



Woodbrook Vale School Policy Document

Special Educational Needs & Disability Policy & Accessibility Plan

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Review Date: Annually: Autumn Term 2025

Headteacher's Signature: Date: 10 September 2024

Rachael Fraser

Chair of Trustees Signature: Date: 10 September 2024

Gavin Brown

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2016)
- Statutory Guidance on Supporting students at school with medical conditions December 2015
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Designated Teacher Policy

This policy was created by the school's SENDCo with the SEND Trustee in liaison with the Senior Leadership Team and all staff and parents of students with SEND through a consultation process.

Section 1: Our school

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NASENCo Award 2012 (Section 67, Children and Families Act 2014)

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Section 1: Our School Setting

Woodbrook Vale School strives to be a fully inclusive school. Every teacher is expected to use knowledge and advice provided by the SENDCo to inform their own quality first teaching. The Local Authority determines admission and inclusion arrangements for Woodbrook Vale School. For students with Education, Health and Care plans, the LA determines admissions, having regard to parental preference unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

Woodbrook Vale School will not refuse admission to students with Education, Health and Care Plans within the catchment area, nor discriminate against students who are out of catchment on the basis of their Special Educational Needs, providing such needs can be met in school through reasonable adjustments.

The aims of Woodbrook Vale School are based on the values derived from the Statement of Principles adopted by Leicestershire County Council and guided by the Code of Practice for Special Educational Needs 2014 from 0 - 25, and The Children Act 1989, The Equality Act 2010 and the National Curriculum Inclusion Statement.

Section 2: Aims

We provide a broad and balanced curriculum for all of our students, including those with Special Educational Needs and Disabilities, and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. We want to raise the aspirations of and expectations for all students with SEND in a safe and supportive environment where all students can reach their full potential. We aim to provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

1. To identify and provide for students who have special educational needs, additional needs, and/or disabilities
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a person-centred approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND inclusion policy
5. To provide support and advice for staff working with Special Educational Needs and Disabilities
6. To promote positive and open relationships with parents and carers when determining appropriate SEND provision and evaluating impact.

Section 3: Identifying Special Educational Needs

Students have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Woodbrook Vale School we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are four broad areas of need as defined in the SEND Code of Practice, 2014:

- 1) **Communication and interaction** - a student could have speech, language or communication needs or Autism Spectrum Disorder.
- 2) **Cognition and Learning** - students may have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some students have specific learning difficulties (SpLD); these may affect more than one aspect of learning, for example, dyslexia, dyscalculia and dyspraxia.
- 3) **Social, emotional and mental health** – students may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect Attention Deficit Hyperactivity Disorder (ADHD), or underlying mental health difficulties such as anxiety or depression
- 4) **Sensory and physical** – some students may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some students may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

Other factors that may impact on progress and attainment but are not SEND:

- Behaviour
- English as an Additional Language (EAL)
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of Pupil Premium grant
- Being a child of a serviceman/woman
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Section 4: A graduated approach to SEND support

Students with Special Educational Needs are identified as early as possible. Close liaison takes place with relevant staff from primary schools prior to entry in Year 7. Students with SEND are also supported into Post-16 education.

Students are only identified as SEND if they do not make adequate progress once they have had quality first teaching and reasonable adjustments.

A clear system of record keeping, and communication is established within our school. A process of identification, assessment and provision, in accordance with the SEND Code of Practice, is established. This approach recognises that there is a continuum of Special Educational Needs, which may change over time.

Provision for students with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Board, the Headteacher, the SENDCo and Learning Support Team, and all other members of staff have important operational responsibilities.

All teachers are teachers of students with Special Educational Needs and Quality First Teaching is an expectation of all teaching staff:

- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- The subject teacher and SENDCo decide whether to make special educational provision by considering all of the information gathered from within the school about the student’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the school may draw on more specialised assessments and advice from external agencies and professionals such as the Specialist Teaching Service, Occupational Therapy, Educational Psychology Services, Speech and Language, Autism Outreach Service or ADHD Solutions.

- When subject teachers conclude that the strategies they are currently using to support the student are not resulting in the student learning as effectively as possible or they are not making expected progress, they will refer the student to the SENDCo, providing evidence of the strategies used as well as progress and attainment data.
- A series of cognitive tests may be used for further clarity and to help identify need. Where a Standardised Score of 84 or below is evident the student will always be placed on the SEND register. Teachers' understanding of strategies to identify and support vulnerable students will also need to be improved.
- This process is based on the graduated approach in the SEND Code of Practice 2014 of ASSESS, PLAN, DO, REVIEW. Needs are assessed, a plan is drawn up in consultation with the student and parent to cater for the needs of the student, the plan is implemented, and finally reviewed to measure effectiveness. This approach fully involves the young person and their family, and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Students should be involved in making decisions where possible. The ways in which students are encouraged to participate should reflect the student's evolving maturity.

Parents and families are encouraged to be fully involved in their child's education. They are invited to meet the SENDCo three times per academic year. There are also opportunities to speak to teachers at Parents' Evenings.

Managing students' needs on the SEND register

The SEND Code of Practice has one single category for SEND provision – SEND support. When a subject teacher, member of the pastoral team or the SENDCo identifies a student with Special Educational Needs they should provide interventions that are **additional to or different from** those provided as part of the school's usual differentiated curriculum and strategies.

Woodbrook Vale have an additional category in the SEND register: Monitoring, which is for those students with an identified need but where their needs are met through quality first teaching.

The triggers for intervention through SEND support could be the teacher's or others' concern, underpinned by evidence about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the student's identified area of weakness
 - Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
 - Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Presents persistent emotional social and/or behavioural difficulties which could be signs of distress. These could include repetitive actions, behaving impulsively, socially distancing from peers, to name a few.

The SEND Administrative Officer is responsible for maintaining and updating the schools SEND registers. Students on the SEND Register will then be tracked and monitored by the SENDCo using data from curriculum teachers using snapshot data points.

Woodbrook Vale School values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

Woodbrook Vale School makes every effort to achieve maximum integration and inclusion of students with Special Educational Needs and their peers, whilst meeting the individual needs of students. The structure and systems in place are:

- individual interventions to raise attainment in literacy/numeracy skills
- small group interventions
- classroom support to increase curriculum access and student achievement
- differentiated provision within a classroom setting
- counselling as part of our pastoral responsibilities
- peer mentoring
- a range of clubs, including Homework Club and Study Support Group, leisure activities for all students
- educational visits and enrichment opportunities
- an Equal Opportunities policy
- an Anti-bullying policy
- clear guidelines on behaviour

Statutory Assessment/Education, Health and Care Plans (EHCP)

For a small number of students, the support given by the school through SEND support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies already involved, to consider whether to ask the LA to initiate an Education, Health and Care Needs Assessment leading to an EHCP. The request must adhere to the Local Authority criteria.

All EHCPs are reviewed annually. This annual review ensures that the parents, the student, the LA, the School and all the professionals involved, consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHCP. It should involve the agencies that may play a major role in the young person's life both within and beyond school.

The annual review of the EHCP must consider the same issues raised at all other reviews, and the report to the LA should be in the same format. Local authorities must also complete the review process in the same way as for all other annual reviews and within the same timescale.

Section 5: Criteria for exiting the SEND register/record

The SENDCo reviews the progress made by all students on the SEND register by tracking their internal data. This data provides evidence of progress and is used to inform decisions about movement off the SEND register. If we feel that the student no longer needs school support, we will remove them from the record or move them to the Monitoring category. Parents are notified by letter and by telephone and/or a meeting. If they have any concerns, they can contact the SENDCo to discuss them.

Section 6: Supporting students and families

The SEND department provides support at important times of transition including from class to class, across key stages, from primary to secondary school and from secondary school to Post 16 destinations.

The SENDCo has created a SEND Information Report for our school which can be accessed on the school website. Parents are invited into school on a termly basis and this may involve the use of external agencies. On our website parents are able to access information regarding admission arrangements, the Code of Practice and the Local Offer from Leicestershire Local Authority.

The SEND department uses data and other information from previous schools to provide relevant access arrangements for students at Key Stage 3. At Key Stage 4 an external assessor is used to test for KS4 access arrangements. The SENDCo and SEND Administrative Officer work closely with the Examinations Officer to submit evidence to the JCQ who will formally approve arrangements for GCSE examinations. These concessions must then become the students' usual way of working. Parents are fully informed of this process and outcomes.

Section 7: Supporting students with medical needs at school

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may also have Special Educational Needs and may have SEND support plan or EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

A medical needs register is provided for all staff. All members of staff are made aware of students' physical needs via training days at the beginning of the academic year and they are notified of any changes throughout the year. Any student with a physical disability is supported in practical lessons, including physical education, where required.

Section 8: Monitoring and evaluation of SEND

Students on the SEND register are closely monitored through data collection every term at data collection points. This is used to guide the SEND provision for individual students. At parents' evenings there are also opportunities to speak to the SENDCo and give feedback on SEND provision. Feedback on the progress made and impact of interventions is also shared with pupils and parents.

Section 9: Training and resources

The SEND department has an allocated budget. A percentage of the school's materials allocation is for books and equipment and differentiated materials for students on the SEND register. This budget is allocated to the SENDCo. The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need in subject areas.

Resources include:

- a wide range of books, materials and tasks to suit students of differing abilities
- an appropriately stocked Learning Support Department
- library provision which reflects the needs of students with Special Educational Needs
- building modifications – disabled toilet, a lift in the English block, and handrails
- increasing access to ICT facilities for all students, e.g. overlays for computers for students with dyslexia; touch typing resources; iPads and laptops.

Staff training needs are identified and met through continual professional development. This may mean liaising with outside agencies that may already be involved with the student.

All teachers and support staff undertake induction on taking up a post at Woodbrook Vale. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual students.

The SENDCO regularly attends the Local Authority's SENDCo network meetings, lead practitioner ASD meetings, and an annual SENDCo conference in order to keep up to date with local and national updates in SEND.

Section 10: Roles and responsibilities

- Graham Johnson is the SENDCo.
- Samina O'Malley is the Deputy Headteacher, Strategic SEND Line Manager
- Peter Hayes is the Designated Safeguarding Lead. Rachael Fraser, Paul Hynes, Jill Lewis, Liam Thornton, and Alison Rennocks are also Designated Safeguarding Leads.
- Sarah Smith is the SEND Administrative Officer.
- Dave Green is responsible for managing Pupil Premium and Looked After Children funding.
- Peter Hayes is responsible for managing the school's responsibility for meeting the medical needs of students and is the Designated Teacher for Looked after Children.
- As per the Code of Practice 2014, all members of staff have a duty of care for all SEND students.

The role and responsibilities of the SENDCo are as follows:

- a) co-ordinate the curriculum, staff timetabling, staff development, resource use, external relations, student development and School Improvement Plan with respect to the special needs provision of the school

- b) liaise with tutors, subject teachers and other staff for the provision of:
 - literacy/numeracy
 - alternative curriculum for SEND students
 - negotiating individual student programmes
- c) liaise with the Educational Psychology Service; external agencies and parents where diagnostic testing is appropriate
- d) liaise with teachers, tutors and other staff to provide support for individual students
- e) advise departments on the production and delivery of differentiated student resources
- f) represent special needs at staff meetings, faculty meetings, and as necessary at other meetings including trustees' meetings and committees.
- g) maintain accurate records and the School's SEND Record
- h) co-ordinate and chair the review of EHCPs
- i) contribute to in-service training to individuals and groups of staff including Learning Support Assistants (LSAs) as their needs are identified
- j) be the named person to monitor SEND students who have a SEND support plan or EHCP and liaise with and advise the pastoral team in relation to other students on the SEN record
- k) maintain a supportive ethos in the school.

All staff are made aware of their responsibilities for students with SEND whether or not students have an EHCP. Clear communication lines between staff and the Learning Support team are established. A programme of staff development is included in the School Improvement Plan as far as is practicable.

SEND Team staffing model

- 1 SENDCo
- 1 SEND Administrative Officer
- 3 Full time Higher-Level Teaching Assistants (HLTA)
- 1 Part time HLTA
- 1 Lead Learning Support Assistant
- 3 Full Time Learning Support Assistants
- 3 Cover Supervisors who have a default LSA role

Some SEND students also receive support from the Inclusion and Pupil Premium Team.

The Governing Board

The Governing Board will use its best efforts to ensure the best possible provision for Special Educational Needs at Woodbrook Vale School. All trustees are aware of their responsibilities for Special Educational Needs and discuss the issues regularly. Mrs Emma Nadin is the nominated trustee for Special Educational Needs.

The governing board must:

- Ensure that the necessary provision is made for any students who have Special Educational Needs
- Ensure that where the school has been informed by the Local Authority that a student has special educational needs, this is made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have Special Educational Needs
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole
- Ensure that a student with SEND can join in the activities of the school in so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for
- Have regard to the new SEND Code of Practice when carrying out its duties toward all students with Special Educational Needs
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- Ensure that there is a continued inclusive atmosphere within the school

The Governing Board evaluates the success of the education the academy provides for Special Educational Needs students using the following criteria:

- the existence of accurate, up-to-date record keeping
- the number of review meetings held each year for students
- the attendance by parents at Review Meetings
- Positive parent feedback
- parental requests for Woodbrook Vale School to be the named school at Part 4 on the student's Educational Health and Care Plan
- number of students remaining on the SEND Record
- the amount as a percentage of the budget allocated to students without an EHCP
- adjustments in budget allocation to reflect changing needs of students with Special Educational Needs (K category)
- student attainment and progress
- links with Special Schools or alternative providers
- regular updates
- annual SEND Policy review
- Senior Leadership involvement in SEND issues
- Ofsted inspection reports and the Local Authority review process
- inclusion of SEND issues in development planning

- amount of school's budget spent on equipment/building modifications
- attendance of staff on appropriate INSET courses (SEND related)
- time allocated to planning for students with Special Educational Needs
- feedback from staff, parents and students.
- the number of complaints received from parents of students with Special Educational Needs concerning provision made at the school
- monitoring of procedures and practice by the designated SEND Trustee
- evidence from monitoring classroom practice by school, senior leadership/ SENDCO

The school should report of the effectiveness of provision and any amendments made or proposed over the year to our SEND Policy. Parents are encouraged to offer their views on Special Educational Needs provision.

Section 11: Storing and managing information

All SEN information is stored securely in line with the School's policy on information management and data protection. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Section 12: Reviewing the Policy

The SEND Policy will be reviewed annually to take account of educational changes for the provision of SEND students.

Section 13: Accessibility

The Equality Act (2010) as amended by the SEN and Disability Act 2001 placed a duty on all schools and Local Authority's to plan and increase over time the accessibility of schools for disabled students to implement their plans.

Our Accessibility Plan outlines the key considerations for our students with SEND.

Section 14: Dealing with complaints

Please refer to the Complaints Policy on our website.

Section 15: Bullying

Please refer to the School Anti-Bullying Policy on our website.

Section 16: Appendices

Please refer to the school website for useful links and a direct link to Leicestershire Local Authority's Local Offer.

Section 17: SEND Accessibility Plan

SEND Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing board of Woodbrook Vale School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The Accessibility Plan is reviewed annually to reflect the needs of the current student population at Woodbrook Vale School.

Planning Duty 1

Increased access to the curriculum for SEND students. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Ensure pupils with SEND can access a personalised curriculum offer at Key Stage 4 appropriate to their needs	<ul style="list-style-type: none"> Analyse success of students with SEND based on current curriculum. Explore alternatives to academic GCSEs as an option choice Work with the Deputy Head Teacher for curriculum to ensure that appropriate courses are in place Review curriculum model for SEND students. Review option booklet and resources for options. Include the integration of digital learning tools tailored for SEND students. Collaborate with external specialists (e.g., Educational Psychologists) to review and refine the curriculum offer. 	Ongoing	<p>Options booklet.</p> <p>1:1 careers advice for students with SEND.</p> <p>Meeting time with parents e.g. through annual reviews or through options events</p>	PHY / GJ	RF
Upskill classroom-based staff in strategies from the EEF for Quality First Teaching of pupils with SEND	<ul style="list-style-type: none"> CPD Professional Development Programme in place SENDCo to attend appropriate Head of Faculty meetings to ensure regular discussion of SEND students and barriers to learning. Ensure differentiation and QFT is a standing item on agendas for Faculty meetings Bespoke external support to be made available e.g. Educational Psychology training sessions for staff. Visual Impairment and Hearing Impairment training, Autistic Spectrum Disorder training Regular Head of Faculty learning walks with a SEND Focus Provide specialist and personalised support for students with SEND in the classroom from qualified teachers and skilled LSAs 	Academic Year 2024-25	<p>CPD Programme</p> <p>External training costs e.g., Educational Psychology</p>	GJ / SO	SO / RF

<p>Ensure ICT software is appropriate and accessible for students with SEND</p>	<ul style="list-style-type: none"> • Conduct an audit of current ICT resources and identify gaps in accessibility. • Review current equipment e.g. Room 16, ICT Rooms, Library, software and interactive whiteboards in classrooms. • Prioritise software that needs to be purchased e.g. EAL reader; dyslexia speaking pens. • Attend SEND network events for specialist advice. • Seek specialist advice from Hearing Impairment, Visual Impairment and occupational therapy • Pilot new software solutions with a selected group of SEND students as needed and gather feedback. 	<p>Ongoing</p>	<p>SENDCo / Administrator time.</p> <p>Equipment and software costs</p> <p>External advisor support</p>	<p>GJ / PH</p>	<p>SO</p>
<p>Increase participation in after-school clubs among SEND students, with positive feedback from participants</p>	<ul style="list-style-type: none"> • Introduce a wider variety of clubs and intervention programmes, such as social skills groups or homework clubs tailored to SEND needs. • Implement a feedback system with parents and students to refine the support offered. 	<p>Academic year 2024-25</p>	<p>Funding for additional LSA hours. (Lead LSA)</p> <p>Resources for the SEND Base.</p> <p>External visit time.</p>	<p>GJ / HLTAs</p>	<p>SO</p>
<p>Develop strategies to support SEND students who require support with the KS4 assessment structure</p>	<ul style="list-style-type: none"> • Identify students who may perform less well in external exam conditions as a consequence of additional needs. • Individualised programme of support in place. • Regular monitoring and adaptations made as necessary. • 1:1 sessions with students to understand access arrangements and how to make the most of them 	<p>Ongoing</p>	<p>Additional time</p>	<p>GJ</p>	

Planning Duty 2

Improving access to the physical environment of the school including physical aids to support learning.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Continue to ensure that facilities are accessible for students with physical and/or sensory needs (e.g., HI, VI, wheelchair users)	<ul style="list-style-type: none"> • Implement an annual review cycle of physical accessibility features, including input from students and parents. • Ensure all new students with physical needs are assessed within the first half term of the academic year. • Environmental audits in place from Visual impairment, Hearing Impairment and Occupational Therapy and actioned as appropriate • Personalised Evacuation Plans for identified students. • Identify students who require year group lunchtime support. • Gather information on accessible PE and disability sports. • Seek specialist support from external providers e.g. friendship group ELSA training for LSA's; Visual Impairment and Hearing Impairment training and advice, Neuro muscular support; Autism Outreach; Educational Psychology. 	Ongoing	Meeting time: SS/GJ/SK PEEP / Risk Assessments.	DG / GJ / SO	SO / RF / DG
Provide appropriate equipment for students with physical, sensory, visual or hearing impairment	<ul style="list-style-type: none"> • Hoist and moving and handling training for students with physical disabilities. • Ensure awareness of students requiring sensory support. • Seek specialist advice as necessary • Bid for SENIF where appropriate. • Provide iPads and laptops to support students with dyslexia or who are eligible for a laptop as the usual way or working at GCSE. • VI and HI equipment in place 	At need	Finance for any new resources – top up funding if available. SENDCo meeting time with parents and /or external providers. LSA time to support students in 1:1 session.	GJ / SEND team	SO / RF / DG
Review site access to ensure full compliance with accessibility	<ul style="list-style-type: none"> • Review signage around the school site for, e.g. font size. 	Annually	Costs for signage	DG / AN	DG

standards across the school site.	<ul style="list-style-type: none"> • Ensure fire evacuation procedures, e-safety and safeguarding procedures are clearly displayed. • Ensure all walkways are accessible. • Ensure all students with physical needs and VI needs are timetabled in downstairs classrooms • Action advice from environmental audits to make reasonable adjustments where necessary • Include all after-school activities and events, ensuring full accessibility. • Include community users and parents in site access reviews to gather diverse perspectives where necessary and appropriate. 		<p>Time for staff training e.g. English block teachers</p> <p>Site premises team's time.</p>		
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Planning Duty 3

Improve the delivery of written information to SEND students. This information should take account of students' SEND and parents preferred formats and be made available within a reasonable timeframe.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Support parents / carers and students with SEND data with management systems (e.g. Go4Schools and Google Classroom) to ensure that it is accessible to all	<ul style="list-style-type: none"> • Remotely support parents • Offer training sessions for parents and students on how to effectively use these platforms. • Student voice for supported students • Ensure student postcards are in place for all students • Ensure students have written and other resources accessible for their need 	Ongoing	<p>GJ / JP meeting time</p> <p>Students and parent feedback time</p> <p>Printing costs</p>	JP/GJ/SS	SO
Ensure staff proficiency in appropriate and accessible formats to use for students with SEND	<ul style="list-style-type: none"> • Review SEND advice for staff on SEND strategies for the classroom. • Dyslexia resources e.g. overlays and coloured books more accessible. • Continue to review ASD level 1 training for all staff. • ASD level 2 training for identified staff • Use of reader pens • Establish a regular review process to update staff on emerging accessibility resources. 	Annually	<p>CPD training time</p> <p>Appropriate resources – screening materials, overlays, LSA time.</p> <p>External support – Autism outreach, attachment, dyslexia training as available.</p>	GJ/PH	RF
Ensure documentation for the annual review process, including student profiles, is clear, transparent and accessible to students	<ul style="list-style-type: none"> • Liaise with SENA and SENDIASS services to establish best practice. • Review in-school documentation to include student and parent feedback. 	End of academic year 2024-25	<p>SENDCo and SEND administrator time</p> <p>Meeting time – SENDCo NET and SENA</p> <p>Printing costs</p> <p>Meeting time with parents and SEN students</p>	GJ / SS	SO / RF