</p> <p>At Key Stage 4 the curriculum is increasingly personalised: students choose three options at GCSE, in addition to core subjects (English, Maths, Science, RE and one of either History or Geography and MFL). Students identified at working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists study 3 separate Science GCSEs. This applies to all students regardless of SEND. Support is put in place to ensure everyone has choice.</p> <p>At KS4 both Core and Options subjects can offer Entry Level 1 courses.</p> <p>The most able students are identified by prior attainment data, and by subject teachers with curriculum development,</p> | All ongoing |  |
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enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.

Learning Support interventions at Key Stage 3 are informed by KS2 SATs, reading and spelling tests, CATs and Language Link assessments completed in Year 7. These identify individuals requiring additional learning support and intervention.

As appropriate, vocational courses can be accessed by individuals. ASDAN Scheme has previously been a well-established element of the KS4 offer, supporting students' development of their social skills. This is used as a when appropriate for the individual student.

Students with medical needs, unable to access school full-time, are supported by the SENCo and the county's home tutors.

Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

The SENCo, working alongside the Deputy Head teacher manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

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| <p>Curriculum delivery, Delivery of resources, teaching materials in other formats</p> | <p>To have Individual Provision Maps (IPMs), in place for all students on the SEND register.</p> <p>To have Care Plans in place for all students with a medical need.</p> <p>To have whole school provision maps highlighting effective wave 1 provision available to all teaching and support staff.</p> <p>To have effective wave 2 provision in place to support academic, social and emotional needs</p> <p>To have effective wave 3 provision in place to support academic, social and emotional needs</p> | <p>To collaborate with primary schools to ensure they pass on effective support strategies and information at transition.</p> <p>To assess academic, social and emotional needs on entry to Year 7 through testing.<br/>To assign learners to key workers who will take responsibility to update IPMs.</p> <p>To collaborate with health professionals and parents.</p> <p>Provision information available to staff on the SEN / Intervention Map via the school computer system.</p> <p>Provision information displayed in the staff room.</p> <p>Collaboration with external agencies.</p> <p>SEND team collaboration with Pastoral Team to ensure cohesive system/support is in place.</p> | <p>Staff trained and qualified to adapt the curriculum for individual pupils. - ongoing</p> <p>SEN information available to all staff. Training undertaken on implementation and differentiation of the curriculum - ongoing / as needed</p> <p>Training of staff and TAs according to disabled student's specific needs including Autism, ASCs, ADHD, Dyspraxia, Dyslexia, medical, physical &amp; visual impairments. - ongoing / as needed</p> <p>Liaison with specialist support services dependent on student needs. - ongoing</p> <p>Monitoring by leadership team, subject teachers and SENCo indicates differentiation in place and targeted at students with an SEND. - ongoing</p> | <p>Students with an SEND able to access the curriculum more effectively</p> |
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Signed:



Chair of Governors

Signed



Headteacher

Date: December 2018

Next Review: December 2019