



# PUDSEY GRAMMAR SCHOOL

EST. 1905

## SEN Information Report and Pudsey Grammar Accessibility Plan 2020-21

*This policy has been agreed by the Governing Body of  
Pudsey Grammar School*

*Signed by David Webster – Chair of Governors*

Signed:

Date approved:

Date of review:

The information provided within this document relates solely to Pudsey Grammar School. The SEN Coordinator is David Brown and can be contacted by telephone at 0113 255 8277 ext 214 or alternatively by email at D.Brown@pudseygrammar.co.uk

For information regarding SEND provision (The Local Offer) within the local authority please visit -  
<https://leedslocaloffer.org.uk/#!/directory>

## Contents Page

Page 3 - The kinds of SEN that are provided for.

Page 4 - Assessment of students with SEN.

Page 5 - Supporting students with additional needs.

Page 6 - Arrangements for consulting young people with SEN and involving them in their education.

- Arrangements for consulting parents of children with SEN and involving them in their children's education.

Page 7 - How Support is Offered for Moving Between Phases.

Page 8 - Approaches to teaching and Learning for SEND students.

Page 9 + 10 - Support for improving emotional and social development.

- Support available and how the services, provision and equipment is secured.

Page 11 - How adaptations are made to the curriculum and the learning environment of pupils with SEN.

- Evaluating the effectiveness of the provision made for pupils with SEN.
- The expertise and training of staff to support pupils with SEN.

Page 12 - Expertise amongst staff.

- Complaints procedure.

Page 13 – Accessibility Plan

## The kinds of SEN that are provided for

A child or young person has SEN if they have a significant learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This may relate to learning, emotional needs, sensory impairment, physical disability or medical condition. They have a significantly greater difficulty in learning than the majority of children of the same age.

SEND may include learning difficulties, physical impairment, hearing impairment, visual impairment, autism, social, emotional and mental health difficulties and speech, language and communication difficulties.

Pudsey Grammar School is an inclusive and caring school. Students with an EHCP can apply for a place at Pudsey Grammar School via the Leeds SENSAP team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for students from primary schools into secondary as part of the wider transition process.

Temporary and permanent needs of students and existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

## Assessment of students with SEN

Screening Procedures we currently use are:

ACCESS Reading Test

WRAT 4 Test – administered by the Director of SEBEN

Lucid Rapid Dyslexia Screening Test and Lucid Test administered by the Director of SEBEN

We use results from these tests to:

- Evaluate student's progress
- Identify weaknesses/strengths
- Plan intervention strategies
- For Educational Psychologist referral

Students needs will be assessed from the following information:

- 1) Intake scores.
- 2) Profiling Reports from Primary School.
- 3) ACCESS Tests
- 4) SWST Tests
- 5) Individual diagnostic testing for Dyslexia.
- 6) Individual Testing following parental or student request.
- 7) Referrals from staff.
- 8) Student interviews, observation and monitoring.
- 9) Underachievement shown in whole school assessment.
- 10) Concerns expressed by pastoral or teaching staff.
- 11) Routine school assessment procedures.
- 12) Provision for students with EAL.

## **Supporting students with additional needs.**

If a student has been identified as having an additional need of a special educational need the school will look to provide additional support through one of the following interventions:-

Literacy Intervention – Catch Up Programme

Numeracy Intervention – Catch Up Programme

Dyslexia Support Programme

Self Esteem Programme

Relationships and Integration Programme

Behaviour for Learning Programme

Managing your Emotions Programme

Speech Language and Communication Programme

Individual Mentoring.

If viable and in the best interests of the child, the school will endeavour to meet the individual needs of all of its students. This includes personalising curriculums, providing learning environments that best meet the needs of individuals and groups of students and seeking advice and support from appropriate outside agencies.

We have a whole school approach to inclusion which supports all children engaging in activities together. All children are encouraged and supported to participate in trips. Special measures are taken to ensure that any child who has a specific need or difficulty has a designated adult with them i.e. a TA or parent. We make reasonable adjustments so that learners can join in with activities regardless of their needs. All children are actively encouraged to participate in a club; staff are made aware of any additional provision they may need to make to accommodate this.

## **Arrangements for consulting young people with SEN and involving them in their education.**

It is very important to us that students are consulted about their individual needs and that their views and opinions are taken into consideration at all times. Involving students in the various review processes that occur over an academic year allows this to happen. The pastoral system also provides both students and parents with a number of ways in which they can discuss their progress, issues or concerns.

## **Our student related targets are:**

- To ensure that the learning needs of students with SEN are identified and assessed as early as possible.
- To provide a timetabled withdrawal programme of support for identified students.
- To monitor student progress and provide reports for parents according to school policy.
- To ensure that students are involved in the reviews of their Pupil Profiles.
- To ensure that students are supported appropriately in order to achieve their targets/potential.
- To apply for special considerations for examinations where necessary.

## **Arrangements for consulting parents of children with SEN and involving them in their children's education. Our parent related targets are:**

To ensure good communication with parents by:

- Ensuring parents are seen during review days.
- Provide guidance and support for parents on how they can work with their child in order to maximise progress.
- Report to parents in line with the school assessment and reporting policy.
- All parents to receive a copy of Individual Pupil Profiles
- Ensure transition procedures are such that new parents feel confident to share SEN information about their children.
- Provide annual EHC plan reviews.
- Promote an open door policy for parents who have any concerns.
- To work closely with Governors, providing information and seeking support if required.

## **How Support is Offered for Moving Between Phases.**

The school places great importance on the transition of students to and from Pudsey Grammar.

Year 6 into 7 – meetings with primary staff occur in the summer term in order to gather information. This information informs the actions that we take. It is common for additional meetings to be held for the more vulnerable students that will involve parents. A transition club runs for one evening per week for a six week period for identified vulnerable students.

The aim of the club is to help students become familiar with their new surroundings prior to September and to give them taster sessions of lessons they will be attending. Information is provided to all staff via the student support register and Individual Pupil Profiles prior to September, allowing staff time to prepare and ensure that individual student's needs are met. A higher number of LSA's are initially deployed to year 7 than other year groups to further aid their transition.

When required, the school will liaise with and involve outside agencies to ensure a student's transition is as smooth as possible. We endeavour to put additional support into place on arrival for identified students. This may come in the form of mentoring, LSA support or additional literacy and numeracy for example.

All year 6 students attend a transition day within the last half term at which they are introduced to their Form Tutors, Year Leader and Director of studies. Once again they are given a taste of a typical day at Pudsey Grammar. Around the same time a Parents evening is held for all new parents and carers.

Students' files and key information are passed onto further education establishments when a student moves on. The school also works with a specialist transition advisor from the SENSAP team who offers advice and support to students in receipt of an EHC plan concerning their options at the end of year 11.

### **The arrangements for the admission of disabled persons at Pudsey Grammar**

In the main the school follows the same principles for disabled students as any other student due to attend Pudsey Grammar. This is outlined above in "How support is offered for moving between phases" However, when required, additional actions are taken to ensure disabled students have as equal access to the curriculum and areas within school as any other student as is possible. Furthermore, the school will endeavour to ensure if feasible specialist equipment and reasonable adjustments are in place prior to the students attending. Advice and direction are taken from specialists within the area of need such as Occupational Therapists and the DAHIT Team etc.

As a school we aim to have a very close working relationship with both professionals and parents to ensure the child's needs are met to the best of our ability and they are safe within school. If appropriate, care plans, risk assessments and personal evacuation plans are drawn up and information is disseminated to staff. On some occasions, it may be within the child's best interests to provide students with some information. This is done in as



delicate and considerate way as possible and agreed by both parents and student prior.

## **Approaches to teaching and Learning for SEND students.**

All our teachers are teachers of pupils with SEN. We adopt a graduated approach to meeting needs; through quality first teaching our staff make adjustments to help include all children not just those with SEN.

All school staff have access to all available information regarding the additional needs of a student and are actively encouraged to ensure they regularly keep abreast of their needs through the student support register (a directory of information and strategies regarding any potentially vulnerable students within school) and Individual Pupil Profiles. As a result of this information staff personalise lessons, informed by the schools Teaching and Learning Policy “Leading Learning”, to best meet a student’s individual needs.

On occasions when, despite all efforts to accommodate individual students’, barriers to learning and progress still exist, the school provides a range of interventions aimed at reducing/removing these barriers. The current provisions are as follows, however these are kept under review dependent on need:

Literacy Intervention – Catch Up Programme

Numeracy Intervention – Catch Up Programme

Dyslexia Support Programme

Self Esteem Programme

Relationships and Integration Programme

Behaviour for Learning Programme

Managing your Emotions Programme

Speech Language and Communication Programme

Individual Mentoring.

If viable and in the best interests of the child, the school will endeavour to meet the individual needs of all of its students. This includes personalising curriculums and providing learning environments that best meet the needs of individuals and groups of students.

The school follows the SEN Code of Practice guidance with respect to all students identified with SEN by ensuring the following process takes place for each individual student: -

*Assess student's needs - Plan support - Implement support - Review outcomes*

## **Support for improving emotional and social development.**

We have an experienced team of teachers and TA's who nurture our pupils. Children are aware that if they have a concern they can speak to an adult. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Anti-bullying Policy can be viewed on the school's website. Our LCD and form times look to develop emotional and social development. Within these programmes of study we also look at the impact of bullying and how to address these types of behaviours. The pastoral Deputy Principal liaises regularly with the HSLW to identify and share any concerns and to ensure best support is in place for the child.

## **Support available and how the services, provision and equipment is secured.**

At Pudsey Grammar School, we are concerned with the overall development of all our children. At times this may necessitate working with agencies outside the school setting. We regularly hold meetings where professionals outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child. We have strong working relationships with a variety of agencies e.g. Social Services, The Speech Language and Communication team, SENSAP including Educational Psychology, Autism Partnership and the Visual and Hearing Impairment teams. We regularly engage these services to come in and observe some of our children, carry out assessments and offer teachers advice and guidance as to how best support individual children's needs. Many of these services also meet with parents to inform them of assessment findings and share advice and strategies for both school and home. We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher Mr Forrester meets with social services and the virtual school to ensure the

child's wider needs are being met. A personal education plan (PEP) is produced termly to support the child's development.

The support available within school is highlighted above, however if after intervention support, barriers are still impacting on a student's learning and progress, the school would look to involve specialist support from outside agencies. Referrals can be made directly from school or through Cluster Guidance and Support Panel. The support requested is entirely dependent on the identified barriers.

Referrals to the cluster Guidance and Support Panel give access to guidance, support and advice from a team of practitioners employed directly by the cluster, other commissioned services and partner agencies. On a needs led basis children, young people and families can be supported to access the above services.

The Guidance and Support Panel includes membership from the following agencies:

- Addiction Unit
- Area Inclusion Partnership
- Attendance Advisory Service
- Bramley and Rodley Community Action
- Barnardos FIS
- Child and Adolescent, Mental Health Service
- Children's Centres
- Connexions
- Children's Social Work Service
- Educational Psychologist
- Health Visiting
- Leeds Anti-Social Behaviour Team
- Multi Systemic Team
- Platform
- School
- School Nursing
- Youth Offending Service
- Willow Young Carers

In addition, the cluster also provides a Targeted Mental Health Service and Family Support Service. This can be accessed through Guidance and support.

Off-site educational provision can also be accessed through the Area Inclusion Partnership as shown below:

- 1) KS 3 Oasis outreach service
- 2) WEST 11 alternative curriculum support for KS3

### 3) WEST 14 alternative curriculum support for yr 9 and KS4

In order to access support available, students will need to meet set criteria both for intervention support within school and the involvement of outside agencies. Contact should be made with either the Director of SEBEN, House/Year Leaders, Form Tutors or Director of Studies who will be happy to discuss concerns and take appropriate action. Contact details for these agencies can also be provided on request.

The school will endeavour to ensure required equipment is secured in order to best meet individual students' needs, however this is obviously determined by cost and funding available. Consultation will take place with experts in order to secure the most appropriate equipment when required.

### **How adaptations are made to the curriculum and the learning environment of pupils with SEN.**

If viable and in the best interests of the child, the school will endeavour to meet the individual needs of all of its students. This includes personalising curriculums and providing learning environments that best meet the needs of individuals and groups of students. The Director of SEBEN is responsible for informing staff of adaptations that should be made to resources and seating plans.

In rare cases when a student is unable to be included in an activity due to health and safety reasons discussions take place between The Director of SEBEN, Subject Leaders, the class teacher, the student and his/her parents or carers to decide upon a mutually agreeable alternative that mirrors the original task as much as possible but ensures the student is safe.

### **Evaluating the effectiveness of the provision made for pupils with SEN.**

The effectiveness of the provision made for pupils with SEN is evaluated through the Scrutiny of performance of SEND students, through data tracking, learning walks and work scrutiny. Student voice is also gained through questionnaires that seek to gain the students view of the provision and support they receive

The effectiveness is also evaluated at reviews of Education, Health and Care Plans or Support Plans for pupils with SEND. Any resulting actions are then undertaken to aim to remove the identified barrier to learning.

## **The expertise and training of staff to support pupils with SEN,**

- The school will ensure that staff are kept fully abreast of their statutory responsibilities by training and receiving regular updates from the Principle/Director of SEBEN.
- The Principle /Line Manager / Director of SEBEN will keep up to date about SEN issues through attending at training and cluster meetings. In addition the Director of SEBEN Inclusion will develop his skills through attendance at specialist training, discussions with outside specialists, reading and subscription to professional bodies.
- Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and SEN knowledge. This will be updated regularly by making available relevant courses and ongoing in house training.
- All staff are welcome to attend any in house training taking place within the SEN area.

## **Expertise amongst staff.**

The SEN support team consists of a Director of Special Educational, Emotional and Behavioural Needs, two mentors and 6.5 Learning Support Assistants. Areas of need are fronted with a key member of staff from this team who has received additional training in that particular area. This member of staff works closely with the Director of SEBEN to ensure best practice. SEN areas that currently have this in place are:

Dyslexia

Speech and Language

Autism

Access Arrangements

Literacy Catch Up

Social Emotional and Mental Health

Visual Impairment

When required, specialists from outside agencies are invited into school to provide information and training regarding individual students or specific groups of students to staff and parents. Examples include SENSAP, The Visual Impairment Team, The Hearing Impairment Team and Educational Psychologists. Advice from external agencies is the implemented

## **Complaints procedure.**

Should a parent or pupil wish to raise a concern or make a complaint regarding SEND provision, they should follow the complaints procedure

defined on the school website. The nature of the concern or complaint will determine the level at which it is addressed including the school governors.

It should be noted that:

As appropriate the aims and objectives of the SEN department relate directly to those of the school and the LA. They are also based on the values gained from and are guided by the requirements of the 1996 Education Act, the SEN code of practice and Special Educational Needs and Disability Act of 2001 Every Child Matters Guidance and the single equality act 2010.

Further information relating to SEND provision can be found within Pudsey Grammar's SEND Policy on the school's website.

# Pudsey Grammar Accessibility Plan

## Introduction

Our aim is to have a fully inclusive ethos with attention to outlook and practice so that students achieve their potential through effective participation. This is in line with our school vision.

“To be a centre of excellence where every child aspires to learn, progress and achieve.

Where every child, whatever their background or barrier, has equal educational opportunities and can be fully integrated into school life in a safe, secure environment with high quality provision to produce confident, successful young people”.

At Pudsey Grammar School, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies. Through a series of inter-related policies and procedural guidelines, we support disability equality in all aspects of school life for students, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

Accessibility was one of the key design criteria in the construction of the new school building (BSF Phase 1) which opened in September 2008. An extremely high level of (physical) accessibility was achieved through this process. Facilities provided to assist access to the school by disabled pupils include a purpose-built care suite which includes a hoist; evacuation chairs which are situated within safe zones identified by the fire department; two lifts allowing access to all areas of the school building; 14 disabled toilets; and tar-mac ramps to all external areas on the main site.

To monitor and ensure that these high standards of access are maintained, the school will liaise closely with the PFI provider (Interserve) and ICT

services provider (RM) through regular scheduled meetings. Outcomes of these meetings will continue to be reported to and monitored by, the Governors' Buildings Sub-committee.

Subject Areas will;

- Ensure their teaching and learning spaces are accessible and meet the requirements of the specific health and safety risk assessment.
- Use planned seating and grouping arrangements (where appropriate) to support pupils with disabilities.
- Identify, report and work to overcome barriers for disabled pupils.

This and further information regarding equal opportunities, equality and disability written in compliance with the Equality Act 2010 can be found within the Single Equality Scheme policy on the school website.

## Requirements

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”. Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ◆ Mobility
- ◆ Manual dexterity



- ◆ Physical co-ordination
- ◆ Continence
- ◆ Ability to lift, carry or otherwise move everyday objects
- ◆ Speech, hearing or eyesight
- ◆ Memory or ability to concentrate, learn or understand

### **Key Objectives:**

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources that meets the needs of the individual student and supports them towards developing independence.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

### **Admission**

Pudsey Grammar School is an inclusive and caring school. Students with an EHCP can apply for a place at Pudsey Grammar School via the Leeds SENSAP team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Temporary and permanent needs of students, existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short- term mobility needs are considered and guidance and help given as appropriate.

### **Staff Recruitment and the Needs of Existing Staff**

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equal Opportunities Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the

framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being.

Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short-term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

## **Education**

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students. Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team in all aspects of school life. Each student is viewed as an individual and is supported in their progress towards being fully independent and achieving in the future.

## **How the plan links to other documentation and policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity

- Staff Development
- Health & Safety
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning

## **How the plan will be shared**

The plan will be shared through the school's website

### ***Internal and external monitoring procedures.***

#### **Governors**

The Governing Body monitor and review the SEND policy and the Accessibility Plan on a regular basis, which must be at least annually. They ensure the school's inclusion of students with disabilities meets all aspects of the law.

#### **The School Leadership Team**

The Principle and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Principle and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

#### **All Staff**

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

#### **Complaints procedure**

Parents and staff have access to the school's Complaints Procedures. Students may go through their tutors, Year Leaders or Director of Studies or through other students, such as the Form Representatives etc.

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>1) Increase access to the curriculum for pupils with a disability</p>	<p>1a - Staff are provided with specific information and strategies regarding student's individual needs via the student support register and Individual Pupil Profiles</p> <p>Vulnerable students are flagged up on class charts and have their own Provision map plan.</p> <p>SEN students are identified on class charts and staff have access to key information for each year group on Google Drive.</p> <p>Staff are able to easily access an SEN spreadsheet containing key information</p>	<p>To ensure information can be easily retrieved for staff to ensure they support and meet the needs of students within their classes</p>	<ul style="list-style-type: none"> <li>• Ramp access to the Green Room</li> <li>• Increased joint learning walks with Directors of Study</li> <li>• Continued development of both our Dyslexia and Autism provision as set out by the SEND action plan</li> </ul>	<p>Director of SEBEN, Subject Leaders</p>	<p>Ongoing</p>

	<p>1b - When required specialists from outside agencies are invited into school to provide information and training regarding individual students or specific groups of students to staff and parents. Examples include SENSAP, The Visual Impairment Team, The Hearing Impairment Team and Educational Psychologists. Advice from external agencies is then implemented</p>	<p>Ensure all staff are in receipt of information and training they require in order to meet student's individual needs.</p>	<p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND Code of Practice. Support through staff INSET, lesson observation and performance management cycle. Work differentiated according to pupil need.</p>	<p>Director of SEBEN, Subject Leaders, Director of Studies, SLT</p>	<p>Ongoing</p>
	<p>1c -Scrutiny of performance of SEND students through data tracking and learning walks and work scrutiny, resulting in actions to be taken.</p> <p>Review of Education, Health and Care Plans or Support Plans for pupils with SEND. Any</p>	<p>Performance of SEND students is better or in line with the National average.</p>	<p>Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure that the curriculum is enabling them to make the same progress as students without SEND.</p>	<p>Director of SEBEN, teaching staff</p>	<p>Ongoing</p>

	resulting actions are then undertaken to aim to remove the identified barrier to learning.				
	<p>1d -Any student who qualifies for access arrangements for external examinations has these put into place following early identification and a rigorous testing procedure.</p> <p>Dyslexia support programme.</p> <p>Speech and Language support programmes.</p> <p>Termly reviews of the Student Support Register and those identified as SEND</p>	Continue to apply for access arrangements for external exams as appropriate and aim to whenever possible ensure those arrangements are also in place for students during internal subject assessments. All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Director of SEBEN will ensure that appropriate access arrangements are provided for students in lessons and applied for in external exams. Subject staff will provide adequate notice of assessments to allow time for arrangements to be made	Director of SEBEN, Access arrangements co-ordinator, teaching staff	Ongoing

	Homework club specifically for identified SEND students to support access.				
2) Improve and maintain access to the physical environment	As the school was part of the building school's for the future program, access for people with physical disabilities was at the forefront of planning. All areas of school are accessible on the main site either through lift or ramp access. Disabled toilets are available on all levels and the school has a Care Suite.	<p>The short, medium and long term objective is that all facilities are maintained to a good standard and that equipment is serviced regularly and is in good working order.</p> <p>When required and feasible, anything that supports access that the school currently does not have in place will be addressed</p>	<p>To continue to work alongside Interserve to ensure the objectives are met and that any equipment or facilities that stop functioning as they should are quickly repaired or replaced.</p> <p>Should any student arrive whose needs can be met but are not catered for in terms of access or the physical environment the school will endeavour to take appropriate action.</p>	Principal and Interserve	Ongoing



			There is a requirement for a ramp to be constructed to allow access to the Green Room		
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### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school building is “L” shaped with one side of the L 3 storeys high and the second side 2 storeys high.	No action currently needs to be taken as there is lift access to all levels of the building	NA	NA
Corridor access	Access to all corridors is possible for able-bodied and wheel chair users. During lesson change overs some corridors and stair wells can become crowded which could present a safety hazard	Look to implement a walk on the left policy and ensure students are adhering to the policy of lining up in single file outside of a classroom	All staff	Spring 2021
Lifts	The school has two lifts which allows access to all levels of the building.	Ensure lifts are regularly serviced and maintained.	Site manager / Interserve	Ongoing
Parking bays	The school has 7 disabled parking bays within its car park	Ensure correct use is monitored regularly.	Site manager	Ongoing
Entrances	There are two main entrances that are used by staff, parents and students. Both are accessible to wheel chair. All other entry and access points including	Ensure all entrances and exits remain clear and well serviced	Site manager	Ongoing

	emergency exits are accessible to wheel chair users.			
Ramps	Such is the landscape that the school was built upon, entrance to the school is via the top floor of the building. External slopes allow access to the middle and ground floor.  There is currently no ramp available for access to the Green Room.	Arrange for a ramp to be constructed to allow wheel chair users access to the Green Room	Principal, Director of SEBEN	Spring 2021
Toilets	There are male and female toilets situated on each level of the school building. There are also disabled toilets on each level and at each end of the building.	None required	NA	NA
Reception area	The reception area of the school is of a reasonable size allowing access for wheelchair users. Access is gained via sliding automatic doors The intercom system is also positioned at a suitable height for wheel chair users.	None required	NA	NA
Internal signage	Internal signage follows fire regulations.	Approved, none required	VI team	
	All other entry and access points including emergency exits are accessible to wheel chair users. There are 14 emergency escape routes within the	None required	NA	NA

Emergency escape routes	school building positioned on all levels and sides.			
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Date Policy reviewed 21/10/20