



HALL GREEN SCHOOL

ACCESSIBILITY PLAN

Adopted:	24 January 2024
Next Review:	January 2027
Governing Committee:	Pastoral and Curriculum
Responsibility:	Senior Leader: Inclusion and SENDCo

HALL GREEN SECONDARY SCHOOL
Accessibility Action Plan 2024/2025

Key Objectives	Established Practice	Actions for 2024/25	By whom	By when
<p>Increasing curriculum access for all pupils.</p> <p>Hall Green staff receive ongoing training in making their curriculum offer accessible to all pupils and are aware of its importance. HGS continues to seek and follow the advice of Local Authority Services and of appropriate health professionals from the local NHS Trusts. It also covers the provision of specialist aids and equipment, which may assist pupils with SEND in accessing the curriculum.</p> <p>Accessibility planning and reasonable adjustments also cover, teaching and learning expectations and wider curriculum access including the participation in after school clubs, leisure and cultural activities, school events and external visits for children/young people with SEND.</p>	<p>All pupils are in receipt of a broad, balanced and ambitious curriculum that considers their starting points, provides support and challenge and sets aspirational targets. There is no narrowing of our curriculum offer. All departments have a draft adaptation statement.</p> <p>Liaison with and input from a range of services is sought to assess and support individuals' needs and provide advice to staff regarding approaches required.</p> <p>Quality assurance of curriculum access for pupils with SEND is carried out on a regular basis via learning walks, staff/leader meetings, book looks and pupil voice. Feedback is given, action is taken, and a range of monitoring and further review procedures are followed to ensure timely and well-informed refinements are made.</p> <p>Laptops are available within each subject area, the Support Base and the</p>	<p>Curriculum planning is reviewed internally and where appropriate in collaboration with our secondary colleagues across the South Network. This is to ensure from intent to implementation all adaptations are having a positive impact on outcomes. This is part of an on-going monitoring cycle for all leaders.</p> <p>Recommendations made by outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly ascertained.</p> <p>Leaders to continue ensuring that professional learning is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all learners.</p> <p>Nessy Fingers typing software to be made available to pupils needing to develop their long-term typing</p>	<p>Subject leads Curriculum leads Lead practitioners SENDCO Senior leaders School Leadership Team</p> <p>Local Authority Pupil and School Support Services Team External Agencies Subject teachers TAs</p> <p>Senior Leadership Team and Heads of Department Teachers IT Support</p> <p>SENDCo IT Support Teachers</p>	<p>Ongoing</p> <p>Ongoing in response to emerging, escalating, and monitoring of individual pupils' needs</p> <p>On at least a fortnightly basis/Wednesday briefings</p>

	<p>LINC to aid pupils with their extended responses.</p> <p>In key stage 3 most subjects are delivered on a mixed ability basis. For core subjects pupils are set according to their ability. The expectation is for schemes of work to be designed to both support and challenge pupils from their starting points and take into consideration specific guidance given by the wider inclusion team. Pre-requisite knowledge and skills are planned for and scaffolded for where there are gaps.</p> <p>Pupils' reading and spelling abilities are assessed on entry in year 7. Results are shared with staff so that approaches/ interventions can be tailored to meet individuals reading/spelling levels.</p> <p>In KS4 pupils follow a pathway that is conducive to both their interests and ability – with EBAC available to all pupils. Prior to making choices individual interviews are held between the External Careers Advisor, Careers Leader and pupils to inform decision making (related to post 16 choices).</p> <p>Every teacher has access to pupils' learner profiles, detailing individual needs and SEND strategies. Staff are</p>	<p>accuracy and stamina skills. Skills to be developed throughout key stage 3 particularly in support of KS4 / post 16 note-taking / extended writing tasks / assessments that can be completed via word-processing means.</p> <p>Timetabling and curriculum allocations to take into account the 2023/24 key stage 3 cohort and revised curriculum plans.</p> <p>GL Assessments/reading test to be reviewed to ensure HGS is utilising the information that can be produced.</p> <p>Courses to be explored, agreed and proposed to pupils and their parents/ carers ensuring pathways are supportive of the post 16 routes pupils wish to pursue.</p> <p>Expectations around how contextual information can be fully utilised to inform teacher planning and delivery to be revisited, monitored and regularly reviewed.</p>	<p>TAs</p> <p>DHTs Raising Standards and Teaching, Learning and Curriculum Heads of Department SENDCO</p> <p>Literacy/Reading Lead Teachers IT Support</p> <p>Heads of Department Heads of House SENDCo Teachers Careers Leader</p> <p>Senior Leaders and Heads of Department SENDCo Teachers</p>	<p>As and when required on a daily basis</p> <p>Ongoing</p> <p>Annually and reviewed more regularly should a targeted intervention be in place to support a pupil's reading</p> <p>Annually Termly reviews to ensure course / level is conducive to a pupil's ability (after assessments)</p> <p>Teachers update tracking information on a</p>
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	<p>encouraged to use the information when planning for their lessons</p> <p>All pupils are invited to attend after school clubs, activities, trips and visits. Leaders regularly review the uptake to ensure the extra-curricular opportunities are being attended by a cross section of learners. Pupil views are also gained to ensure new and existing activities are inclusive.</p> <p>A lunch time club is well attended by pupils (across all year groups) who benefit from having a more structured, supervised social space. This is held in Room 3.</p> <p>A homework club is available to pupils who require a designated, supervised space with access to ICT. For some pupils, whilst they are encouraged to do homework, specific allowances are made in recognition of individual needs – SENDCO and Heads of House regularly remind staff of this small cohort who need extended deadlines or alternative tasks.</p> <p>Exam access arrangements are available to pupils in support of both internal and external examinations – procedures are annually and externally inspected to ensure regulations are adhered to. The school has 2 qualified assessors to administer the JCQ approved assessments and applications.</p>	<p>All staff to encourage and promote the participation of pupils with SEND in attending extra-curricular activities, tracking uptake and gaining pupil views so that clubs are appealing and co-constructed/led where appropriate.</p> <p>Staff on lunch duty to facilitate and monitor pupil interactions and personal development during this provision (where appropriate in support of the graduated approach).</p> <p>Inclusion and Pastoral staff to encourage pupil attendance and support accordingly.</p> <p>Stringency around identification and administration to be upheld with internal and external quality assurance checks carried out.</p>	<p>DHT Raising Standards Teachers Heads of Department SLT SENDCO Parents/Carers</p> <p>SENDCO Heads of House TAs Form Tutors</p> <p>SENDCO DHT Pastoral and Safeguarding Heads of House TAs Teachers Parents/Carers Form tutors</p> <p>Teachers SENDCO/Senior TA</p>	<p>regular basis to reflect changes in need / support / strategies / intervention</p> <p>Ongoing and activity specific</p> <p>Daily</p> <p>Weekly</p>
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	<p>In school referral systems and processes robustly support the education and welfare of pupils requiring short/longer term dual registered specialist provision. Placements are regularly reviewed and where appropriate reintegration/permanent placements are sought</p> <p>Risk assessment forms are carried out and regularly reviewed on an individual basis to ensure pupils with physical/medical/SEMH needs can participate safely and appropriately in a wide range of learning and recreational activities.</p> <p>Hall Green has a designated Welfare Room/Support Base which upholds a clear entry/exit criteria. Examples of its use are to reintegrate pupils after; periods of time missed from school and /or heightened anxiety, medical needs, bereavement, respite etc.</p>	<p>All dual registered provision to continue to be appropriately sought to meet the current needs of a pupil. All alternative settings to continue to provide a letter of comfort and undergo quality assurance checks prior to and throughout a pupil's placement.</p> <p>Risk assessment forms continue to be reviewed on a timely and individually agreed basis to reflect current, emerging and future needs.</p> <p>Provision reviewed on a termly basis to ensure purpose and standards are upheld by staff and pupils.</p>	<p>Exams Officer</p> <p>DHT Behaviour and Safeguarding DSL/Mental Health Lead Attendance and Pastoral Teams SENDCo</p> <p>DSL/Mental Health Lead Welfare Manager Heads of House</p> <p>DHT Behaviour and Safeguarding DSL/Mental Health Lead Welfare Manager Heads of House</p>	<p>Annually (ongoing to ensure assessments and applications are in line with spring term JCQ deadlines)</p> <p>Every 2-6 weeks</p> <p>Pupil specific every 2-6 weeks</p> <p>Pupil specific support every 2-6 weeks</p>
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Key Objectives	Established Practice	Actions for 2024/25	By whom	By when
<p>Improving the physical environment so that all pupils and other users can take better advantage of the educational facilities and services available.</p> <p>HGS will continue to review the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p> <p>PD pupils have physical management plans.</p> <p>Some rooms have height adjustable tables, hob, sink and work station (DT).</p>	<p>Timetabling adjustments have been made to facilitate learning for pupils with health/medical needs. This has been carried out in consultation with the young person(s), parents, staff and upon recommendations given by external professionals.</p> <p>Reasonable adjustments are made to support parents/carers in attending school meetings/events.</p>			

Please refer to Direct Access Physical Audit.

Key Objectives	Established Practice	Actions for 2024/2025	By whom	By when
<p>Improving the availability of accessible information.</p> <p>Improving the quality and delivery of written and auditory information to pupils, staff, parents and visitors with SEND. Examples might include enlarged handouts, picture timetables, voice activated software, Makaton, widgit symbols, location of information about the school and school events. The school is aware of and works with a range of services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>	<p>The following channels of communication are used to communicate with parents/carers regarding their child and school events.</p> <p>Text messaging/emails – reminders, school closures, trips, attendance, detentions, parent’s evenings, events (hard copies are available to known pupils/ families).</p> <ul style="list-style-type: none"> • Parents/carers with dual responsibility receive separate correspondence upon request • Reciprocal telephone home to school contact • Enquiry email address/contact • Twitter/X page – regularly updated • Front of house staff – main office (8.15 am – 16.00 pm Telephone lines – 8.00 am to 16.15pm reception) • Newsletter – half termly (emailed to parents, posted to those without an email address, website, displayed in reception) Readability is considered when producing School prospectus • Points of contact/channels of communication included on Headteacher’s termly correspondence to parents/carers 	<p>For HGS to audit the diverse range of spoken languages staff speak to support translation with stakeholders where required.</p>	<p>Office Manager</p>	<p>Summer 2024</p>

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| <ul style="list-style-type: none">• Translation function on website• Google translate available and used if appropriate when conversing with stakeholders requiring interpretation support• Website updates/correspondence – ongoing (Twitter feeds front page of website)• Consultations events – face to face meetings with class teachers/key staff/additional non-teaching staff• Careers activities – advice & guidance• Provider Access legislation – pupils have face to face access to further education, higher education, training providers and employers• Staff greet/dismiss pupils at the start/ end of each day having presence within the locality• Careers and post 16 interviews and support (home visits/virtual meetings are conducted where appropriate)• Fortnightly Careers newsletter on ClassCharts• Pupil briefing notes shared during tutor time to inform pupils of relevant information/ events etc.• Parent/carer workshops i.e., apprenticeships, accessing on-line homework, | | | |
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	<ul style="list-style-type: none"> • Transition events - secondary transfer/Post 16. Additional support from the inclusion team is available and carried out during each summer term or for in-year admissions • Face to face attendance meetings with parents/carers, Attendance Officer/Heads of House • TEAMS/Zoom calls to facilitate online meetings • For vulnerable/SEND pupils involvement from the inclusion team to support/advocate needs and requirements • Internal MIS and intranet systems used to record pupil information, accessible at various levels to inform staff of pupil's holistic needs and requirements • Celebratory and awards events and assemblies – families invited • Bilingual Teaching Assistance (when required) • Signposting and supporting families to local organisations including household funding support • Home to school written communication via pupil planners 	<p>Voice activated software to be explored to support pupils in recording their responses in an alternative way.</p>	<p>IT Support</p>	<p>Summer/autumn 2025</p>
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	<p>Staff use the following methods to improve the quality and delivery of information presented to their pupils;</p> <ul style="list-style-type: none"> • Pictures/visual timetables • Photographs to support transition • Dual coding strategies • Concrete examples/ manipulatives • Modelling “I say it” “we say it” “you say it” • Examples to illustrate expectations • Scaffolding to support verbal and written responses i.e., sentence starters, fill in missing blank, matching tasks, synonyms, templates • Task management boards • Learning Behaviour Expectations • Enlarged text for visually impaired pupils • Access to laptops, desk-tops and netbooks to aid extended writing and remote learning • Conducive seating plans/ pairings/group work • Additional adults – to modify both written and verbal language • Pupil questionnaires • Regular collation of pupil views in support of school improvement • Pupil Receptionists 	<p>Summer 2024 IT hardware upgrades are being rolled out – to be monitored and evaluated to maximise usage and impact. LINC have purchased some devices and assistive technology to support PD and SpLD.</p>	<p>Inclusion Team Teachers IT Team</p>	<p>Summer/Autumn 2024</p>
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	<ul style="list-style-type: none">• Whole School Ambassadors/Subject Ambassadors/House Captains• Strategies for recently arrived pupils (RAP) and those with EAL• Friends for life (and other communication and interaction social skills groups)• Exam access arrangements – reading/scribing/extra time• Handouts to reduce note-taking /copying• Dyslexia friendly font (and coloured paper used where appropriate)• Reading pens to aid pupils with highlighting and hearing new/ tricky words• Widgit and Crick software to support dual coding across the curriculum (SEND/RAP)			
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