



CHANNING

CHANNING SCHOOL
ACCESSIBILITY PLAN FOR THE
JUNIOR AND SENIOR SCHOOL
(CURRICULUM)

**This policy applies to the whole School
including the EYFS**

Updated	Review Date	Version
September 2023	September 2024	23.1

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Signed by: Board of Governors

CHANNING SCHOOL
ACCESS TO THE CURRICULUM

- A. PLANNING FOR PUPILS WITH DISABILITIES AND
ADDITIONAL LEARNING NEEDS
- B. IMPROVING THE DELIVERY TO DISABLED PUPILS OF
INFORMATION WHICH IS READILY AVAILABLE TO PUPILS
WHO ARE NOT DISABLED

Target	Strategy	Timeframe	Finance allocation (when applicable)
Increase accessibility of Entrance procedure	Computer usage allowed if already in use at present school	In place	
	Review strategy with other consortium schools	In place	
	<p>In the Junior School - Make tailored provision for Chance Vacancy and 4+ entrance process if required including built-in additional time for tasks, writing slopes, support fidgets and printed texts in larger font prepared in the room</p> <p>In the Senior School - Make tailored provision for sitting exams if required including a quieter environment for those requiring additional time</p>	Ongoing	
	Private visits and tours with prospective parents to evaluate access and to discuss any particular needs	Ongoing	
	Provide access to portable hearing loop if and/or noise cancelling headphones required	In place	

<p>Improving access to the curriculum</p>	<p>In the Junior School - Whole intake screening for potential dyslexia with Lucid Rapid Response screening in Year 3. Pupils on the SEN register or flagged as 'high' or 'moderate' possibility of dyslexia by the Lucid Rapid Response are assessed further by SENCO/ Learning Support Teacher.</p> <p>Screening for potential dyscalculia with GL Dyscalculia Screener for pupils (aged 6+) identified as showing dyscalculic tendencies advised and delivered by SENCO/ Learning Support Teacher to gain recommended intervention strategies.</p>	<p>In place</p>	
	<p>In the Senior School - Whole intake screening for potential learning difficulties with Lucid Rapid Test in Year 7. Year 9 screened for possible access arrangements with Lucid EXACT.</p> <p>Students on the SEN registered or flagged as 'at risk' by the Lucid Exact Test are assessed for Access Arrangements between the end of Y9 and Y10</p>	<p>In place</p>	
	<p>Staff briefing of individual girls needs and ongoing review by pastoral team (Deputy Head, Deputy Head of the JS, Heads of Key Stage, Form Teachers, SENCO and Learning Support Teacher)</p>	<p>Ongoing</p>	

	<p>Staff briefed on strategies to help with</p> <p>Dyspraxia Hearing difficulties Dyslexia Dyscalculia Visual disorders ASC ADHD SLCN</p> <p>Information on coping with specific needs covered at</p> <ul style="list-style-type: none"> - Regular Inset - Staff Meetings - Presentations at staff meetings - Information/literature in the staff shared area 	Ongoing	
	<p>Learning Passports (JS) and Personal Learning Plans (SS) to be drawn up for all girls with formally diagnosed learning difficulties/neurological/mental health related difficulties, and made available to staff on Schoolbase, Individual Provision Map or in the SENCO's office.</p>	In Place - Whole school SENCO	

	Appoint dedicated focal point for additional learning	In Place - SENCO and Deputy Head Academic and Deputy Head Academic of the JS	
	Learning Support Teacher for additional support to students/pupils with SpLD delivered on a 1:1 or small group	In place both at JS and SS	
	Lab and Art Technicians at the SS and Teaching Assistants at the JS trained as required to support girls with physical disabilities	In place	
	Curriculum materials to be provided in form as appropriate for pupils (eg large type or dyslexia friendly font) as necessary	Ongoing	
	In the JS - Chromebook usage permitted in lessons as required for KS2. Head of the Junior School and Deputy Head Academic of the JS to be informed if any pupil is recommended for regular computer use in the classroom. In the SS - iPads in Y7, Y8 and Y9 - Chromebook from Y10 onwards allowed in class as required / recommended by SENCO	In place	

	<p>Room layout to be adjusted as required to accommodate disabled or temporarily impaired pupils</p> <p>In the SS - Teacher manages seating plans in all situations. Seating arrangements are adjusted for students with SEND, as required and recommended by SENCO.</p>	Ongoing	
	<p>For drama and performances when required to deliver in the round rather than onstage in order to improve access</p>	Ongoing	

	Care plans are available to staff on Schoolbase and the Nurse's office. At the SS care plans are also available in the Deputy Head office		
	<p>Reduced timetable/graduated return to school to be provided on a temporary or long term basis as appropriate for pupils/students, in consultation with relevant outside agencies, pupils/students and their parents</p> <p>Progress is monitored by Form Teachers, the Head of Key Stage in JS, or Head of Year in SS and SENCO</p>	Ongoing	
	In the JS - Purchase desktop magnifier for use in Library or classrooms as required	Not required at the moment	
Assessment and Exams	Special arrangements including additional time, computer use, larger print etc.	Ongoing	
	<p>Allow girls with specific needs greater access to toilet/bathroom facilities</p> <p>Allowed to leave without asking in order to reduce embarrassment - systems in place</p>	Ongoing	

Access to school facilities	See school disability access plans for Senior School and Junior School	In place	
	Special provision for meals for pupils with disabilities or eating disorders: - buddies provided to provide support and company In the SS - use of Nurses' room and staff to assist with carrying if required	Ongoing	
	School takes into account special dietary requirements and allergies in the provision of food	In place – Provide online such that all staff have access. Where appropriate meetings take place with parents to agree to any special arrangements required.	
Interaction with peers	Robust anti-bullying policy with whole community enforcement	In place	
	The Channing Promise (Code of Conduct) as laid out to all staff and pupils. PSHE, Form Time and assembly to be used to propagate positive messages on respect, sympathy, tolerance and equal opportunities	In place	

Discipline, sanctions and exclusions	Decisions taken with regard to individual circumstances as well as to welfare of school as a whole	Ongoing	
School policies and procedures	To be reviewed annually to ensure that they support the School's approach to equal opportunities	In place	
Management of temporary disabilities in school	Make teachers and staff aware and advise on hazards and risks Conduct new risk assessments as required as each case is to be considered separately	Ongoing	
	Room changes are arranged to ensure girls lessons are held in accessible rooms on ground floor	In place	
	Girls allowed to leave lessons early to avoid congestion	In place	

	<p>Other girls are identified to support those girls on crutches in order to support them around the school and help them stay safe, including helping to carry bags, etc.</p> <p>At the JS - TAs available to scribe/Chromebooks available for computer access and use as required</p> <p>Parents advise the School when medical aids are required in School</p> <p>Room changes arranged as required to maximise access to the curriculum</p>	Ongoing	
	Lunch arrangements are modified	Ongoing	
	If required, special arrangements made for assembly, registration, breaks and lunchtimes	Ongoing	
	Curriculum materials to be provided in form as appropriate for pupils including use of computers in classrooms and additional use of VLE such as Google Classroom	In place	

	Chromebook/iPad usage allowed in lessons as required – but see point above regarding regular use of IT in the classroom	In place	
Improving The Delivery To Disabled Pupils Of Information Which Is Readily Available To Pupils Who Are Not Disabled	The school will continue to maintain excellent relationships with the Specialist Teaching Services in Camden, Haringey and Barnet with regard to supporting pupils with SLCN, sight and hearing disabilities	Ongoing	
	The school will invite specialist teachers into school on all occasions that a pupil is identified with SLCN, sight or hearing support needs. The school will then continue to engage throughout a pupil's time at the school.	Ongoing	
	The school will put in place on going training for staff at school from specialist teachers as required	Ongoing	
	The school will continue to review signage around the school such that it is clear and helpful to all users. In addition the school will review safety markings on staircases and steps as required	Ongoing with specialist markings as required	
	<p>Continue improving communication for any hearing impaired member of the community such that pupils are better able to access information. The school will rely upon specialist advice being provided.</p> <p>The school will consider using:</p> <ul style="list-style-type: none"> - Live speakers for language assessments - Specialist training for teacher on use and risks of hearing aid - Installation of Fire Alarm 'flashers' as well as sounders 	Ongoing	

	- Separate rooms for Public Examinations		
	<p>Continue improving communication for any sight impaired member of the community such that pupils are better able to access information. The school will rely upon specialist advice being provided.</p> <p>The school will consider using:</p> <ul style="list-style-type: none"> - use of tactile stickers on workbooks - use of tactile stickers on furniture - having available IT which can provide enlarged screen size (Larger iPads than those used by other pupils. - purchase 'sound' balls for use in PE - investigate alternative information sources as required for example: <ul style="list-style-type: none"> - Large print - Braille - Pictorial Representation 	Ongoing	
	Should the need arises, and following a Risk Assessment, review of the Emergency Exit procedures and signage to ensure that these are accessible	In Place	