

June 2021 update:

In discussion with SLT and our SEND governor, we have decided to postpone our DES meeting until the beginning of the 2021-2022 academic year due to the upcoming change in headteacher. The DES review will be a priority for Term 1 and all relevant documents will then be updated and published on our website.

Malmesbury School Disability Equality Scheme (DES)

Access Plan for Malmesbury School – October 2019

Malmesbury School's accessibility plans are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

The SEND Code of Practice, (Jan 2015: xviii) states:

- “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition”.

Vision and Values

At Malmesbury School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Malmesbury School values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

Access Plans – October 2019

	Objective What is to be achieved and by when?	Action What needs to be done to reach the objective and by whom?	Performance Criteria How will we know when we've got there?	Monitoring/Evidence collection/Evaluation of impact What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?
Increasing the extent to which students with disabilities can participate in the curriculum	Whole school focus on ensuring students with SEND are high priority, along with all other vulnerable students.	Headteacher and SENDCo to reinforce SEND students as high priority to all staff.	Students with SEND to be recognised as priority students along with PP.	All staff to ensure SEND students are a priority in all aspects of school life.
	Re-introduction of some students dropping one Modern Foreign Language in order to receive intensive literacy interventions three times a fortnight.	Learning Support (LS) staff to work in conjunction with staff in English and Modern Foreign Languages.	Lessons to begin in November 2019. Interventions have already been purchased.	Students to be retested for spelling and reading ages in January and July 2020. Progress to be monitored closely. Feedback to be given to student and parents as part of the SEND Support reviewing process.

	(This intervention is in addition to our offer for some students to drop both Modern Foreign Languages.)	<p>LS staff to administer reading and spelling tests.</p> <p>LS staff to contact parents prior to Oct half term 2019.</p>		<p>SENDCo to: conduct Learning Walks during interventions, hold Student Voice meetings, attend SEND Support review meetings for students causing concern.</p> <p>LS staff to monitor impact of small group teaching and learning on students' emotional wellbeing.</p>
	<p>Workshops to be held for students on how to use Access Arrangements.</p> <p>Learning Support staff to run these sessions throughout the academic year.</p>	<p>Learning Support staff to attend Access Arrangement training by JCQ (MAT SENDCos invited too).</p> <p>Joint Deputy SENDCos to arrange time off timetable for Years 9-13 students entitled to access arrangements.</p> <p>Letters to go home.</p> <p>Students to attend.</p> <p>Information to be updated and uploaded to school website.</p>	<p>Students will know how to use their access arrangements.</p> <p>Students will feel confident in understanding the benefit of their access arrangements.</p> <p>Students will use their access arrangement entitlements in class assessments, PPEs and GCSEs/A-levels.</p>	<p>Student voice/questionnaires to collate responses to workshops and impact on assessments and examinations.</p> <p>Teachers and TAs to feedback to Mrs Clawson/Mr Mitchell on how students are using their access arrangements.</p>
	<p>Mrs Clawson and Mr Mitchell to arrange workshops for parents on how to support their child with entitlement to access arrangements.</p> <p>Throughout the academic year.</p>	<p>Mrs Clawson and Mr Mitchell to:</p> <p>arrange after school sessions for parents</p> <p>send invitation letters home</p>	<p>Parents will feel confident in knowing what access arrangements are and how best to support their child.</p>	<p>Questionnaires to collate responses to workshops and impact on assessments and examinations.</p> <p>Teachers and TAs to feedback to SENDCo and Deputy SENDCos on how students are using their access arrangements.</p>

		update information on the school website for parents unable to attend to access		
	<p>Reintroduce ASDAN at KS4 for selected students,</p> <p>Students will be invited to choose this option</p>	<p>ASDAN certificate of personal effectiveness (COPE) was reintroduced to the KS4 curriculum in 2018-19. The course provides another option choice for SEND students who would benefit from improving communication and life skills for transferable value to post 16 further education and employment pathways. Current cohorts are led by Mrs Allaway (KS4 pastoral leader) and Mr Mitchell (Joint Deputy SENDco).</p>	<p>SEND students who may not be able to access some KS4 curriculum option choices have a chance to:</p> <ul style="list-style-type: none"> • Improve communication skills with peers • Increase confidence to work independently • Choose to complete tasks that suit their learning style • Produce work that takes into account their individual needs 	<p>Students work towards achieving 6-12 credits throughout the course. Teachers help individuals and the group to select relevant and achievable modules and tasks based on student's skills and aptitudes. Completion of work is monitored every lesson with continuous verbal feedback. During the course key skills including communication, discussion and presentation are assessed to award a bronze, level 1 (GCSE 4) or level 2 (GCSE 5+).</p>
	SEND Development meetings for staff	<p>SENDCo and Deputy SENDCos to:</p> <p>Agree agenda for each meeting – include what's working and areas for improvement.</p> <p>Arrange meetings and communicate dates and agenda to teaching staff</p>	<p>Meeting on 4/12/19 to focus on:</p> <p>SEND update - Jessica Abel-Goldbin</p> <p>Access Arrangements update/key reminders – Corinne Clawson and Scott Mitchell</p> <p>ASC training – Debbie Riall</p>	<p>Information can be communicated to staff during meetings.</p> <p>Classroom strategies can be circulated in SPARK.</p> <p>Improvements can be implemented and progress monitored during lesson observations, student voice, feedback from staff.</p>

	<p>Reintroduce 'SEND Representatives'</p>	<p>SEND representatives from each faculty to be appointed.</p> <p>Aim is to ensure SEND is whole school and a priority for all members of staff in every faculty.</p> <p>SENDCo to lead regular SEND Reps meetings (1 per term)</p> <p>Objective of meetings is to discuss key issues, establish what's working well and what we need to improve.</p>	<p>Staff from all areas of the curriculum to feel involved and included in how we improve our provision for students with SEND.</p>	<p>Information given to SEND Reps to be communicated to staff during staff meetings.</p> <p>Improvements can be implemented and progress monitored during lesson observations, student voice, feedback from parents and staff.</p>
	<p>ASC update training to be delivered to all staff.</p>	<p>Debbie Riall (ASC specialist advisor for the MAT) to lead a development meeting in December.</p> <p>The focus of the meeting will be based on observations from Debbie's time in lessons/working 1:1 with students.</p>	<p>Staff will have a greater understanding of ASC.</p> <p>Staff will feel better equipped with strategies and will be able to employ them in their daily teaching.</p>	<p>Strategies can be implemented and progress monitored during meetings, lesson observations, communication between staff and Learning Support.</p>
	<p>To ensure students using a laptop as their normal way of working can do so with ease and efficiency, making use of reliable</p>	<p>Dave Cox/IT Team to advise how to improve laptop connectivity to Wi-Fi across the whole school site, to increase speed and ease of use including</p>	<p>Students will have confidence in the school IT provision and be able to use their laptop effectively at school without compromise.</p>	<p>Learning Support staff to collect feedback via student voice.</p>

	<p>access to Wi-Fi, internet, email and instant printing.</p>	<p>log in, internet, email, saving and printing.</p> <p>Dave Cox/IT Team to advise how best to synchronise students' own laptop to the school system to optimise efficiency at school.</p> <p>Teachers to ensure students have access to lesson content online/email so they can achieve good outcomes without compromising their need to use a laptop as their normal way of working.</p> <p>Teachers/TAs to model effective laptop use.</p>	<p>Laptop users will be able to access all lesson content.</p> <p>Students will be able to access information online, email work to teachers and print work in a timely manner.</p>	<p>Teachers and TAs to feedback to SENDCo/Joint Deputy SENDCos on how students are using laptops.</p>
<p>Improving the physical environment of the school to enable students/parents/staff with disabilities to take better advantage of education, benefits, facilities and services provided</p>	<p>Ensuring the doors to the main school buildings (including DT and Learning Support) are accessible for wheelchair users.</p>	<p>Rosemary Mobley to liaise with G4S to make reasonable adjustments/improvements to the physical environment by:</p> <p>Supply and fit push plates to all external doors into the main building and DT building and internal doors leading into Learning Support, library and canteen as a minimum.</p> <p>Supply of ramps to allow wheelchair access into the DT building.</p> <p>Supply and fit magnetic door stays to both sets of doors</p>	<p>Students/parents/staff with disabilities including wheelchair users will have easy, independent access to all buildings and internal communal areas including in the event of an evacuation.</p>	<p>Current wheelchair users to provide immediate feedback based on own experiences.</p> <p>Ongoing, Learning Support staff to collect feedback via student voice to determine the impact of improvements to the physical environment on the ease of access and independence of wheelchair users at school.</p>

		leading into Learning Support (if this isn't deemed a fire risk).		
	Ensure students using a wheelchair can work comfortably in all classrooms and common areas.	<p>Dan Baker to survey furniture in all classrooms including Science, DT and newly built classrooms.</p> <p>A minimum of one standard size table or wheelchair appropriate high table/bench to be located in all classrooms to include the newly built classrooms, Science labs, library and DT workshops/classrooms.</p>	<p>All classrooms now have at least one standard size table available for wheelchair users.</p> <p>Wheelchair users are now able to work comfortably in all classrooms and common areas including DT and the new classrooms without the need to make ad hoc requests for additional furniture.</p>	<p>Current wheelchair users to provide immediate feedback based on own experiences.</p> <p>Ongoing, - Learning Support staff to collect feedback via student voice.</p>
	Ensuring the school site is safely accessible for people with visual impairments.	<p>SENDCo to consult with visually impaired student to ascertain specific areas of difficulty relating to navigation around the school site for visually impaired individuals.</p> <p>Rosemary Mobley to liaise with G4S regarding supply and fit of Perspex coloured signage in line with student recommendations.</p>	<p>Colour coded Perspex signage displayed around the main school site to signpost subject corridors, stairwells, canteen, library, toilets etc.</p> <p>Visually impaired students, staff and visitors will be able to safely and confidently navigate the school site.</p>	<p>Student to provide immediate feedback based on his own experience.</p> <p>Ongoing - Learning Support staff to collect feedback via student voice.</p> <p>Parent feedback via annual reviews and SEND Support review meetings.</p>
Improving the availability of accessible information to students with disabilities and their parents	To ensure written information and communication is accessible to all.	<p>SENDCo and LS team to provide a range of reading aids and online apps at school, including but not limited to:</p> <p>Students: Readers (where appropriate), reading pen, magnifying aids, coloured</p>	<p>Students will be aware of the reading aids available.</p> <p>Students will be confident in understanding how and where to access reading aids and how to use them effectively.</p>	<p>Ongoing - Learning Support staff to collect feedback via student voice.</p> <p>Parent feedback via annual review and SEND Support review meetings.</p>

		<p>overlay, TEAMS, Class Charts, Microsoft Immersive Reader.</p> <p>Parents:</p> <p>SENDCo and team to ensure access to up to date SEND information via school website.</p> <p>Headteacher to offer parents the option to receive written communication in their preferred accessible format.</p> <p>SENDCo, Deputy SENDCos and Learning Support Team to provide additional information or explanation of information if required by parents.</p>	<p>Parents will be able to successfully access all school communication.</p> <p>Parents will feel confident knowing who to contact at school for additional information or clarification.</p>	
	<p>To improve support for and communication with parents of young people with SEND.</p>	<p>SENDCo and LS team to develop:</p> <ul style="list-style-type: none"> • Transition Coffee Morning in July 2020 (Year 6 parents to be invited) • ASC parent support group (for parents of young people at Malmesbury School and feeder primaries) 	<p>Parents who attend last year's transition morning were positive and found it informative.</p> <p>Parents will feel supported by school staff and each other.</p> <p>Communication between staff and parents will be improve.</p>	<p>Feedback from parents and staff.</p>

	<p>To improve support for parents and families of young people with ASC across the MAT.</p>	<p>Debbie Riall (ASC specialist advisor for the MAT) to develop course content and identify potential parents to invite.</p> <p>Debbie Riall and Jo Wood (TA) to launch pilot programme, comprising 4 x half day weekly sessions. Maximum 6 parents to be invited per course.</p> <p>Roll out a MAT wide programme of support sessions for parents of students with ASC.</p> <p>Pilot programme to launch February 2020 at Malmesbury School.</p>	<p>Launched ATLAS – Athelstan Trust Leading Autism Support February 2020.</p> <p>Parents will feel more confident in their knowledge of ASC and awareness of strategies to support their youngsters at home and during morning transition to school.</p>	<p>Parents to complete short survey at the end of session 4.</p> <p>Feedback will report on relevance to parents of course content, usefulness of strategies provided and quality of outcomes including tangible impact on home life.</p> <p>Lead specialist teachers and supporting TA to feedback to SENDCo and Deputy SENDCos on outcomes for parents and students.</p> <p>Staff tracking progress of students with ASC.</p>
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Jessica Abel-Goldbin
SENDCo
October 2019