

SEN, Equalities and Accessibility Plan 2016-17

Priority area for Improvement	Action Plan	lead	Success Criteria and timeframe
Communication and sharing of pupil specific SEN information	<ul style="list-style-type: none"> • Amend current profiles to become on going working documents. • Class/form tutors to update/amend termly. • New information to go onto profile immediately. Add a tick box on distribution list. • Create profiles for new students with SEN • Devise system for amendments and train staff so past information is not lost. • Ensure LSAs are on the distribution list • Train LSAs and RSWs to use pupil profiles 	LRC	<ul style="list-style-type: none"> • SEN profiles regularly updated and well used by all staff including LSAs and RSWs. • Improved support across school for SEN pupils. • Cohesion of support/strategies for SEN pupils especially in Upper School with more teachers involved.
<i>Progress report February '17</i>			
<i>Progress report June '17</i>			
To embed and expand to more pupils the use of the Roger Radio Aid system	<ul style="list-style-type: none"> • To use FM Chip to assess pupils' with cochlear implants' readiness for an FM system – especially those within lower school and with additional needs. • Liaise with Cochlear Implant centres to gain authorisation. • To assess pupil readiness/suitability: are the pupils consistent wearers of hearing aids/ci processors? Have there been frequent losses or damages to existing audiology equipment? • Audiologist to carry out listening assessments with class groups to assess listening capabilities and effectiveness of radio aid system. Audiologist to share information with designated class teachers. • Purchase of more Roger radio aids and set up for students • Establish firm routines and rules for use and storage of equipment. 		<ul style="list-style-type: none"> • Improved attitude amongst pupils to using assistive listening devices. • More consistent use of assistive listening devices. • Improved listening skills in pupils. • Use of listening assessments as a monitoring tool. • Improved knowledge of staff regarding pupils' listening potential thus raised expectations.

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Measures to address accessibility issues and responsibilities under Equalities Act.	<ul style="list-style-type: none"> • Improve accessibility for those who have BSL as a first language through increasing the BSL on the school website. • To improve access to the physical environment of the school by considering accessibility issues in all premises developments – routine re-laying of pathways to provide level access. • To ensure access to the curriculum by ensuring provision of Physio' and Occupational therapies: provision noted in EHC plans and how this is commissioned/delivered. 	DJS	<ul style="list-style-type: none"> • Key aspects of the website translated into BSL • Key communications with parents translated into BSL • Access to the physical environment improved for wheelchair users and those with mobility difficulties • Those pupils with physical disabilities get the additional support they need to progress
<i>Progress report February '17</i>			
<i>Progress report June '17</i>			

Other issues to cover
<ul style="list-style-type: none"> • LSA training and deployment (ref Leadership and Management plan. • Monitoring of SEN statement reviews and EHC plans to ensure all essential SEN/Health/Care provision is identified. • Update staff skills and maintain practice in relation to Audiology.