

# Accessibility Plan 2016 – 2018

## Action point update

### 1. Use information and resources of MAC to aid transition of SEND pupils in MAC

- None of the Statemented pupils came from MAC schools but there were other SEND concerns
- HK/MOR did excellent work in communication, visits and information gathering that was passed on to the SEN Department to act upon. HK/MOR gave assemblies and took BWS students to their old school to talk to pupils and answer their questions.
- Extra visits to BWS of SEND pupils to become comfortable in the environment, have taster lessons and experience of break and lunch time. Also MAC events generally eg MAC Mass, sports, science
- Pupil and parent questionnaires MOR did and presented at last meeting showed pleasing transition.
- MAC SENCO meetings to share good practice and share information about pupils

#### ***Development Point/s***

More transition work to be done with SEND pupils who come from non MAC schools, including visits for pupils who are coming from schools where only 1 – 3 pupils are coming.

### 2. Use information from MAC to improve teaching and Learning

- MAC INSET Meetings – sharing good practice
- MAC teachers - training on dyslexia awareness by PSS
- MAC TA meetings / training – PSS training on spelling and supporting dyslexia in the classroom
- Staff observations/ teaching in each others' schools
- Principals observing teaching in other schools
- Sharing external agencies ie Educational Psychologist and PSS

- MAC collaboration on SEND Local Offer
- MAC Parent dyslexia raising awareness meeting given by Educational Psychologist
- Parent consultation on school SEN Information Report – May 2015

***Development Point/s***

Work needs to be done at looking at data tracking to show progress of MAC pupils???

**3. Staff training so all staff are up to date with SEND legislation**

- September staff INSET – all staff informed of new SEN Code of practice
- Pupil profiles, SEND booklet, SEND list of pupils on Statement , K or monitoring levels
- LPA input /attendance at SEN pupil meetings for transition
- Dyslexia awareness training and then specific departmental training given by PSS
- Educational Psychologist meeting with staff to give strategies to support individual pupils
- Cystic fibrosis nurse information to staff to support CF pupil
- Physical Disabilities Support Service advice and strategies for supporting statemented pupil
- 2 TA's on ASD Transition Training
- SG – Assistant SENCO – Level 3 Autism Education Trust
- SG – Twilight for EHC Plans transition reviews
- SG – Person Centred review facilitator training

***Development point/s***

Level 1 ASD training for support staff.

ADHD awareness training needed

Constant reminders to staff about the new code of practice

**4. Aspiration to improve the physical environment to accommodate wheelchairs and different design of stairs.**

- Grant to build a wet room which supports the needs of a statemented pupil and her difficulties and also other people/ visitors with disabilities
  
- Ramp from playground to access wet room which will support wheelchair users having access to the toilet when visiting school for events in the SPH