

2017

# Single Equalities Scheme Access Plan



GROVE  
SCHOOL & COLLEGE  
*A mind set to succeed*

THE GROVE SCHOOL

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## 1. Increasing Access for Disabled Students to the School Curriculum

Objective	Action	Time Line	Outcome
Recruit to maintain the number of Learning Support Advisors (LSAs) required	Special Educational Needs Coordinator (SENCo) to specify number, advertise and arrange interviews, appoint and induct	By end of Summer term 2016/17, and ongoing beyond this	All new LSAs fully inducted and trained
Provide enhanced training for all LSAs to ensure each becomes a key worker for students on Education, Health and Care Plans (EHCPs)	SENCo identify individual needs of LSAs  Identify collective needs of team based on cohort of students  Source appropriate training/CPD opportunities  SENCo to map need/provision	By end of Autumn term 2017/18	All LSAs develop skills in supporting students with: Ruth Miskin programme, SPLD, reading intervention, ASD, social skills, SaLT, dyspraxia but develop expertise to diversify skillset of the team  Students become more independent and make greater progress through specific LSA interventions
Extend the support offered to SEND students through the positive partnership of The Grove's SEND team and the SaLT specialist	SENCo to identify students whom require specific speech and language therapy or social/emotional regulation	By end of Summer term 2016/17 and review again half-termly	Students' access to the curriculum will be increased due to barriers to learning being removed  Students' progress improves due to increased independence afforded through strategy-based intervention  Improved skillset of LSAs through collaborative work with SaLT, including implementation of recommended day-to-day strategies and support in SaLT sessions
Identify and purchase equipment to meet specific needs	SENCo seek advice from external agencies, for example, students who require provision of laptops, writing slopes, special seating, read/write software and IDL	At the start of Autumn term 2017/18 and ongoing beyond this in-line with student needs and availability of new technology	Students have additional resources to enable them to progress and develop independence

Ensure full access to secondary curriculum	<p>SENCo, PLs and AHT to review timetable and setting arrangements</p> <p>SENCo respond to requests from teachers regarding special arrangements for class work and exams</p>	<p>By start of Autumn term 2017/18</p> <p>As required</p>	<p>Equipment fitted and in use</p> <p>Students make accelerated progress in lessons and achievement is good</p>
All staff aware of students with specific needs	<p>SENCo informs all staff and gives further detail to specific staff</p> <p>Whole/part staff training provided for specific conditions</p>	<p>By start of Autumn term 2017/18 and then ongoing</p>	<p>Students' needs are met</p> <p>Barriers to learning identified and strategies to overcome these offered</p> <p>Constant reviews offered via Pupil Profiles</p>
Continue to use specialist ASD support for specific students on transition (Woodlands)	<p>SENCo to identify students whom require this with the PL for Year 7 and arrange</p>	<p>By end of Summer term 2016/17</p>	<p>Students familiar with building and key staff aid transition</p> <p>Students' transition to The Grove is seamless and all concerns overcome</p>

## 2. Increasing Access to the Physical Environment of the School for Disabled Students

Objective	Action	Timeline	Outcome
To ensure the building meets the needs of current students	Continue to seek specialist external advice to ensure student safety  HT to meet with BM and SM to implement	Autumn 2017/18	Old worn flooring replaced on stairs and corridors with new non-slip flooring  Easy open and hold open doors fitted  Enhanced white light fittings  Pathways to be reconditioned
Ensure full access to secondary curriculum	AHT and SENCo to review timetable and setting arrangements, sense check movement around building  Ensure specialist furniture is in place	Autumn 2017/18	Identified students' routes are safe and enable them to be as independent as possible
To further improve access for wheelchair users	When any work is undertaken in school consider the impact for wheelchair users and consider if modifications to the existing building can be made in order to enhance their movement around the building	Summer 2016/17 and ongoing in-line with site work to be DDA compliant	Timetables ensure students who may only access lower levels full access to curriculum

### 3. Improving the Delivery of Written Information to Disabled Students

Objective	Action	Timeline	Outcome
Ensure new website is well-maintained and current	AHT and SENCo to review SEND information and offer updates to Marketing Manager to ensure parents, carers and students have timely information and ongoing support via website	End of autumn term 2017/18	New look website, easy to locate information and up-to-date
Continue to develop e-communication systems e.g. WisePay Mail to enable a more efficient flow of information to parents	EL/ECom post holder to work with AHT to set up systems and train parents in their use  Data collection information to be circulated at the start of academic years and check at progress points that information is correct, including email addresses	September each year and at progress review points	Parents and carers receive timely information from school  Paper communications are reduced
Continue to promote and rewards	Encourage parents to sign up to get real-time good news about their child's achievements  Promote to students	September each year, at progress review points, during assemblies and at celebration events	Rewards system encourages and motivates students to make greater progress  Parents are engaged with their child's learning and achievements in school

**Signed:**

**Date: 17.06.2017**

**Review date: June 2020**