

**Appendix A of the STAR MAT Accessibility Policy - Tadcaster Grammar School's Accessibility Plan**

LGB Plan Adopted/ Approved	03/02/2025
Reviewed Annually by LGB	JLE/CBR/IWE
Length of Plan	Three Years

**a) Improving Curriculum Access**

Target	Action needed	Leadership	Timescale	Outcome
Identification of SEND at a very early stage.	Robust in year transfer procedure. Robust transition liaison. Regular pastoral/SEN meetings with lead professionals in school	JLE	Ongoing	Robust in year procedure Thorough Year 7 transition. Calendared Year Group Pastoral meetings for Vulnerable Learners
Keeping staff fully informed of SEND/disability of any student in their charge	Key information shared at the beginning of the academic year and through Classcharts. Staff updated when changes are made through the Staff Bulletin.	JLE	Ongoing	Staff reminded of where to access key information on INSET day - Sept 2024.  All staff to mark they have read key documents through Google Classroom.

<p>Listen to student and parent/carer views and consider them in all aspects of school life.</p>	<p>Ongoing through Annual Reviews. All students with SEN and those eligible for PP are invited for specialist appointments at every Parents' Evening. Offer to continue with Virtual Parents' Evenings and Annual Reviews. Parents Views taken after Parental Workshops.</p>	<p>JLE</p>	<p>Ongoing</p>	<p>Extremely positive. See Annual Review notes and Parent workshop feedback. SEN Clinic</p>
<p>Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.</p>	<p>Training to student teachers, NQT and new staff as per training calendar. Educational Psychology Training Sessions delivered. In house support from SENCO and Learning Support Team.</p>	<p>JLE/CBR/ MGI</p>	<p>Ongoing</p>	<p>Solution Focused Therapy Training Circle of Adults New staff training TLCs with vulnerable learner focus. Ongoing in house support from SEN Team.</p>

## b) Improving the Delivery of Written Information

To ensure clear, consistent communication within and from the school, the following actions will be implemented:

Target	Action needed	Leadership	Timescale	Outcome
To differentiate resources with particular attention to reading age, plain images etc.	Continued TLC training to staff last year on SEN: 'Cognitive Overload', continued sharing/training of how to use dual coding, check a text's reading age, reduce unnecessary 'clutter' etc.	JLE	Ongoing	Reading Materials in Google Classrooms
Coloured overlays for test following optometrist diagnosis	Include key information on this in the SEN policy	JLE	Ongoing	SEN policy 2024/25 <a href="#">HERE</a>
Tactile resources.	Opportunity for this especially in Field View and Nurture classes. Fiddle toys for students with ADD.	JLE/VWA	Ongoing	Clay, sensory tent, fiddle toys all sourced. Opportunities for painting, art, gardening during curriculum and extra curriculum time.
Readers/scribes in exams where appropriate. DNY/JFX	As per updated Exams Policy and through robust reading and handwriting assessments. NGRT Test extended into Year 8 and 9. Students below age expected reading continue to receive intervention. Reading ages available to staff through Class Charts provision map. SCA to be	JLE		<a href="#">EXAMINATION ACCESS ARRANGEMENTS</a>

	Access Arrangements Assessor.			
Laptops and other digital technologies, voice activated software for use in lessons/exams.	As per SEN and Exams Policy. Remote Learning Policy to be agreed for students with medical needs/who cannot access school.	JLE/ASY	On going	As above

### c) Improving the Physical Environment

Target	Action needed	Leadership	Timescale	Outcome
Review the school's physical environment (inside and out) at regular H&S meetings and termly walkabouts.	Areas for improvement are identified and a plan for upgrades can be made.	IWE	Ongoing	The result will be that all ground floor areas of school are available to all students. Students have full access to a curriculum through classroom changes when required.
Review the arrangements for disabled students and those with sensory needs during termly Evacuation and Invacuation drills.	Identify and review the arrangements for disabled students actions during an Invacuation/Evacuation drill.	IWE/JLE	Ongoing	Checked with new cohort in September 2024 Evacuation drill All students know where to go and feel confident during Evacuation and Invacuation

