



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Document Information	
Role of person completing review:	Director of Inclusion (SENCO)
Approved by:	FGB
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Date of next review:	September 2023
Additional notes:	

Accessibility Plan

School Name Hodge Hill Girls School

Dates: From 01/09/2022 **To** 01/09/2023

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (From and to)
		What/How	Lead	Resources		
To improve access for pupils with SEND	C, I	<ul style="list-style-type: none"> To ensure all pupils with SEND are aware of curriculum enhancement opportunities and how they can access them. Ensure all information is added to parent bulletin and school information noticeboards and screens. Learning support to discuss curriculum enhancement opportunities with pupils. 	SCL	Time Staffing	Pupil voice Attendance numbers to clubs	2022-2023

Increased staff awareness and confidence in using key strategies when supporting pupils with SEND in classrooms.	C	<ul style="list-style-type: none"> • Staff training needs audit to be carried out. • Specific INSET training sessions and briefing meetings to enhance staff knowledge of SEND areas highlighted in audit. 	SCL	Time		
Develop pupils' confidence, resilience and	C	<ul style="list-style-type: none"> • To ensure pupils are aware of homework club, Chillax and additional interventions in place to support their additional needs. 	SCL	Staffing	Progress data Intervention evaluation Pupil voice	2022-2023
Use IT software to support learning for pupils with SEND	C	<ul style="list-style-type: none"> • Pupils to use laptops in lessons and exams where necessary to support their learning. • Relevant software packages used 	SCL	Relevant IT software packages and intervention programs	Progress data Intervention evaluation Access Arrangements	2022-2023

		<p>to support pupils with specific SEND needs.</p> <ul style="list-style-type: none"> Intervention support programs to help learn, embed and reinforce subject specific knowledge. 				
To improve access for pupils with communication and interaction needs	C, E,I	<ul style="list-style-type: none"> Carry out audit of environment for pupils with ASD. 	RON	Time	Progress data Pupil voice Parent voice Teacher feedback Audit sheets	2022-2023
		<ul style="list-style-type: none"> Organise training on ASD via the CAT team. Provide us with strategies to support the specific needs of pupils within our setting. 	SCL/RON	Time Staff CAT team (External Trainer)		
		<ul style="list-style-type: none"> Ensure that arrangements are in place so that thorough liaison with numerous outside agencies for 	SCL	External agencies Assessment of needs Funding		

		<p>students with SEND needs are in place.</p> <ul style="list-style-type: none"> Hold regular meetings with external agencies to gain feedback and further guidance and strategies to support pupil needs. 				
To improve access, for children with sensory and physical needs	E, C,I	<ul style="list-style-type: none"> To ensure that all external steps are clearly marked and checked on an annual basis. 	RE	Paint Time	Audit sheets	2022-2023
		<ul style="list-style-type: none"> Access to ramp and lift to ensure pupils with disabilities can access PE halls. 	RE	Staff time	Audit sheets	
		<ul style="list-style-type: none"> Ensure PEEP's are created to ensure safe evacuation of pupils/ staff when necessary and in the event of a fire. 	SCL	Staff time/PEEP plan	PEEP plans available for pupils and staff (where necessary)	2022-2023

		<ul style="list-style-type: none"> To maintain personal care plans and ensure staff arrangements are in place to support where necessary 	SCL	Time/ Staff	Care Management Plans	Training Days Sept 2022 (annual reminder) Regular updates on changes throughout year via briefing sessions
		<ul style="list-style-type: none"> To develop and maintain regular communication with the physiotherapist to ensure students with physical difficulties get the support that they need. Bespoke support plans created to ensure needs are being met. 	SCL	Time / External agencies/ Physiotherapy Team/ PDSS	Pupil Support Plans	
		<ul style="list-style-type: none"> To maintain and ensure staff training is given regularly on how to use with pupils the use of the school loop system for students with 	SCL/ HI Team	Time External agencies	INSET training	

		hearing impairment				
		<ul style="list-style-type: none"> To liaise with IT staff to ensure all staff who work/teach students with additional needs are trained in the use of all the latest/up to date technologies. 	SC/ PHA	Time Training	Training record sheet	
To improve access for children with specific cognition and learning needs	C, E,I	<ul style="list-style-type: none"> To improve the identification of the needs of Pupils with C and L by using a selection of key resources and ensuring necessary training is obtained to support the interventions. Dedicated training sessions based on specific areas of SEND cognition and learning needs and how to identify these 	SCL	Time Training	Training record for staff, CPD, INSET days, one page profiles Data assessment analysis	2022-2023

		<p>within the classroom.</p> <ul style="list-style-type: none"> To ensure that students have the opportunity to feedback any concerns about T and L in termly review meetings through development of pupil voice systems. 	SCL	Time Training	Termly pupil voice for SEND using Microsoft Forms.	Termly 2022-2023
<p>To improve access, progress and participation for children with social, emotional, mental health needs</p> <p>To develop links and liaise with local provision to support identified pupils with SEMH.</p>	C,E,I	<ul style="list-style-type: none"> INSET day training on key areas of SEMH provided by BEP to all staff. Pupil Peer mentors to cascade mentoring techniques to next cohort to continue to develop network of support throughout the school. 	SAM/SAN	Time Training External agencies (BEP)	Pupil support plans/pupil support groups in place	<p>Sept training day INSET 2022</p> <p>2022-2023</p>

		<ul style="list-style-type: none"> • Use of social skills interventions delivered to small groups to support with developing resilience and emotional intelligence. 				
		<ul style="list-style-type: none"> • Liaise with SAYPMHP (local provision) to support pupils with SEMH and provide additional positive activities and mentoring sessions. 	SCL	Time External mentors		

This plan is a suggested format only and can be adapted to suit individual school circumstances.