



Debenham High School Accessibility Plan – 2017-18

| TARGET | TASKS | TIMESCALE | RESOURCES | RESPONSIBILITY | MONITORING |
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| <p>1. Access to Curriculum</p> <p>a) Develop literacy and Numeracy Interventions to facilitate students being able to access the curriculum and become independent learners</p> <p>(C/R Equalities Action Plan)</p> | <p>To continue to develop and execute effective literacy and numeracy intervention programmes and/or alternative curriculum arrangements for individuals and groups to raise functional skills</p> <p>To develop strategies to transfer the functional skills learnt to those needed to achieve in assessments at KS3 and GCSE examinations, most particularly in Maths and English Language, where appropriate</p> <p>To add literacy teaching into the curriculum for middle - lower ability sets to develop additional teaching resources to aid understanding of Phonics and Tier Two vocabulary</p> | <p>Ongoing</p> <p>Autumn 2017-8</p> | <p>Timetabled sessions for TAs/GIs in the Morning Registration Slot</p> <p>Software for Dyslexia Action Units of Sound</p> <p>Resources for Catch Up literacy and Numeracy</p> <p>Timetabled lesson for Sets 4-6 in English for Vocabulary based literacy and Phonics</p> <p>Time to write resources Summer 2017</p> | <p>LRa; SENCo; Heads of English and Maths; TAs and GIs</p> <p>SENCo and English Faculty</p> | <p>SENCo/ Assistant Headteacher (LRa)</p> <p>SLT</p> |
| <p>b) Create effective learning environments for all students</p> | <ul style="list-style-type: none"> Reinforce responsibilities of all teachers with regards to differentiation and planning for progress for all students Grades W1 – 9 | <p>Ongoing from</p> | <p>All staff</p> | <p>Middle Leaders; All Staff</p> | <p>SLT</p> |

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| (c/r SEN Information Report) | <ul style="list-style-type: none"> ▪ Responding to the needs of individual students on entry to high school – especially with specific learning needs in Years 7 and 8 through TA/GI training; staff training on specific learning needs; small group teaching; PSHE+; SP2B; Homework Club; Lunchtime Drop In run by the Peer Mentors; Match Mentoring ▪ Development of a key worker system for students on the SEN Register staffed by TAs and GIs to allow 1:1 time to express concerns, address low level issues and for the TA to be an advocate for the child. Also, to talk through IEP and report based targets with students to increase their ownership | September 2016 | | | |
| <p>c) To focus on the best ways to support students with physical and mental ill health to ensure they develop the social and emotional skills needed to be part of the school community</p> <p>(C/R Equalities Action Plan)</p> | <ul style="list-style-type: none"> • To identify students in school with physical and mental ill health • To implement strategies within school to support individual students and ensure they have access to the whole curriculum and all aspects of school life eg through mentoring; physical/practical support; support with social skills; alternative or flexible timetabling • Bespoke early intervention through Talk therapist; School Nurse; referral where appropriate to Access and Assessment Team; 1:1 tuition in home or school as appropriate | <p>September 2017 and ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> | <p>Payment of Stella Hanson</p> | <p>LRa</p> <p>SLT; Heads of Year; Student Support</p> <p>LRa</p> <p>LRa; SENCo; Head of Year</p> | <p>Assistant Headteacher (LRa)</p> <p>Assistant Headteacher (LRa)</p> <p>Assistant Headteacher (LRa)</p> |

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| | <ul style="list-style-type: none"> • To track and monitor student attainment academically and socially through the Case Studies • To build on student's self-esteem universally through the use of PSHE and whole school assemblies that promote emotional resilience and self-esteem • Staff training on Mental Health first Aid; Teaching School Involvement as offering to be a host school for training • Staff updates on managing students with mental health and attachment disorder during staff training days | <p>Ongoing</p> <p>July 2016; 2017-8</p> <p>September 2017</p> | <p>JUp/Teaching Schools</p> <p>INSET Day September 2017</p> | <p>SLT; PSHE co-ordinator; PSHE teaching team LRa; All Staff</p> | <p>Assistant Headteacher (LRa)</p> <p>SLT</p> <p>Teaching Schools team</p> <p>Assistant Headteacher (LRa)</p> |
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| <p>4. Attitudes</p> <p>To promote positive attitudes to disability – both physical and mental health</p> | <ul style="list-style-type: none"> ▪ Continual review of the PSHE Curriculum ▪ Bi-Annual Diversity Week – Disability is a main theme within this week ▪ Use of Assembly time and Newsletters to promote achievement of all students, including those with disabilities | <p>Summer 2017</p> <p>February 2017; 2019</p> | | <p>LRA; PSHE Co-ord</p> <p>JUp</p> | <p>Headteacher (JUp); Assistant Headteacher (LRA) and Governors; PSHE Co-Ordinator</p> |
| <p>5. Communication Home</p> <p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p> | <ul style="list-style-type: none"> ▪ Review accessibility of newsletter and letters for parents. ▪ Review the revision booklets sent home to support students before examination for readability and appropriateness for SEN students; supplement with SEN Drop In led by SENCo and Assistant Headteacher ▪ Support with form filling as needed for parents/carers with literacy difficulties | <p>Summer 2017</p> <p>As distributed in 2017-8</p> | <p>SLT</p> <p>SENCo; LRA</p> <p>Pastoral Team</p> | <p>LRA; Student Support; Admin Team</p> | <p>SLT; Assistant Headteacher (LRA); Admin Team</p> |