

Development area	Objectives	Actions	Success criteria	Who is responsible and Timescale
Delivery of the curriculum	All areas of the curriculum should be available to pupils regardless of their disability ensuring equality of opportunity. Where an activity cannot be made accessible or would be inappropriate then reasonable adjustments will be made.	<p>Short term:</p> <ul style="list-style-type: none"> • Pupil Profiles to be accessible for all staff • Lesson observations to include focus on inclusion of disabled pupils <p>Medium Term</p> <ul style="list-style-type: none"> • Quality First Teaching to ensure reasonable adjustments are made in lessons to remove barriers to learning. <p>Long Term</p> <ul style="list-style-type: none"> • To review appropriateness of trips and activities to ensure they are fully inclusive 	<ol style="list-style-type: none"> 1. Staff informed of pupils' needs via Pupil Profiles and relevant documents linked to SIMS 2. Feedback from lesson observations highlight good practice re inclusion 3. Lesson observations reveal that Quality First Teaching is taking place 4. Trips are reviewed and inclusive 	<p>Short term:</p> <ul style="list-style-type: none"> • Pupil Profiles to be accessible for all staff (LP/SH – ongoing) • Lesson observations to include focus on inclusion of disabled pupils (AH/HLC/KD) <p>Medium Term</p> <ul style="list-style-type: none"> • Staff follow the graduated approach (Assess, Plan, Do Review) to ensure all pupils can access learning. (KD/HoFs) July 18 <p>Long Term</p> <ul style="list-style-type: none"> • To review appropriateness of trips and activities to ensure they are fully inclusive (HLC: July 19)
Delivery of the Curriculum	Staff have a greater understanding of individual needs by accessing Pupil Profiles and following the Graduated Approach (Assess, Plan, Do, Review)	Ongoing staff training will be delivered to improve access to the curriculum. Training for HoFs on the Graduated Approach delivered by KD and then disseminated to faculties. Review of progress to take place after Progress Points.	There is greater evidence of a differentiated curriculum. Staff are regularly assessing and reviewing practice and making adjustments where needed.	Ongoing staff training will be delivered to improve access to the curriculum (KD/AH: Sept 19)

Development area	Objectives	Actions	Success criteria	Who is responsible and Timescale
<p>Delivery of the Curriculum</p>	<p>To enable access to written information; where necessary specialist equipment will be purchased for individual students.</p> <p>To ensure appropriate exams access arrangements are in place for pupils who require them.</p>	<p>Short term</p> <ul style="list-style-type: none"> • To purchase appropriate software to aid testing for Exams Access Arrangements <p>Medium term</p> <ul style="list-style-type: none"> • To continue the Accelerated Reading Programme and monitor its effectiveness. • To develop a rolling programme for Exams Access testing to ensure all pupils are following the recommendations as their normal way of working. <p>Long term</p> <ul style="list-style-type: none"> • Audit schools' libraries to ensure accessible books are available 	<ol style="list-style-type: none"> 1. Pupils and staff have access to appropriate software 2. Pupils reading ages will be enhanced 3. School libraries will be inclusive 	<p>Short term</p> <ul style="list-style-type: none"> • To purchase appropriate software for exams access (SH Sept 18) <p>Medium term</p> <ul style="list-style-type: none"> • To monitor the accelerated reading programme (EN/YS) Ongoing. • Exams Access Arrangements for testing developed and implemented. (SH/KD/CH/AH) Sept 18 <p>Long term</p> <ul style="list-style-type: none"> • Audit schools' libraries to ensure accessible books are available (YS/AH July 18)
<p>Physical Environment</p>	<p>Reasonable adjustments to be made to accommodate students with physical disabilities and complex medical needs</p> <p>Ensure that corridors are clutter free for ease of access</p>	<p>Short Term</p> <ul style="list-style-type: none"> • Muster point for disabled students • MV Hall lift- signage needs to be improved • Prep School upstairs corridors to be 	<ol style="list-style-type: none"> 1. Pupils will have access to most areas of the college. 2. All students are safe 3. Staff are trained to deal with medical needs on site 	<p>Short Term</p> <ul style="list-style-type: none"> • Muster point for disabled students (WOW:July 17) • MV Hall lift- signage needs to be improved (WOW:July 17)

		<p>fitted with lockers to store coats and bags</p> <ul style="list-style-type: none"> Identified staff to receive training to support students with medical needs <p>Medium Term-</p> <ul style="list-style-type: none"> All outside stairs and entrances to be fitted with yellow strips Hand Rails to be fitted on all stair wells, where appropriate Disabled toilets available in all buildings ‘Evac’ type chairs available in all buildings <p>Long Term</p> <ul style="list-style-type: none"> New PrePrep building fully compliant. 		<ul style="list-style-type: none"> Prep school upstairs corridors to be fitted with lockers to store coats and bags (July 17) Identified staff to receive training to support students with medical needs (KR; Ongoing) <p>Medium Term-</p> <ul style="list-style-type: none"> All outside stairs and entrances to be fitted with yellow strips (RT: Sept 18) Hand Rails to be fitted on all stair wells, where appropriate Disabled toilets available in all buildings (RT: Sept 18) ‘Evac’ type chairs available in all buildings (RT: Sept 18) <p>Long Term</p> <ul style="list-style-type: none"> New Preprep building fully compliant. (RT: Sept 19)
School Signage	Signs are clear and understandable for the visually impaired	When signs are replaced the new signs are installed that are of an appropriate colour and size.	All new signs are compliant	Replacement of signs and new signage (RT: ongoing and by Sept 19)

		New signage in the PrePrep building are compliant		
--	--	---	--	--