

# **George Eliot School**

## **Accessibility Plan**

The following audit was undertaken By Scott Doughty and Baljinder Morrison on 01/12/2020

AREA- access, for children with sensory and physical needs	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium- and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment - current good practice	<p>The environment of each school is adapted to the needs of pupils as required.</p> <p>This includes but not limited to:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Internal signage</li> <li>• When carrying out refits of room ensure consideration is give as required</li> </ul>					
Car Park and Roadways	Good signage plenty of low curbs ramp access and yellow none-slip demarcation on all external steps in this area double doors have door guards on marked out yellow to stop doors opening on to others curb edges around site are marked in yellow in certain areas	To improve marking for access for all to include drop off bay for school transport if required	Remarking of Car Park to be done in Yr. 2 to include disabled bays curb edges around south building need repainting to incorporate the areas to the left-hand side of building	Site for painting highlighting works Capital as budget allows parking Bays	Summer 2021/2	Clear marked facility

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Sports hall	Low threshold doors to all access doors from outside areas ramped access to sports hall, wide doorways.  Toilets to be maintained to a good standard	Maintain good marking and quality of doors fixtures and fittings	When refurbishing works take place DDA requirements should be planned in	Capital plans subject to approval	Summer 2022	Fully accessible facility for all users and community use
Bungalow	Low entrance way Good signage	Keep these standards	Ensure maintenance is appropriate to usage of area	site	Ongoing	Fully accessible facility
Dining halls	Ramps / lifts / wide doorways	Maintain standard	Ensure maintenance is appropriate to usage of area yellow markings to be maintained throughout the area	site	Ongoing	Fully accessible facility
External doors	Yellow demarcation line in place for change of heights	Maintain these as required	Ramps would need to be given consideration if needed	Site	Ongoing	Fully accessible facility

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Internal stairs	Yellow / various colours are used for demarcation.	Maintain standard  To colour the remaining staircases for demarcation.	At next refit improve, some have a granite finish need marking with a none-slip tape site team have been made aware	Capital / site	2020/ 2022	Fully accessible facility for students
Corridors to classrooms	Wide clear marked corridors throughout	Maintain standard	Some corridors could do with items painting different colours on protruding equipment in south building.	Site		Fully accessible facility for all users
Library	Low threshold clear signage	maintain	We would need to address this area if needed	Capital / Academy See curriculum		
Floor coverings	None-slip is installed in toilets and appropriate area's	Ensure all refits are suitable for area's needs coloured stair nosing etc. are covered in specification briefs	fire exit stairwells are to be improved as access points at next refit of areas	Capital	2022	



## Accessibility Plan Curriculum

AREA- Access for Pupils with communication and interaction needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long- term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
ASD	<p>All staff have had training from the autism trust. They have had breakfast sessions on core ASD students.</p> <p>Staff have had CPD lead by RST and KTA. They are aware of all ASD students.</p> <ul style="list-style-type: none"> <li>• Staff also have access to EP videos on Autism and Girls with Autism.</li> </ul>	<p>Short-term: to identify training needs of whole school staff.</p> <p>Medium-term: to deliver Tier 1 training to school staff.</p> <p>Long-term: all school staff including support staff are Tier 1 ASD trained (including new staff). Some staff to be trained in Tier 2 ASD.</p>	<p>SENCO to organise training with the ASD service provider</p> <p>SENCO completes an audit to ensure that all staff are trained in Tier 1 and some in Tier 2 ASD.</p>	SENCO/CPD coordinator	SEPTEMBER 2021	<p>All staff have a Tier 1 qualification to support pupils with ASD to make educational progress in line with their peers.</p> <p>Identified staff to have a Tier 2 qualification to support pupils with ASD to make educational progress in line with their peers.</p> <p>New staff receive the training as part of their CPD so that pupils' needs can be met in and out of the classroom.</p>

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External agencies	External Agencies are used when needed in a cost effective and efficient way.	<p>SENCO is aware of the needs of the pupils and makes referrals when needed to external agency to meet the needs of pupils with additional needs</p> <p>Arrangements are in place so that students can access external support to meet their emerging needs.</p> <p>Pupils with additional needs receive support so that they can fully access the curriculum and extracurricular activities.</p>	SENCO to make referral to relevant external agency.	SENCO	Ongoing	<p>Forecast data shows that pupils with additional needs have the support needed to make expected progress in line with their peers.</p> <p>Timetables for pupils with additional needs show that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p>

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Timetables	This has been done in the past but due to COVID restrictions students have remained in the same room, so visual timetables were not needed.	<p>By using visual timetables pupils can support their own learning and develop independence.</p> <p>Pupils upskill their organisational skills to develop independence for post-16 education.</p>	<p>Identified pupils have a visual timetable which is laminated.</p> <p>Progress coach/SENCO will go through the timetable to ensure that the pupils know the different symbols and where the classroom is situated. Any changes will be fully communicated with the pupil.</p>	Learning support team/SENCO	Ongoing	Pupils with additional needs know which lessons they have and develop independence skills.

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Communication	All staff have had training on core strategies to use with SEND students, as well as new strategies through pupil passports. All teachers have a crib sheet and any new staff have a SEND induction with RST. Any new strategies that are introduced are always alerted to staff in order to help practice progress.	To deliver training on good practice strategies for all staff so that teachers understand the different methods to motivate a range of learners.  Teacher access and employ methods of communication appropriate to pupils' need to support progress.  Long-term: Approaches are used to develop emotional literacy to support pupils progress in and out of the classroom.	SENCO to deliver relevant training/CPD	SENCO/CPD coordinator	September 2021(change as appropriate)	All teachers are equipped with the skills to plan and deliver lessons that ensure all pupils with additional needs can make appropriate progress in line with their peers.
Sensory	All staff have been told how to make a sensory friendly environment in the classrooms. Staff use pupil passports in their T & L folders.	To ensure that the learning environment is suitable to meet the pupil's sensory needs.  To make the appropriate changes to limit sensory issues.	SENCO to delivers relevant training/CPD.  SENCO to share pupil passport with teaching staff for pupils with additional needs.	SENCO	Ongoing	Pupils with sensory needs make appropriate progress in-line with their peers.

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Consistent use of positive language	Strategy for all staff to plan for success with SEND students. Staff training on Emotion Coaching.	To build pupils' self-confidence.  Pupils develop the confidence to contribute in lessons so that teachers can check learning.  All staff use positive language, including support staff.	Teachers use positive language with all pupils to create a positive learning environment for all.	All staff	Ongoing	Pupils with additional needs demonstrate confidence and are fully taking part in all their lessons.  Pupils with additional needs are confident to ask for help when needed.
Social and emotional language development.	Emotional regulation is supported through CBT strategies and access to the school counsellor.	Pupils have opportunities to develop strategies to support their emotional and social language needs.	PSHE curriculum is developed to incorporate social and emotional learning language development strategies.	PSHE coordinator	By September 2021	Pupils display emotional and social resilience in challenging circumstances.  Pupils can use the recommended strategies to minimise behavior incidents.
Clear/unambiguous use of language	Staff use model the thinking as a key strategy at GES to show how they are processing. This allows processing to be shown to the students.	Staff to use scaffolded language so that pupils can access learning.  Time is provided for pupils to process language (thinking time).	CPD training is arranged.	SENCO/CPD coordinator	Ongoing	Learning walks and classroom observations show teachers adjusting language to suit the needs of all pupils.

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ICT equipment	<p>Students identified have a laptop or surface tab.</p> <ul style="list-style-type: none"> <li>Exam reader pens are given out to students on cusp of needing a reader but not entitled.</li> </ul>	<p>Ensure ICT access is appropriate for pupils with disabilities.</p> <p>To ensure that all pupils including those with additional needs have access to relevant IT equipment.</p>	<p>Review accessibility of ICT in all buildings (including surface tablets &amp; interactive whiteboards)</p> <p>Involve pupils in review of hard &amp; software.</p> <p>Prioritise new software to purchase to support pupils with additional needs.</p> <p>Train Progress Coaches in the use of Communication in Print.</p>	ICT Coordinator & SENCO	September 2021	Pupils with additional needs have access to an ICT room and IT equipment.

<p>Learning environments</p>	<p>All environments are safe for students.</p> <p>Learning support is a safe area for students to use when needed.</p> <p>Reflection room is needed for students to calm when appropriate.</p> <p>Classrooms are laid out forward facing to allow minimum distractions during learning.</p>	<p>To create effective learning environments for all pupils including those with additional needs.</p> <p>To utilise pupil feedback to improve learning environment access.</p> <p>To create visually supported learning environments in line with pupils needs.</p> <p>To create reasonable adjustments to alleviate visual stress for pupils with additional needs.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p>Disability information to staff through the weekly newsletter.</p> <p>Seek feedback from disability</p>	<p>All staff Teaching &amp; Learning</p> <p>Focus Group and SENDCO</p> <p>SENCO</p>	<p>September 2021/ Ongoing</p>	<p>Pupil voice shows that pupils with additional needs feel that the learning environment is accessible and inclusive.</p>
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			<p>groups using the facilities to inform changes.</p> <p>Seek feedback from outside agencies such as IDS, primary school Teaching Assistants and Local Authority.</p>			

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Participation in school activities	All students have a right to extra-curricular activities. All SEND students are given the opportunity for learning outside of the classroom.	To support pupils with additional needs to access all extracurricular activities through identified support.	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Link with local special school (Oakwood) e.g. Boccia, football. Training needed on risk assessments for trips and extracurricular activities. Risk assessment conducted for extracurricular activities to ensure the offer is inclusive for pupils with additional needs.	Principal to agree budget for additional resources to support pupils needs as needed  Extracurricular coordinator /SENCO	Summer 2021	There is an increase in the number of pupils participating with additional needs accessing extracurricular activities.

<p>Curriculum</p>	<p>All lessons include the three main strategies of the school from the SEND team including:</p> <ol style="list-style-type: none"> <li>1. Chunking</li> <li>2. Modelling the thinking.</li> <li>3. Scaffolding</li> </ol> <p>All staff have a teaching and learning folder which contains all pupil passports and crib sheet for SEND students in the classroom.</p> <p>Best practice is shared with the teachers on a weekly basis alongside a SEND champion teacher of the week.</p>	<p>To maximise learning through a five-year knowledge rich curriculum that build on knowledge year on year.</p> <p>To promote positive attitudes to disability through learning opportunities, Scaffolded Curriculum, pertinent to pupils' level of attainment or development –through presentation and /or outcome</p> <p>To ensure that students can present knowledge / views in a variety of ways from the taught knowledge rich curriculum</p> <p>To provide accessibility to personalised learning aids such as word banks, number lines, memory prompt, etc.</p> <p>To ensure collaborative working opportunities to improve curriculum access for pupils.</p> <p>To encourage teachers to use repetition and reinforcement of skills to improve progress for pupils with additional needs.</p>	<p>SENCO to work in collaboration with teaching and learning lead in supporting scaffolding the Knowledge rich curriculum to ensure accessibility for pupils with additional needs.</p> <p>SENCO to deliver training on teaching and learning best practice.</p> <p>SENCO/Progress Coach to share pupil passports so that all staff are aware of the needs of pupils in their class.</p> <p>SENCO to join and support working groups to ensure that pupils with additional needs are represented in discussion</p>	<p>SENCO/Teaching and Learning lead/Focus groups</p>	<p>Ongoing</p>	<p>The curriculum offer for pupils with additional needs shows that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p>
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		Teacher adapt a range of learning preferences to support pupils with additional needs in teaching and learning in the classroom.				
Reading	Levels for reading are measured through testing of SEND students. (Whole of year 7)	To ensure that reading material is at an appropriate level so all pupils can use the material teachers scaffolding where necessary.	SENCO to work in collaboration with teaching and learning lead in supporting scaffolding reading material to ensure accessibility for pupils with additional needs.	SENCO/Teaching and Learning lead/Reading Lead	Ongoing	Lesson observations and lesson drop-ins show that curriculum implementation at a classroom level allows pupils with additional needs to access the lesson and resources when reviewed by SENCO/DOLs/SLT/TMAT.

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Assessment	<p>Scaffolding is provided where necessary for assessments by the class teacher.</p> <p>Access Arrangements support in class assessments through use of IT, extra time and readers.</p>	<p>To ensure that learning concepts are understood and demonstrated in formative assessment.</p> <p>To ensure that pupils are aware of the next steps in learning and how to achieve them through constructive feedback from teacher.</p> <p>Teachers to generate methods to summarise and highlight key teaching points to support pupil progress.</p> <p>Teachers to use questions differentiated in accordance to level of understanding and emotional needs to support teaching and learning in the classroom to enable progress.</p>	<p>SENCO to work in collaboration with assessment lead to evaluate teaching to support staff in meeting the needs of pupils with additional needs.</p> <p>Teachers are supported with CPD training from SENCO to meet the learning needs identified from assessments</p>	SENCO/Teaching and Learning lead	Ongoing	Pupils with additional needs marked work and verbal feedback allows them to move forward with their learning so that 100% of pupils with additional needs make progress in line with their peers.

AREA- Access for Pupils with Social, Emotional and Mental Health needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Classroom management.	<p>SEMH is supported through resiliency plans with SEND students made by RST and GSE.</p> <p>SEMH is supported through the school counsellor and PSHE coordinator.</p> <ul style="list-style-type: none"> <li>• Emotion coaching has been provided to support staff strategies.</li> </ul>	<p>To provide pupils with adult directed time out and time away strategies to regulate and calm themselves.</p> <p>Teacher will use strategies to recognise sensory needs and make appropriate adjustments for pupils with additional needs</p> <p>School staff will use consistent positive language to improve and encourage pupils to follow the school behaviour policy through self-regulation to decrease number of negative behaviour logs.</p>	<p>Pupils passport are shared to reflect need of pupils with SEMH.</p> <p>SENCO/CPD deliver training in supporting pupils with SEMH needs.</p> <p>School behaviour policy reflects the strategies that are recommended as good practice.</p>	SENCO/Progress Coaches	Ongoing	<p>Pupils with SEMH have a reduction in the number of reported incidents as they are able to regulate and calm themselves.</p> <p>Pupil voice demonstrates that pupils can express their concerns to adults in the school.</p>

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Pastoral	<p>SEND team and Pastoral liaise and work together to support SEND students as best possible.</p> <p>Pastoral have a SEND team member that supports their year and SENCO has input in behaviour plans where necessary.</p>	<p>Teachers and support staff deploy strategies to motivate a range of learners to improve pupil progress.</p> <p>Pastoral staff will use class and school mediation strategies to enable pupils to self-regulate so that pupils have decreased number of lesson removals.</p>	SENCO to develop strategies of positive language and share with whole school staff.	SENCO/All Staff	Ongoing	Whole school data shows a decrease in the number of negative logs for pupils with SEMH.

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Communication	<p>All SEND students have regular check ins and home school communication from the SEND team. (Open lines of communication)</p> <p>Transparency is shared throughout with parents to show work with external agencies and pupil passports.</p>	<p>School staff use positive regular communication with parents/carers to improve relationship in supporting pupils with additional needs.</p> <p>The school utilise's a consistent approach to the use of positive language to encourage positive behaviour and relationships to support pupil progress.</p>	<p>SENCO to develop strategies of positive language and share with whole school staff.</p> <p>School policy reflect the use of positive language.</p> <p>SENCO to contribute to school policy to reflect needs of pupils with additional needs.</p>	SENCO/All Staff	Ongoing	<p>Parent voice for pupils with additional SEMH needs shows a positive attitude to their child's education and towards the support systems in school.</p> <p>Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a decrease in the number of negative logs for pupils with SEMH.</p>

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Whole School strategies	<p>All lessons include the three main strategies of the school from the SEND team including:</p> <ol style="list-style-type: none"> <li>1. Chunking</li> <li>2. Modelling the thinking.</li> <li>3. Scaffolding</li> </ol> <p>Rewards are offered to students</p>	<p>The school has an identified personalised rewards and sanctions – including motivators for pupils with SEMH to support personal behavior and progress for pupils with additional SEMH needs.</p> <p>The school develop a clear policy of consistent use of positive language to improve pupil confidence.</p> <p>Solution focused approaches are used to improve progress for pupils with additional SEMH strategies.</p>	<p>School staff develop a range of opportunities to support social and emotional development which is shared with all school staff.</p> <p>The school develop a clear and behavior policy which is shared with all staff.</p> <p>A whole school strategy is shared and incorporated by all staff to improve communication with all pupils.</p> <p>A whole school approach is developed for emotional literacy and shared with all staff.</p>	SENCO/All Staff/Focus groups	Ongoing	<p>Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a decrease in the number of negative logs for pupils with SEMH.</p>