

Accessibility Plan 2015-16 Evaluation

Physical Environment

| Target: Short Term | Strategy | Outcome | Timeframe | Goal Achieved/Impact |
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| To ensure that all pupils requiring access to a laptop for external exams gain practice at KS3 in targeted lessons. | <p>Teaching Assistants to identify with SENCO pupils who would be eligible for a laptop, using JCQ criteria as a bench mark.</p> <p>Assistant SENCO to collate times and lessons of pupils using laptops to ensure maximum use.</p> | <p>Pupils with slow handwriting speed or fine motor skills difficulties to gain alternative method of recording work independently.</p> <p>Pupils able to increase typing speed and accuracy during lessons in preparation for KS4.</p> | October 2015 | <p>Achieved</p> <p>10 laptops were gained from school and used predominantly at KS4. Pupils needed to be reminded again after Christmas about laptop use.</p> <p>Pupils were able to hire out laptops according to a timetable programme collated by the Ass. SENCO.</p> |
| Target: Medium Term | Strategy | Outcome | Timeframe | Goal Achieved/Impact |
| To identify pupils at SEN support or with EHCP's/ statements for Motor Skills input once a week. | <p>Teaching Assistant's and SENCO to identify pupils with fine motor or gross motor skills learning objectives from statement/EHC plan, an Occupational Therapist or Physiotherapist.</p> <p>Pupils to access a motor skills group for one hour per week with S. Davies from the Learning Support Team.</p> <p>S. Davies to meet with OT and physiotherapists when in school to discuss individual and groups strategies.</p> | <p>Pupils requiring specialist input for physical needs gain consistent input from school once a week.</p> <p>Pupil's access exercises as per the Occupational Therapy or physiotherapy recommendations.</p> <p>Pupils meet EHCP/Statement learning objectives and outcomes.</p> <p>Progress is monitored.</p> | <p>December 2015</p> <p>December 2015</p> | <p>Achieved</p> <p>Pupils with various levels of SEN (AEN, SEN Support, SEN Support Plan, EHC Plan and Statement) were targeted for Motor Skills input and placed on central Provision Document.</p> <p>Achieved</p> <p>In term 1 pupils attended Motor Skills lessons with S. Davies and followed programmes advised by OT's and physiotherapists. In terms 2 and 3 the Motor Skills group was led by S. Moya due to changes in Pupil Premium staffing.</p> |

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| Pupils at KS4 with handwriting difficulties to be able to access a laptop in exams as well as a scribe. | <p>Pupils to be able to take a more independent approach during exams rather than relying upon a scribe.</p> <p>Pupils who find dictating answers to a scribe too challenging can formulate answers more readily.</p> | <p>Pupils able to perform more effectively during exams having the choice on the day of a laptop or scribe.</p> <p>Pupils able to perform to full potential without having to process information to verbalise.</p> | April 2016 | <p>Mostly Achieved</p> <p>A higher number of Year 11 pupils during May to June 2016 exams accessed laptops. Use of laptops in lessons is started as soon as Year 7 and heavily encouraged from Year 9 onwards.</p> <p>Some pupils in Year 11 despite having laptop arrangements refused to use it on their first exams. Phone calls were made home to parents who supported school and pupils became more receptive in later exams.</p> |

Curriculum

| Target: Short Term | Strategy | Outcome | Timeframe | Goal Achieved/Impact |
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| For pupils below National Curriculum Level 4 for Maths to benefit from 1 Learning Support lesson of Numeracy per fortnight. (Only pupils already targeted for LS) | Pupils targeted for Learning Support in Year 7 to develop basic numeracy skills like, counting, 2 figure addition and subtraction, basic fractions, shapes and problem solving. | Pupil performance in Maths to be boosted by additional development of basic number work and arithmetic techniques. | February 2016 | <p>Achieved</p> <p>Pupils accessing Learning Support lessons accessed Mental Arithmetic Book mini tests once a fortnight to develop problem solving skills. Additional to Basic Maths Skills Level 2 once a fortnight.</p> |

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| For pupils in 9A1 and 9A2 to benefit from 1 hour of Numeracy per fortnight. | <p>SENCO to liaise with Numeracy teacher with regard to differentiated materials and resources.</p> <p>Numeracy teacher to be allocated rooms close to Learning Support area, to access further visual and kinaesthetic resources if needed.</p> | <p>Pupils to embed basic numeracy skills and practical number techniques in preparation for GCSE.</p> <p>Numeracy teacher to liaise closely with SENCO with regard to differentiation and learning.</p> | March 2016 | <p>Achieved</p> <p>Pupils in 9A1 and 9A2 accessing Learning Support accessed 1 hour of Numeracy once a fortnight.</p> <p>Pupil Premium pupils in 9A1 and 9A2 gained 1 hour of Numeracy tuition once a week.</p> |
| Target: Long Term | Strategy | Outcome | Timeframe | Goal Achieved/Impact |
| Maximise the impact of TA's with regard to progress in Maths and English at KS3 for lower attaining pupils. | <p>TA's in consultation with SENCO and subject teachers to use termly monitoring levels to help increase levels in Maths and English.</p> <p>SIMs termly monitoring levels to be used for target setting on Provision Maps every term.</p> <p>Specific actions to be taken by TA are to help increase performance of lower attaining pupils in Maths and English. Actions to be outlined on Provision Maps.</p> | <p>Increased communication between TA's and subject staff to improve performance in English and Maths at KS3.</p> <p>SEN Provision Maps to link in more effectively with Maths and English curriculum skill sets.</p> <p>Improved pupil performance at KS3 in English and Maths for lower attaining pupils.</p> | <p>May 2016</p> <p>June 2016</p> | <p>Partly Achieved</p> <p>Provision maps at KS4 in terms 1 and 2 were solidly based upon Maths and English grade improvement.</p> <p>SIMs termly data was used to informed targets set.</p> <p>At KS4 Good Morning SEN was introduced 3 mornings per week for Years 10 and 11 on alternate weeks and led by TA's.</p> <p>KS3 English and Maths targets and intervention requires further attention for 2016-17.</p> |

Access To Information

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| To revise Pen Portrait formats to maximise the effectiveness of SEN information issued to staff. | LO to revise current Pen Portrait template with feedback from Teaching Assistant's. Teaching Assistant's to start using new template from September 2015. | Staffs more able to gain accessible information on a modified template with regard pupil need. More accessible Pen Portraits to raise overall SEN awareness of pupils. | October 2015 | Achieved LO revised current Pen Portrait template to create a more user friendly concise document. New template is now in use. A class pen portrait was also devised for 7A1 to help staffs meet increasing levels of need. |
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| To create a centralised SEN document to collate pupils at AEN and SEN. | SENCO to formulate a new SEN document that centralises pupils clearly at AEN and those at SEN. To be guided by SENCO cluster meetings advise and NASEN. | Whole school SEN change in conjunction with new SEN Code of practice. Document to clearly show pupils gaining support that is additional to and different from. | March 2016 | Achieved SEN register has moved to a new central document based upon new Assess, Plan, Do and Review graduated approach. The whole school provision map is evaluated termly. |
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| To improve termly whole school monitoring of SEN pupil performance in Maths and English. | To ensure that SIMs correlates with new SEN centralised document at all times. To continue to collate screening results and compare to Maths and English performance termly. | Information collated is accurate and can be accessed for use by Exams Officer and staff. | June 2016 | Achieved SIMs and central provision map and mostly correlated throughout the year. SENCO works closely with Exams Officer to ensure data is synchronised. |

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| | <p>SENCO to access SISRA at the end of every term to evaluate the performance of SEN pupils in English and Maths.</p> <p>To use SISRA data to link in with new Provision Map targets and TA actions.</p> | <p>To improve the performance of pupils with SEN in Maths and English by linking TA actions with curriculum development.</p> | <p>July 2016</p> | <p>Partly Achieved</p> <p>KS3 and KS4 Maths and English results have been compared against Reading and Spelling Ages during the year.</p> <p>Due to time restraints the SENCO has been unable to access SISRA at the end of every term to evaluate progress. However data has been provided during ELT for terms 1 and 2 to help with this.</p> |
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WH 20.07.2016