

	Participation in the curriculum				
	lunchtime.	basis, being flexible within the limitations of the site, the age of the buildings etc			
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
SEND	<p>Allow for the possibility of professional help such as physiotherapist, SLT, Teacher of the deaf etc.</p> <p>SENDCo makes contact details of our Assessor available to parents after staff recommendations for testing.</p> <p>Flexibility on room allocation to facilitate attendance at lessons.</p> <p>Examination access organised by SENDCo and implemented by Examinations Officer</p> <p>SENDCo reviews EHC plans annually</p>	<p>Increasing numbers of parents and girls aware of advantages of having an Ed. Psych.'s report.</p> <p>Must adapt annually to examination cohort's requirements</p>	Routine	Head, SENDCo and SLT	
Curriculum options	Reduced timetable for those for whom it is either necessary or desirable.	On a case by case basis.	Routine	Head, DoS and SENDCo	
Staff information and training	<p>Information in staff room library.</p> <p>Input on individual cases from parents or/and Educational Psychologist or other specialist. SEND handbook.</p> <p>INSET or staff meeting on special needs as required.</p>	<p>Annual update of list of provision.</p> <p>Training for staff including for Mrs Stephenson as SENDCo.</p>	Routine	Head and Deputy Head	
Sport	Sympathetic treatment of individual pupils as far as is practicable and safe	On a case by case basis.	Routine	Head and PE teacher	

	Participation in the curriculum				
	for all participants. This is likely to involve one to one help from Gap assistant.				
Music	Access to class and individual music as desired.	On a case by case basis.	Routine	Head and Director of Music	
Off-site activities	Additional transport or/and staffing arranged as required.	On a case by case basis.	Routine	Head and relevant staff member.	
School Examinations	Adaptations are in accordance with examination board regulations and professional recommendations. For internal exams there is one “purple sheet” per exam per individual with any special considerations to monitor how the individual makes use of extra time or other access arrangements.	On a case by case basis.	Routine	Examinations Officer and SENDCo	

	Improving the physical environment				
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Steps	Wheelchair access to reception area,	.		Bursar	

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	school hall and to 2 & 4/Centenary building. Mobile ramp for entrance steps to The House.				
Stairs	Those who need to can use the “red” stairs. Addition of handrails to the back stairs	Additional handrails; but these would restrict already narrow staircases.		Bursar Bursar	Feasibility looked at – not easily achievable
Exterior surfaces and paving	Replacement of the old red brick path	Extending the gravelling round tennis court		Bursar	One large section done summer 2018, more to follow
Building entrances and exits	Holdbacks available as necessary. Following security review, locks are DDA and fire compliant but access in older buildings is still restrictive.		Routine	Bursar	Fire inspections have confirmed entrances and exits are satisfactory All fire doors replaced or improved 2016-2018
Emergency exits	All buildings comply with latest regulations.			Bursar	
Internal and external doors	Glass in classroom and corridor doors enables people to see if there is anyone the other side.	Door furniture: handles that operate easily.		Bursar	Check regularly that notices and posters do not obscure view.

Improving the physical environment					
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Gates	72 Banbury Road gates always open for access. 74 Banbury Road gate permanently	Modify opening/closing mechanisms on Bardwell Road gates for easier	Routine	Bursar	Low priority

	shut. Access through both Bardwell Road gates from 6.30am-7.00pm.	access and closure.			
Toilets	One disabled toilet in 2 & 4 and another in the hall.			Bursar	No action required
Washing facilities	Height of washbasin and hand dryer adapted for wheelchair use in 2 & 4 and in the hall.			Bursar	No action required
Lighting	Emergency lights in place throughout the school.	Consider most effective lighting for those with visual difficulties when upgrading lighting. Investigate solutions to modern lighting affecting staff/pupils/visitors with light sensitivity.	Routine	Bursar	Textiles teacher suffers from light sensitivity and wears a hat when in hall. Other lighting is less of a problem for her.
Lifts	None	Devise plan for installation if required, but not easily achievable as would be costly and have considerable structural implications.	Long term	Bursar	Very low priority
Floor coverings	Floor coverings being upgraded and replaced on a rolling programme.		Routine	Bursar	

Improving the physical environment					
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Furniture	There is a facility for different heights of stools and chairs.	Store cupboard for specialist equipment. Acquire moveable height, adjustable table if required.	As required	Bursar	
Specialist desk/chairs		Case by case, as required.	As required	Bursar	
ICT equipment		Invest in specific software (eg Texthelp Read and Write) for dyslexic pupils and others to be on dedicated computers.	As requested	ICT teacher and SENDCo	
Light Switches & plugs		Case by case.	Routine	Bursar	
Scientific glassware	Robust glassware available for those who need it.		Routine	Head of science	

	Improving the physical environment				
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Portable aids	Each pupil has her own. Hearing loop in hall.	Have spare locker capacity for storage as required. Ensure availability of hearing loop is advertised as appropriate.	As requested Routine	Bursar; technician	

	Improving the delivery of information				
Focus	Existing Adaptations	Future possible adaptations	Timescale	Monitoring by whom	Notes
Timetables	Individual and partial timetables as required	Awareness of individuals when planning the timetable e.g. reducing movement between buildings.	Routine	Head, timetabler and SLT	
Text books		<p>Make writing frames or/and templates available.</p> <p>Teachers may read and record text for individual pupils if necessary, as done in the past.</p> <p>Increased use of photography from iPads and phones where students require this</p>	As required	SENDCo and staff	
Handouts	Photo enlargements and use of coloured paper.	Continue to extend use of colour and diagrams and avoid greyscale as appropriate.	Routine	SENDCo and staff	
Information about proposed school activities, visits etc	<p>Information is imparted verbally through form teachers and assembly, and via Wychwood Weekly and the website calendar to girls and parents.</p> <p>Make use of “buddy” system to ensure that all information has been conveyed and passed on to absentees and partial attendees.</p>	Extend communication via email, Wychwood Weekly and website.	Ongoing	Head, Marketing and Admissions team, Bursar and administrative staff.	

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	Do duplicate letters to be sent to parents of dyslexic, dyspraxic and other children, as requested.				
Braille	None	As required	As required	SENDCo	
Audio CDs	Availability of some literary texts.	Consider the acquisition of CDs of set texts in other subjects to be accessed via appropriate technology.	Routine	SENDCo and librarian	
DVDs	DVDs of some literary and drama text performances	Extend collection as specifications change	As required	English, drama departments and librarian	
Signing in and out	Books on all boarding house doors All boarders to carry mobile phones after supper. Boarding house staff to have lists of their girls' mobile numbers	Assume pupil is present unless notified to the contrary (as done before with disabled pupil). Use the internal phone or/and email system.	As required	Head of Boarding	
EAL families	Offer translation of documents where relevant.		As required	EAL teacher	
Use of colour for easy reading	Coloured acetates available as required from SENDCo.	Develop existing use of coloured paper for dyslexic pupils by photocopying exams etc on to coloured paper.	Routine	SENDCo	Exam boards generally use black on white, but some papers are green or yellow. Pupils will need to be familiar with what they will be confronted with in the real thing.

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	Ensure graph paper is bold and legible.	Look into different coloured backgrounds to be used on interactive whiteboards.		Head of Maths Head SENDCo	Case by case use of coloured paper in examinations and hand-outs
Pens and pencils	Awareness of colours used on white boards.			All staff	
Bulletin	Introduced 2012-2013 Changed to Wychwood Weekly 2017	Survey parents to ask what they want from the bulletin Good feedback from parents but indications that they are not reading the letters			Done – no response
Directory	Introduced 2012-2013 Too labour intensive – changed to e-mail directory in 2017	Increase frequency of requests for all parents to opt in.			Done – termly
Social media	Twitter and Facebook introduced 2011 Wychwood Careers Twitter feed introduced January 2015 Instagram introduced 2017	Increase frequency and pictures		Marketing and Admissions, all staff and Head	
Website	Revamped for September 2013			NJ, Head, A Stewart, Glen Cheyne	

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	<p>Improved regularly according to need</p> <p>Revamped for January 2017</p> <p>In process pf being re-done for December 2022</p>			<p>JH, Head, WA</p> <p>MJH and MCC Communications</p> <p>JH/ST</p>	