

Appendix 1: QHS Accessibility Plan for April 2018 to April 2021

		Objective	What	How	When	Outcome Achieved
Short Term	1	To make staff, pupils and parents aware of the requirements of the SEND Code of Practice 2014 Code of Practice. To continue to improve staff understanding of how to differentiate lessons for pupils on the SEND register.	To develop staff awareness of the 2014 Code of Practice and to further develop staff understanding of the range of SEND, their responsibilities in relation to the 'graduated approach' and the specific needs of current pupils and prospective pupils (including the development of Individual Education Plans and Pupil One Page Profiles)	Ms Zuhre Ahmet (SENCO) to deliver Staff Inset covering the key aspects of the 2014 Code of Practice, Staff INSET on : 1)SEND Code of Practice, 2) Quality First Teaching, 3) Graduated Approach, 2)Effective deployment of TA's, 3) Meta-cognition strategies, 4)Literacy interventions 5) and mental health and well being.	Whole Staff INSET on SEND a minimum of twice a year from Sept 2018 – 2021. After school meetings to focus on points 3-5 from Staff INSET list. SEND register to be reviewed and updated on a termly basis. Individual Education plans to be reviewed on a termly basis. SMART targets to be set in collaboration with class teachers, parents and SENDCo on a termly basis.	Sept 2018 April 2018 – July 2019

	2	<p>Liaise with external agencies to develop an understanding of how the school can support individual pupils to meet individual goals.</p>	<p>QHS SENDCo to liaise with Speech and language therapists , Occupational Health therapists, Educational Psychologists and other professionals and make referrals for individuals where necessary.</p> <p>For SENDCo and teaching staff to follow the recommendations made by external professionals to meet the needs of each child.</p>	<p>Zuhre Ahmet to liaise with Harrow SALT and Brent SALT teams, Harrow educational Psychology team and</p>	<p>April 2018 – 2021 Ongoing on a termly basis.</p>	<p>Ongoing</p>
	3	<p>Update the SEND Information report and SEND policy to give parents, prospective parents and others information on how QHS supports pupils on the SEN register.</p>	<p>SEND Information report and SEND Policy</p>	<p>SEND Information Report and School SEND Policy to be updated.</p> <p>SEND Information Report created and published on school website.</p>	<p>April 2018 (Information report)</p> <p>October 2018 – SEND Policy</p>	<p>April 2018</p>

	4	To review the progress of pupils with special educational needs and disabilities with teaching staff to ascertain individual needs and plan intervention.	Regular discussion meetings and record keeping on how to meet pupils needs effectively. Review of CATS data, internal assessments and NGRT assessments.	Year team meetings and staff meetings.	April 2018- 2021 On a regular basis throughout each term.	Ongoing –
	5	To understand the role of teaching staff and support staff in recognising where reasonable adjustments are needed and applying them where possible	Presentation on reasonable adjustments.	Purchase of laptops and Ipads for use in class and in examinations.	April 2018 – 2021	Reasonable adjustments presentation at whole school staff meeting in May 2018.
	6	To purchase software which supports the reading skills of pupils.	To improve the reading skills of pupils.	Purchase of software licence of a specialised reading programme	December 2018	Renaissance Learning programme reviewed Nov 2018 and not found to be suitable. This software has not been purchased.
	7	Provide INSET for lunchtime supervisors on how to support individual SEND pupils in the playground.	PowerPoint presentation of how to support pupils with SEND in the playground. Model good practice	SENDCo to deliver INSET	October 2018 and then on an annual basis or where necessary.	

	8	Identify training needs of lunchtime and break time supervisors	SENDCo to deliver INSET for lunchtime and breaktime duty staff.	SENDCo, Deputy Head Teacher, PRSE Lead and Teaching staff to audit current practice in the playground for supervision of SEND pupils.	Sept 2018 - 2021 on a yearly basis.	
	9	Continue to provide clubs for pupils in year 3-8.	Lunchtime Clubs Maths intervention clubs for year 3-8 Literacy intervention clubs Social skills clubs Handwriting club	To be delivered by SENDCo and TA's	April 2018- 2021 Ongoing on a termly basis.	Ongoing
	10	After School Clubs	Assisted Homework Club from 4-4.45 once a week.	To be delivered by SENDCo and TA's	Sept 2018 -21	Ongoing

	11	To continue to develop the management of SEND within the school in line with the 2014 Code of Practice.	To further improve liaisons with the Governing Body as well as with the SEND departments in other Independent Schools within the area.	<p>Ms Zuhre Ahmet (SENDCo) to meet at least once a term with Vanessa Baron (Governor representative for SEND) to discuss SEND management / provision within the school and any key budgeting implications.</p> <p>To continue to hold half termly meetings between the SENDCo and Head of Early Years to discuss pupil progress and SEND management and provision.</p> <p>SENDCo to arrange visits to the SEND departments in other Independent Schools in the local area. Contact IAPS make links with SEND Co-ordinator.</p>	SENDCo to attend the annual SENDCo meeting at Merchant Taylor School along with prep and senior school SENDCos from schools in the area – April 2018 – ongoing	June 2018
	12	To implement the IDL IT programme to support SEND pupils	IDL literacy programme for pupils with dyslexia or weak literacy skills. Programme	Intervention sessions during lunchtimes.	TA / SENDCo to assess pupils working at low literacy levels and lead sessions.	Sept 2018 -2019

	13	To liaise with Assessment manager to ensure access arrangements meet the needs of pupils during examination sessions.	SENCO and Assessment manager to meet prior to exams to plan for access arrangements.	Timetables of SEND staff on the notice board. Pupils to be informed of rooming and arrangements in advance of exams.	Sept 2018 onwards	
	14	To further develop communication between the school and parents/carers of pupils with SEND; to further promote their involvement in discussions and decisions.	Communicate access arrangements for examinations with parents, staff and pupils.	SENDCo to liaise with parents prior to exams.	From Sept 2018 - 2021 onwards and prior to the examination period	
	15	To improve security of confidential records.	SEND to review data collection and arrangements for storing SEND data securely on software and on site Data Protection Officer (DPO).	School to adhere to DPO recommendations.	Sept 2018	
	16	To purchase iPads and laptops to access programmes and information on line to support teaching and learning.	Teaching staff to identify suitable learning apps for pupils.	To be financed by the school budget	January 2019	· Assessment will more effectively inform targets and outcomes for SEND pupils as well as more effectively inform teaching and learning to help further reduce barriers to learning.

	17	To continue to improve awareness of and access for pupils listed as SEND on school trips, excursions and activities.	To continue to improve staff understanding and the provision made for pupils listed as SEND in relation to trip, excursion and extra-curricular activity arrangements.	To continue to detail the SEND needs of individual pupils and any adjustments/considerations that need to be made on all risk assessments / trip arrangements and to provide details to visiting teachers of any adjustments that need to be made.	Sept 2018 and ongoing	
	18	To make sure chaperones understand the needs of children with SEND.	To induct new chaperones so they are aware of pupils with special educational needs and disabilities and how to resolve any difficulties that may arise during transition.	Introduction of SEND induction for new staff joining the School. Staff SEND Responsibility Form to be signed by all teaching staff and visiting activity and peripatetic staff confirming their commitment to and responsibility within the whole school approach to SEND.	Sept 2018-ongoing	

	19	<p>To continue to make appropriate adjustments to allow improved access to the school environment and curriculum for temporary disabled pupils/adults.</p>	<p>To put in place Health and Welfare Temporary Disability plans for pupils requiring adjustments due to a temporary disability eg broken leg, arm / long term illness etc and to keep a record of these adjustments. Where appropriate adjustments also made to allow access for temporary or permanently disabled adults visiting the school site for events/performances.</p> <p>To liaise and communicate with the Health and Welfare Officer (Ms Angela Shaw) to formally cross reference and monitor children highlighted on the Health and Welfare list.</p>	<p>Timetables adjusted to accommodate temporary disabled pupils in classrooms on the ground floor; temporary buddying system put in place to support pupils' movement around the school/access to the resources; where appropriate, class work is adapted accordingly to meet the needs of the temporary disability and, where appropriate, work is sent home for pupils experiencing a significant period of absence due to their temporary disability and/or additional one-to-one support is given by specific teaching staff on the pupil's return to school.</p> <p>Reserved seating at the front of the Susan Milner Hall is allocated for disabled persons visiting school performances and, where appropriate, a member of staff is assigned to help escort disabled persons into the building.</p> <p>SENDCo to meet once every half term with the Angela Shaw (or more</p>	<p>Sept 2018 and ongoing</p> <p>Sept 2018 and ongoing</p>	
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				<p>frequently as circumstances dictate) to review the Health and Welfare lists and discuss the support and progress of pupils listed.</p> <p>Pupils on Health and Welfare list discussed weekly at whole staff meeting. SENDCo attends half-termly year group meetings with teaching staff to discuss individual pupil's academic and pastoral progress.</p>		
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	20	To develop strategies to support the early identification and intervention of pupils with SEND.	<p>SENDCo to have access to admissions files following registration of pupils. SENDCo to also have access to assessments completed by mid-phase admissions.</p> <p>Additional intervention provided across the school by the SENDCo and TA's to enable improved monitoring and assessment of pupils joining the school and to support early identification and intervention.</p> <p>SENDCo to observe nursery group and meet with nursery team to advise on early identification pupils.</p>	<p>Literacy TA and Mathematics TA will support in classes from P3-8.</p> <p>SENDCo to liaise with class teachers and discuss new pupils at staff meetings.</p>	Sept 2018 and ongoing	
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	21	To continue to develop access to the curriculum for pupils listed as SEND through development of Individual Support Plans / Small group Intervention Programmes.	<p>Where appropriate, to continue to provide the opportunity for pupils to be withdrawn for one-to-one support / small group work with the SENDCo.</p> <p>Also, to improve capacity within the SEND department by employing an additional teaching assistant.</p>	<p>Where appropriate, SENDCo to provide a timetable of one-to-one support / small group work for pupils with SEND.</p> <p>Handwriting Club takes place weekly for pupils identified as requiring additional support. Weekly Touch-typing Club to help assist those pupils identified as requiring support. A weekly Communication and Social Skills Support Programme devised and delivered by the SENDCo to those pupils identified as requiring support in this area. Maths Club on most days of the week and weekly Assisted Homework Club for pupils in Years 3 to 8.</p>	Ongoing	
	22	To improve access to the curriculum for all pupils.	Development of the structure and detail contained in the weekly term plans for all subjects to improve differentiation and support of SEND pupils in the classroom	Head of Academics to review weekly plans of each subject area at the start of each term.	Sept 2018 -19. To be reviewed on a yearly basis.	

	23	To commission the services of an educational psychology specialist when there is enough evidence to ascertain there is a need for assessment.	Educational Psychology Assessment costs to be borne by the parents	With the permission of parents / guardians the SENDCo will approach Harrow educational Psychology team for advice.	Sept 2018- 19	Harrow Educational Psychology services commissioned to complete educational psychology assessments in January 2019.
	24	To take on board the views of the child. To further enhance staff awareness of pupils' individual SEND needs.	To enable pupils with SEND to develop greater independence with their learning, to improve communication and involvement of parents and carers with their child's learning and SEND support	One Page Profiles' for all pupils in Years 3 to 8 listed as SEND and receiving support.	Sept 2018 – 19 To be reviewed on a yearly basis.	Ongoing
Medium Term	25	To keep abreast of changes to SEND compliance, regulatory advice and Government changes to the provision and management of SEND within schools to ensure best practice.	To ensure that Zuhre Ahmet (SENDCo) remains up to date with the latest changes to SEND and that all relevant information is communicated to the Governors, SMT and staff at the school and implemented effectively and efficiently.	Zuhre Ahmet is to attend the 'NASEN SEND Conference' held in London and the Annual SENCO Conference' held by Optimus Education in London. SENDCo to report back all relevant information to the SMT who will then build this into annual staff training timetable. Subject specific SEND training is circulated to all HODs.	For all Teaching Assistants to hold a SEN TA 3 Diploma TA qualification by July 2019.	Ongoing

	26	To improve the identification of pupils with SEND through assessment tracking.	SENDCo to discuss data of pupils with Head of Early Years, Head of PP1 & 2 , Head of Academics and Assessment manager following standardised tests and internal tests. (CATs, VR and Non VR scores, Reading and Spelling Ages etc.) to identify concerns and monitor the progress of all pupils within the school – in particular SEND pupils.	Data to be discussed at Academics meetings, Line management meetings, Junior school meetings and Staff meetings.	Michaelmas 2018 and termly.	Ongoing
	27	To improve the consistency of support and provision for SEND pupils across all aspects of the curriculum.	To further develop the School's Peer Observation and Appraisal System to enable the SENDCo and SMT to monitor more closely the consistency of SEND provision across the curriculum and to enable staff to share good practice.	SENDCo to liaise with the SMT to timetable formal peer observation, both within departments and across departments, focusing on practical techniques to help develop provision for SEND within all aspects of the curriculum.	July 2020	Ongoing
Long Term	28	To reduce and eliminate barriers to access in the curriculum, school environment and written information.	To ensure that adequate funding is made available/set in reserve to account for the provision any prospective pupil with a disability may require e.g LSA, IT hardware and software applications etc.	To plan, allocate and manage appropriate funds through the School Action Plan and the School budgeting process. To set up a SEND budget.	Sept 2019	

	29	To develop the use of IT to improve access to the curriculum for current and prospective pupils with SEND.	Ensure there is a class set of lap tops available to use in each department	In consultation with the Governing Body, the SMT will implement a five year plan for the future.	July 2021	
	30	To continue to develop the school website and the pupil, parent and staff areas within it to reduce the barriers to access of information.	Core networkx (Ict) and Nishma Aleksin-Shah (Marketing) to work with the SMT and Governing Body to develop the school website in order to further reduce barriers to the access of information.	Pupil, Parent and Staff areas of the website to be significantly developed to further enhance the quality and access to information, including pupil subject notes, revision guidance etc.	Sept 2020	

This document will be further updated by 30th March 2020 (or earlier as changes to SEND compliance and/or regulatory advice occur). Figures in red indicate date action took place.

This plan was prepared by Ms Zuhre Ahmet (SENDCo)

Last updated: 28th January 2019