



Grafham Grange School

Prospectus 2011-12



“Building Better Futures”



DFE Number 936/7067



FootballFoundation
football's biggest supporter

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1. Mission Statement

“Our Mission is to build better futures for our pupils and their families, by working together to overcome barriers to emotional, social, and academic development.

We will deliver an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our pupils with the skills and experiences needed to embrace life long learning.”

2. Statement of Aims

- It is the aim of the school to treat each child as a unique individual whose potential for educational, social and emotional development should be nurtured, encouraged and developed through all the educative processes available within the school.
- Pupils will be assisted to develop an understanding of the demands of society, and, as such, will be encouraged to see themselves as members of various groups all of whom make demands upon them. The school reflects the group structure of society at large and assists pupils to appreciate their own varying roles within these groups.
- Pupils will be encouraged to accept responsibility for their own behaviour and learning both in the educational, therapeutic and social sense.
- The school will provide a clear unambiguous environment in which children are able to express their problems and learn appropriate ways of dealing with them.
- The school will provide the pupils with a wide range of experiences that will enable them to discover and develop interests and skills for life.
- The school will provide a broad, balanced curriculum that meets the needs of its pupils.

- The school will provide an excellent standard of physical and emotional care. Through this they should develop a feeling of self-worth. All people are cared for and as a consequence learn to care for themselves.
- The school will see the child as a member of his family group, whether this be the natural family or an alternative, and work to achieve a partnership with parents/carers in the education of the pupils.

3. Ethos & Values

We achieve by:-

- Overcoming barriers to learning

We emphasise helping the individual to learn by enjoying and celebrating academic success, physical achievement, personal discovery and support in a safe, caring environment. Our multi-disciplinary teams actively create opportunities for the pupils to experience success and develop their skills and confidence.

- Developing and encouraging meaningful relationships

It is through positive relationships that we can reach the disaffected, disenfranchised pupil in a way that inspires them to discover their own abilities and encourages a willingness to learn.

- Using a multi-disciplinary team approach

Utilising a multidisciplinary approach, we endeavour to create an environment that enables the individual student to access an extended curriculum which can provide personal solutions and lead to a future of hope, achievement, success and personal fulfilment.

- Developing a healthy physical and emotional life style

Within this environment an individual's sense of self-value and self-worth is enhanced and their confidence raised. Research has demonstrated that our 24 hour curriculum, has made a significant improvement upon our pupils self-concept. This has increased their confidence to enable them to overcome their previous barriers and obstacles to development.



- Growing the 'whole' person

We strive towards enabling our pupils to make a positive contribution in their community and, by extension, society. We aim to achieve this by engendering a sense of belonging to a learning community of pupils, parents, staff and Governors all of whom are committed to the purpose and the ambition of creating opportunities for everyone to realise their full potential. Visitors, pupils parents and staff have identified the 'Family' atmosphere as a strength of the school.



4. Admission Criteria

Grafham Grange School is approved by the Secretary of State for Education as a non-maintained residential special school under the control of Grafham Grange Special Educational Trust Limited which is a Charitable Company.



a) **General**

Grafham Grange School is a successful residential/day school which provides for up to 52 boys, aged 10-19 years, with identified behavioural, emotional, and social difficulties, and, as applicable, associated complex needs, such as ASD, Asperger's syndrome, and ADHD.

b) **Specific**

All pupils admitted to the school will :-

- a) Be referred by their Local Authority who will take financial responsibility for the placement.
- b) Be subject to a Statement of Special Educational Need as a result of behavioural, emotional and social difficulties (BESD), and any other associated special educational need, such as ASD, Asperger's syndrome, and ADHD.
- c) Be offered a holistic, multi-disciplinary provision which takes account of their individual needs.
- d) Have had their papers thoroughly examined to match provision with need prior to a visit and interview, during which the pupil and parents/carers have to confirm that they wish to take up a placement if offered.
- e) Have had a home visit during which admissions documentation and the Home-School agreement is signed. Where a child is looked after, this process will be with the representative of the Children's Services Department or established carer.
- f) Have an 8 week trial period during which baseline assessments and introductory sessions with our therapeutic support services are completed.

5. Residential Social Work

The residential accommodation provides five separate living groups in order to provide for the varying needs of the pupils.

Younger pupils live in one of our lower school groups (Years 6-9) where the emphasis is upon stabilising nurturing behaviour, relationship building, compensatory social education and structured activity within small group settings.

Year 10 pupils live in our Pre-Independence group which begins to develop self-reliance and responsibility.

Year 11 pupils live in Woodyer House. This is separate to the main school site and is part of our preparation for school leaving. The pupils are responsible for their own catering, domestic care and



organisation of leisure time. The educational experience of these pupils is enhanced by the allocation of Teachers to the unit for additional individualised support after the end of the school day.

Each pupil is allocated a key worker who is responsible, under the guidance of senior staff, for designing individual programmes of social education, monitoring and recording progress and providing individual support. This key worker will also take responsibility for maintaining contact with parents, appropriate professionals and will be known personally by them. Policies are available upon request.

The living group organisation enables staff to assist the pupils to an understanding of their difficulties in relationships. The pupils are supported to recognise the need for co-operation with one another and the need to give support to their peers and to accept support from them. The nature of the living groups, and, consequent relationships developed with staff, enables us to provide a high level of care and nurturing whilst allowing each pupil to develop towards independence at their own pace.

6. Education

The central concept within the educational programme is to meet children's individual need by overcoming barriers to learning, thereby assisting the pupils to achieve their full potential.

We provide all pupils with access to the National Curriculum (NC). It

is recognised that most pupils admitted will be functioning below age appropriate levels, and that social, emotional and behavioural difficulties may, at times, affect the rate of progress.



It is a priority that all pupils are fully assessed on entry to help identify any additional learning difficulties and to establish a baseline from which the impact of any intervention can be measured from progress made. A range of assessments are used, and these are updated at least six monthly. Personalised programmes for literacy are implemented according to need, and this includes across the 24 hour curriculum. Pupil progress is monitored half termly through the school's assessment cycle, and is formally reported to parents and local

authorities termly. Parents are invited to a meeting with teachers to discuss progress at least annually.



The concept of nurturing the whole individual extends into the formal educational setting. All pupils are involved in setting their own weekly targets, and these are monitored by the pupils themselves at the end of each lesson. In this way, the school supports pupils to take responsibility for their own behaviour and attitudes to learning, while developing important skills of self regulation. Behaviour is tracked so that each pupil understands where there has been improvement, and which areas still need to be a focus for development. Multi-disciplinary teams offer discrete support to individuals and their families as required. The school has access to a wide range of therapeutic support, including a psychiatrist, clinical psychologists, counselling, a nurse, and, as necessary, speech and language therapy and occupational therapy. Pupils can also access Art therapy and a range of other activities, such as drumming, which support young people to develop self esteem and confidence.



The school is divided into Post 16, upper and lower school. The Post 16 element offers pupils the opportunity to have a highly individualised programme, incorporating off site college attendance, as well as work experience, according to need, aptitude and preference.

The upper school consists of Years 10 and 11 who follow the Key Stage 4 NC programme leading to externally accredited examinations. Pupils have the opportunity to take a range of GCSE and functional skills, as well as other accreditations, such as ASDAN. For some pupils, there is the opportunity to take GCSEs in English and Maths in Year 10.

The Year 11 programme includes an opportunity to experience the world of work through work experience, aimed at building the pupils' self-confidence and promoting insight into the world of work. Pupils are also able to access college courses at Guildford College and Merrist Wood College according to their preferences as part of their personalised curriculum.

The lower school consists of Year 6, who follow the Key Stage 2 curriculum, and Years 7, 8 and 9 who follow the Key Stage 3 National Curriculum programme. We provide a formal examination opportunity at the end of Key Stages 2 and 3 to provide a formal assessment opportunity, as well as to help support the examination process into the next Key Stage.

Additional support is provided for individual pupils through the Specific Learning Difficulties Department, which consists of a SENCo, an Assistant SENCo and a part time specialist peripatetic teacher. In addition, specialist Speech and Language support is currently provided for pupils who have an identified need one day per week. Careers guidance is also an integral part of the curriculum.

All pupils have Statements of Special Educational Need which are reviewed annually and targets established. These then cascade into their IEP targets for the year and are further broken down into weekly targets by the form tutors.

The school class size is a maximum of nine. The staffing ratio is high enough to provide a Teaching assistant to support each class group. This provides the boys with a supportive, educational environment, which enables intensive remedial work to be carried out both in small sub-groups and individually. Where necessary, there is a higher number of teaching assistants per class according to local authority requirements and funding.

The Curriculum of the school is designed to take into account the wide range of educational needs of pupils placed with us whilst offering the range of educational experiences available within mainstream schools. As necessary, pupils who want to, and are ready for this, have the opportunity to have experience of elements of a mainstream school curriculum on a part time basis.

Accommodation consists of 8 classrooms which are well equipped. The new Art suite offers a range of classrooms in which to experience a range of media, including pottery and photography. The school also has a bespoke vocational building in which pupils can follow a range of practical subjects, including motor vehicle maintenance, carpentry and building skills. The school also has a bespoke 3G football pitch supplied by the FA which is extensively used by the community as well as the school. Pupils have the opportunity to take part in the Surrey Special Schools football tournaments.

7. The Extended Curriculum

The wider Curriculum provides the boys with opportunities to develop cultural and leisure interests that will be beneficial to them in post-school life.

Within the school a wide range of educational, recreational and sporting activities are on offer to the pupils. These are organised in such a way as to ensure that all pupils experience a balance of sporting, recreational and creative activities. The school is involved in the full range of inter-school sporting competitions and as the boys progress through the school they are encouraged to become involved in clubs and activities both in the local community and in their home area at weekends.



Pupils are involved in age appropriate school journeys. The school is fully equipped with camping equipment and necessary safety equipment to ensure that the experiences gained from these journeys are positive and educationally sound.

The staff work as a multi-disciplinary team who recognise and support the professional expertise of the various groups. All teachers are involved in working with the Residential Social Work staff in planning a unified approach to meeting each child's individual needs. Likewise the Residential Social Care Work staff spend time visiting the classrooms and work alongside teachers in order to gain an insight into the children's educational problems and needs.

By providing this organisation all staff are able to be involved in the total education of the pupils and all gain insight into the problems experienced by other professional members of the staff team.

The teaching team offer after school activities with an educational focus such as Maths, Art, PE, and Information Technology.

The staff providing the Key Stage 4 programme are attached to Woodyer House after school hours, to provide additional educational support.

All staff meet regularly to discuss individual pupils and to gain a wider perspective of the special needs of the pupils and their families.

8. Examination Data

Key Stage 4 accreditation

Subjects currently taught to GCSE level are:-

English, Mathematics, Science, Art, PE & ICT (Functional skills). Pupils now also have an option to take either Food Technology, CDT or Motor Vehicle Mechanics as a further accredited course.

Entry Level Certificate (ELC) accreditation is available in English, Mathematics and ICT for pupils who are not able to access the GCSE qualification. This helps ensure accreditation at appropriate levels of attainment.



2011 Examinations Results Summary

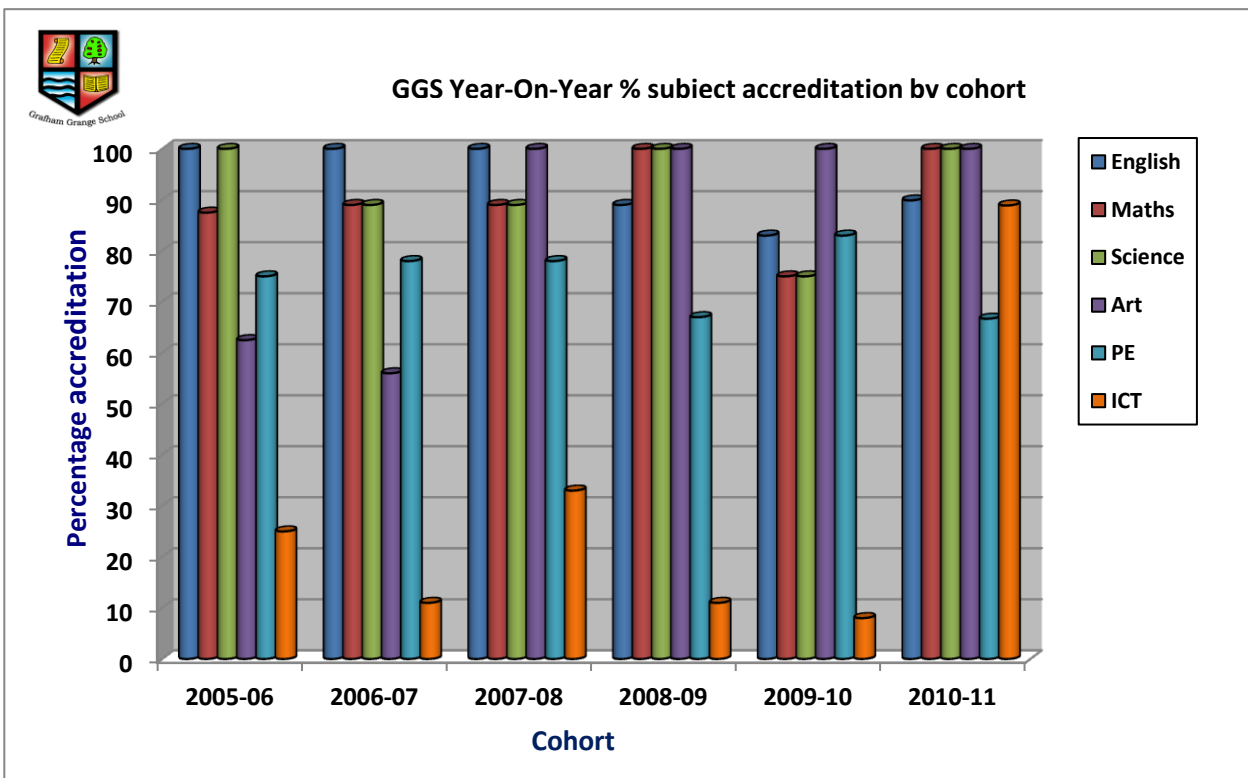
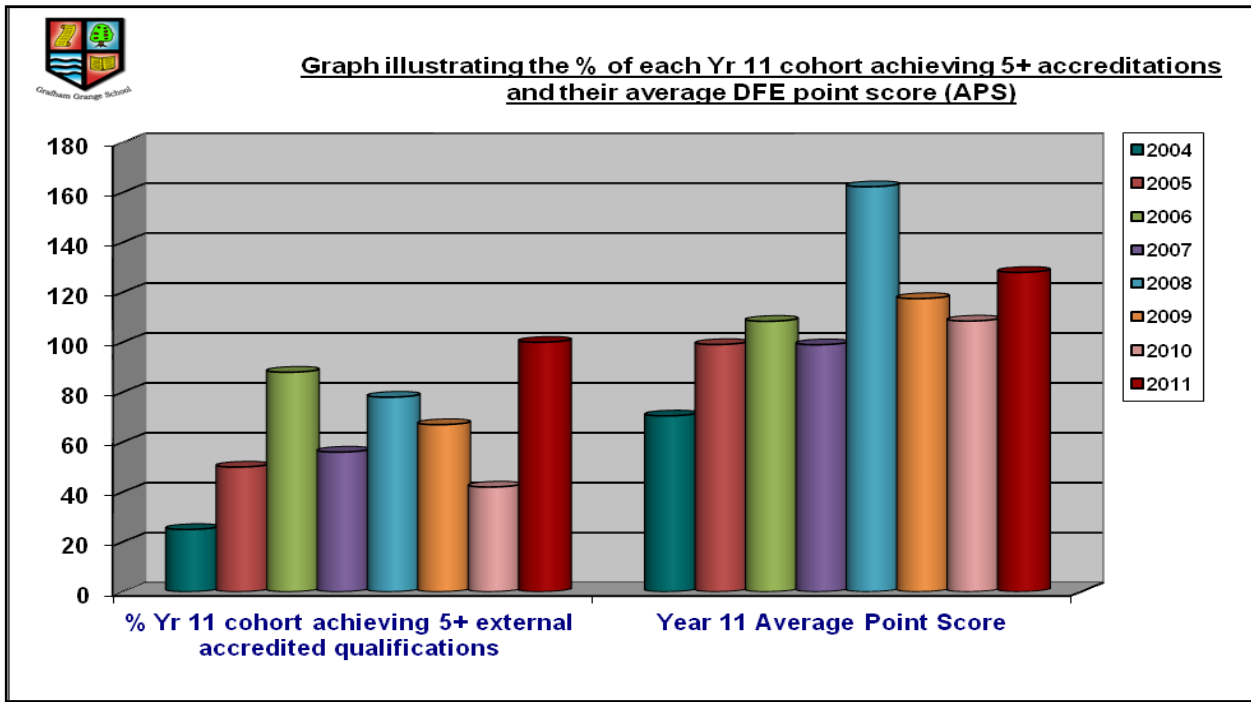
	Eng	Maths	Science (single & double award)	Art (s/c=short course)	PE (Short Course)	ICT (Functional Skills / Entry Level)	Others	Total Accreditations
Year 12/13								
Pupil A	BTEC National Diploma in Motorsport engineering (Distinction)							
Pupil B	BTEC (Entry Level) Technology Pathway (Construction & Motor Vehicle Skills)							
Year 11								
Pupil C	EL 3	D	D	D & s/c C				5
Pupil D	G	G	E&E	E	G	L1	HSE EFAAW	8
Pupil E	F	D(2010)	D	C	F	L1	HSE EFAAW	7
Pupil F	F	E	E&D	C	E	L1		7
Pupil G	EL2	EL3	G	E	G	EL2	HSE EFAAW	7
Pupil H	EL2	G	F&E	G	F	EL2	HSE EFAAW	8
Pupil I	E	G	F	F	E	L1	CDT Grade G; Foundation Certificate in Building Craft Occupations	9
Pupil J	U	F	F&E	D & s/c C		L2	HSE EFAAW	7
Pupil K	EL3	EL3	F&G	F		EL2		7
Year 10								
Pupil L		G	F		F		HSE EFAAW	4
Pupil M		C	C	D (2010)	E		HSE EFAAW	6
Pupil N		D						1
Pupil O		D	E		G		HSE EFAAW	4
Pupil P			G				HSE EFAAW	2

HSE EFAAW = HSE Emergency First Aid at Work qualification.

The school is continuing to extend our accreditation diversity, and this year will see the introduction of Functional Skills Level 1 and Level 2's in English and Maths. Vocational enrichment is provided through CDT, MVM and Food Technology. Pupils also get the opportunity to complete a BTEC course at a local College and attend a relevant work experience placement linked to their areas of specific interest.



Year on Year Exam Data





9. Specialist Services

Family Support and Inclusion

The School's Family Support and Inclusion Manager provides an additional support system for our families, many of whom fall outside the statutory systems available. This support ranges from home visits to liaising with external agencies in the home areas to help identify and provide additional support. By working directly with families we will have the opportunity to enhance relationships, address the emotions of loss and anxiety and work with the feelings of isolation that parents and carers encounter when children are placed away from home. The Family Support and Inclusion Manager coordinates the referral and admissions of all new pupils and helps minimise the anxieties of both families and pupils by creating individualised transition plans into the school.

Post-16

In special cases pupils are able to apply for a year 12 and/or 13 placement. The school offers an integrated package that enables such pupils to enter 6th form college or further education with the unique support provided by the school in partnership with local Colleges of Further Education to those pupils where this need has been identified.

All pupils and their families are offered support through the first year after leaving. This takes the form of home visits and telephone contact. During these meetings/contact problems relating to education, work or social areas of the ex-pupil's life can be addressed and advice, advocacy and practical support provided.

Pupil and Family Support

The school's Consultant Psychiatrist and Specialist Counsellors offer therapeutic support to selected families including the pupil and individual support for pupils, for whom this intensive provision is appropriate. These sessions are held at the school and the service includes support with transport costs for the families attending.

Art Therapy

The school has a qualified Art Therapist who carries out work two mornings a week with individual pupils whose problems and development can be addressed through this medium.

Independent Listener Programme

One of Surrey Education Business Partnerships most experienced Mentors supports pupils who wish to take the opportunity for additional support and guidance.

Speech and Language Therapy

Speech and Language support is a much welcomed additional support service which was added in September 2009 to augment our services. Specialist provision is provided one day per week in both group and individual settings as most appropriate to the individual pupil.

10. Safeguarding Statement

At Grafham Grange School, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in our school.

The school promotes the welfare of and the safeguarding of all children and young people who use its services. The Trust and Its school's work to the principles embodied within the Children's Act 1989, Guidance published by DfES Safeguarding Children – Guidance about Child Protection arrangements for the Education Service (2004), the Framework for the Assessment of Children in Need and their Families (2000) and Working Together to Safeguard Children (1999).

All our staff, Governors and Volunteers, receive annual refresher training on safeguarding and new staff have a full days training

We want to work in partnership with our parents and carers to help the children in our care achieve their full potential and make a positive contribution.

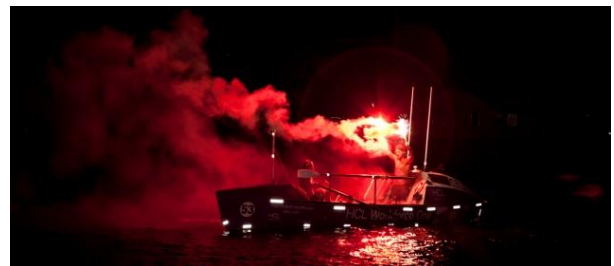
On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact parents or carers. The procedures which we follow have been laid down by the Local Children's Safeguarding Boards, and the school has adopted a Child Protection and Safeguarding Policy in line with this for the safety of all.

If you want to know more about our procedures or policies, please contact the school administrator – all our policies are freely available.

11. Equality & Diversity Statement

At Grafham Grange School we value our multi cultural community and celebrate our diversity, creating opportunities for all to contribute, participate and grow. We are committed to ensuring that:

- We treat individuals fairly, with dignity and respect.
- Opportunities are open to all
- We provide a safe, supportive, inclusive and welcoming environment for pupils, staff and visitors.



Our key priorities are:

- To actively promote and maintain a positive school ethos and image that represents our values and commitment to equality, diversity and inclusion
- To ensure that all pupils, staff and visitors are aware of and comply with our equality and diversity policy.



- To provide an accessible physical environment, that meets the needs of our pupils, staff and visitors (please see accessibility plan).
- To provide a supportive, non- threatening yet challenging learning environment across the 24hr curriculum.
- To ensure that the curriculum, activity base and adult learning programmes are representative of our commitment to equality and diversity (please see Equality and Diversity checklists for; adult learning and teaching and learning in the 24hr curriculum).
- Provide extended services which meet the needs of our pupils and their families (Family Support and Inclusion, Therapeutic Services).
- To ensure accurate and effective monitoring of Equality and Diversity at all levels of reporting and policy.

12. Organisation and Management

Grafham Grange School is administered by Grafham Grange Special Educational Trust Limited, a registered Company limited by guarantee.

Company registered number 2919225.

The Company is a registered charity number 1039938



The Directors of the Company are: -

Dr J Glover Chair
Mr L Richards
Dr S Martin
Mr M Taylor
Mr P Manns

Dr T Bailey Vice Chair
Mr K Noble
Dr J Byrne
Mrs S Potter

The Chief Executive of the Company, Company Secretary and correspondent with the Charity Commissioners is Dr. S. Tresman.

Members of the Board of Directors may be contacted via the Chief Executive at Grafham Grange School.

The Objectives of the Company as registered are: -

1. To advance the education of children with special needs by managing a school for children with emotional and behavioural difficulties.
2. To promote the special educational needs of children primarily from Inner and Outer London and the Home Counties in particular but not exclusively by providing advice and counselling to families/guardians of such children so as they may better understand their emotional and behavioural difficulties.

The Company employs all staff of Grafham Grange School.



Address: Grafham Grange School, Grafham, Near Bramley, Guildford, Surrey, GU5 0LH

Telephone: 01483 892214 Email: schooloffice@grafham-grange.co.uk
Fax: 01483 894297 Website: www.grafham-grange.co.uk

The Board of Governors

The members of the Governors for the academic year 2010-2011 are: -

Mr C Young (MBE)	Chair of Governors
Mr A Raynsford	Vice Chair
Mrs L MacDermott	
Mr P French	
Mr R Powell	
Ms M King	Parent Governor
Mr Stephen Westall	Parent Governor
Mr B Owen	Teaching Staff Representative
Miss C Law	Residential Social Care & Ancillary Staff Representative
Mr A Tomlinson	Head of Children's Services

The Chief Executive of the Company is an Advisor to the Board of Governors.

Members of the Board of Governors may be contacted via the Clerk to the Governors at Grafham Grange School.

13. Ofsted Reports

OFSTED & The Commission for Social Care Inspection reports are available from the links below or from the School Office on request.

OFSTED Reports link :-

[http://www.ofsted.gov.uk/oxedu_providers/full/\(urn\)/125482/\(type\)/65536/\(typename\)/Special%20schools](http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/125482/(type)/65536/(typename)/Special%20schools)

OFSTED Welfare / CSSI Reports link :-

[http://www.ofsted.gov.uk/oxcare_providers/full/\(urn\)/SC013920/\(type\)/18/\(typename\)/Care%20in%20residential%20special%20schools](http://www.ofsted.gov.uk/oxcare_providers/full/(urn)/SC013920/(type)/18/(typename)/Care%20in%20residential%20special%20schools)



Appendix

Staff List & Structure September 2011

Senior Management Team

Headteacher	Richard Johnson	Deputy Headteacher	Phil Thompson
Head of Care	Keith Stanley		

Senior Leadership Team

Curriculum Manager	TBC	SENCo	Michelle Kerridge
Behaviour Management	Mal Fjord Roberts	Deputy Head of Care	Steve Mitchell
Co-ordinator		Sr. Manager Children's Services	Claire Bryant
Head of Woodyer House	Kay Longbottom	Support Services Manager	Brenda Carpenter
School Nurse	Sandra Jackson	Administration Officer	Mary Lovell
Premises Officer	Keith Mansfield	Housekeeper	Sarah Smith

School Administration

Administration Officer	Mary Lovell	Administration Assistant	Rosie Duncan
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Teaching Team

Year 6/7 Form & PCHSE	Anna French	Year 8/9 Form & Art Teacher	Claire Harmer
Year 9 Form & PE Teacher	Dan Tresman	Year 10 Form & Maths Teacher	Linda Whitehorn
Year 11 Form & PE Teacher	Mal Fjord Roberts	Science Teacher	Sean McKenna-Slade
ICT Teacher	Robert Owen	English Teacher & SENCO	Michelle Kerridge
CDT Teacher	Simon Wells	Peripatetic Music Teacher	Matt Dean

Teaching Assistant (TA) Team

Support Services Manager	Brenda Carpenter	Year 6/7 TA	Natalie Bonner
Year 8/9 TA	Frankie Lea	Year 9 TA	Rowena Tyler
Year 10 TA	Melanie Porter	Year 11 TA	Sam Carpenter
Science TA	Alison Blaxill	Assistant SENCo	Jo Mitchell

Residential Care and Social Work (RCSW) Team

Woodyer House (Year 11's)

Head of Woodyer House	Kay Longbottom	Deputy Manager	Jon Appleton
RCSW	Tina Harding	RCSW	Jessica Tilley

Top Floor (Yr 10's)

Senior RCSW	Derek Hume	RCSW	Tina Harrison
RCSW	Carina Law		



Middle Floor (Yr 8 & 9 mixed living groups)

Senior RCSW	Kim Campbell	Senior RCSW	Han Wachtel
RCSW	Sam Cox	RCSW	TBC
RCSW	Chris Jackson	RCSW	Lorraine Parkington
Trainee RSCW	Shane Gavin	Trainee RSCW	Maisey Bradley

Therapeutic Support Services Team

Child & Adolescent Psychiatrist	Dr. Ranald McKinnon	Art Therapist	Kate Henriques
School Counsellor	Lindi Kornblum	School Counsellor	Nona Baker

Premises Team

Premises Officer	Keith Mansfield	Assistant Premises Officer	Anthony Wilshire
Gardener	Michael Smith	Maintenance Assistant	TBC

Catering Team

Catering Manager	Karen Meeks	Kitchen Assistant	TBC
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Domestic Team

Housekeeper	Sarah Smith	Domestic Assistant	Jackie Budgen
Domestic Assistant	Carole Bonner	Domestic Assistant	Alex Hughes
Domestic Assistant	Shirley Crane	Domestic Assistant	John Bowdery
Domestic Assistant	Laura Callaway		



Grafham Grange School Accessibility Plan 2011-2014

This document is an accessibility plan for Grafham Grange School and will be included in the SDIP for the period 2011 to 2014

This accessibility plan is guided by Grafham Grange Special Educational Trust's commitment to protection from discrimination and to ensure access to education and the inclusion of pupils with disabilities in every aspect of the life of their schools. We are committed to the removal, wherever possible, of any barriers to the progress of such pupils and to provide aids and services that empower them to reach their full potential.

We are further committed to extending the level of inclusion, afforded to our pupils, to parents, governors, staff, and visitors.

Grafham Grange plans to increase the accessibility of our provision for pupils and stakeholders. The following areas, considered to be pertinent to the Grafham Grange School context will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school.
- Improve the accessibility of written information to stakeholders with disabilities.
- Raising awareness and accountability in relation to disability and accessibility.

Specific action plans relating to the above areas will be reviewed and adjusted on an annual basis and a new plan will be devised for the next three-year period 2014-2017.

This accessibility plan should be read in conjunction with the following policies, protocols and documents:

- Equality & Diversity
- Health and Safety policy
- Behaviour management
- Holding and Physical Management
- Safeguarding & Child Protection
- School Prospectus
- Pupil, Parent and Carers handbook
- Staff Handbook
- Teaching and Learning policy
- Admissions policy
- School Improvement Plan

The School Prospectus and Governors Annual report to Parents will make reference to this Accessibility Plan.

The plan will be monitored through the Health and Safety Committee of the Governing body in conjunction with the Headteacher and the Premises Manager.



Improving the Physical Access at Grafham Grange School

Item	Activity	Proposed Completion Date
Accessible car parking	Assign disabled parking spaces	July 11 Completed
Improve access to the main school buildings and classrooms	Design a plan for access to facilities for wheel chair bound persons to access conference, meeting and classroom facilities.	July 11 Completed
Provision of induction loops	Conference facility	September 2011
	Head teacher's Office	September 2011
	Reception office	September 2011
	ICT Suite	September 2011
Access to grounds and lakes	Improve pathways to create safe access.	September 2011
Access to Toilet facilities	Review of accessible toilet facilities	September 2011
	Disabled toilet provision in all main buildings upgraded	

Improving Access to Written Information

Item	Activity	Proposed Completion Date
Access to the School Prospectus	Made available as MP3 file (audio CD or email)	September 2011
	School Prospectus on DVD format – intro to school for new pupils, families and carers	
Access to the Parent and Carers Information handbook	Made available as MP3 file (audio CD or email)	September 2011
	Parent and Carers information on DVD – intro to GGS	
Access to letters, documents, newsletters and reports.	Family and Inclusion officer to support communication between home and school to ensure that families and carers with access issues are supported appropriately	Ongoing
Database of need	Database of parents, stakeholders who may require/request alternative formats for written information	Ongoing



Raising Awareness and Accountability in relation to Disability and Accessibility

Item	Activity	Proposed Completion Date
Positive imaging	Images, displays and notices around school to represent	Ongoing
INSET training for staff	diversity including disability	Annually Sept April 11
	Equality and Diversity Coordinators	
	As policies are reviewed a section to be added to that on Equality and Diversity	
Reporting and planning	School Improvement Plan to take account of accessibility plan	Annually June
	Annual Governors report to Parents to make note of accessibility plan	July 2012
	School Prospectus to include accessibility plan	September 2011
	SEF form to reflect accessibility plan progress	February 2011