

	Currently available	Planned changes (Year 1)	Working towards (Years 2 and 3)	Long term	Responsibility
Physical Environment	Wheelchair access to some areas. Requires some assistance. Movable ramp access to front entrance Ramping to Sixth Form and Inclusion Room. Slip resistant surface of contrasting colour Lift to Learning Support	Ramp access to back of Rm 2 Call button in front entrance to be lowered.	Permanent ramped access to front entrance (Yr2) Reception desk to have lowered part with knee space under. (Year 3)	Disabled access to suitable rooming for Art, Drama and Food Technology Low level surfaces for wheelchair users (eg Food Tech, Science)	Premises Manager Finance Officer
	Disabled toilets accessible with support	Signs to disabled toilets. E block: make switch accessible height Gym: clear toilet and stop it being used as store room	Accessible independently.	Disabled toilet in Sixth form	
	Handrails on all interior stairs but do not extend beyond last step and are not all clearly defined.	Paint handrails contrasting colour Handrail on ramp to Inclusion Room.	All stairwells/steps to have correct handrail on both sides of the stairs. (Roll out Years 2 and 3) Quotations have been obtained for this work.		
	Interior steps of stairs clearly defined except in main building. External stairs, steps and kerbs not clearly defined, New vinyl and stair nosings fitted in Main building	West block ramp: drop kerb Back of room 2: drop ramp			
	Highlighted external step edgings with hi visibility yellow paint	Yellow lines required: step to back entrance of E block car park side ramps back playground entrance to E block ramp at front of school Repainting of existing yellow			

		lines. High visibility tape or equivalent on pillars			
	E block has stairs without treads				Filled in stair treads in E block
	Fire and evacuation policy does not consider disabled needs	Review and amend Fire Policy and procedure Individual emergency action plans for disabled students to evacuate rooms in an emergency, particularly in North Block	All corridor fire doors to have magnetic door clips to hold doors open but close when fire alarm is raised. (Rollout over Years 2 and 3)		
	Improved lighting on staircases and corridor of Main building New lighting between East block and Sports Hall	Improve lighting in E block under stair well and in S block lobby.			
	Trip hazards identified	Resurfacing outside old gym and back door to N2 Repair of bricks at steps of back entrance to E block.			
	Induction loop system on first floor of the Restaurant Block		Induction loop in Hall and Reception (Year 2) and E16 (Year 3)		
	Only temporary signs		Suitable signage, internal and external, throughout site		
	Blinds in most rooms	Film on windows in N4 Repair/replace blinds in N8 and Rm 5 Blinds in Art rooms (not film)			

Facilities and tools	Smart boards in classrooms to improve visual and interactive teaching and learning				
	PE equipment for use with students with visual impairment Specific training provided for PE team.				Head of PE
	Referrals to SENICT for assessments for students with statements to access personal laptops and software				SENCO
	Loan of laptops for classroom use to SEND students without laptops and students with injuries,	Number of laptops made available for loan by the school to increase by 10 owing to increased demand.		Move over to alternative hardware e.g. tablets	SENCO/Head of Network Centre
	10 licences for Successmaker: used for literacy				SENCO
	Whole school and home user licence obtained for Read and Write Gold to support students with literacy and language difficulties	Roll out to students receiving additional support. INSET for staff (teaching and support). Further roll out via departmental Quality First Teaching champions.	Rolling programme to encourage embedding of use		SENCO/QFT champions/Staff
	LSA areas of specialism with dedicated time for eg reintegration, students on the autistic spectrum, students with physical difficulties and medical conditions	Medical conditions policy drawn up. Relevant procedures in place e.g. IHCPs	Rolling programme of information to staff to promote awareness of issues around relevant medical conditions.		SENCO/CPantling
	Testing for Exam Access Arrangements Provision of Access Arrangements	Raise staff awareness of procedures and responsibilities regarding EAA through INSET	Explore use of Read and Write Gold to assist with reading and scribing.		SENCO Exams Officer Specialist Teacher
	Risk assessments for activities undertaken for students with disabilities				All staff
Provision of information	Information on individual students and generic information including classroom strategies available on the VLE to all staff.	New SEND Policy, Updated Accessibility Plan and Accessibility Policy available on the school web site			SENCO

	50 student Profiles for Success currently available which provide information on individual student's strengths, needs and classroom strategies to help them access the curriculum. Further profiles being developed.	Ensure all profiles completed and reviewed as necessary. Ensure that profiles being used to increase student access.	On going programme of development and review.	Profiles become embedded practice.	SENCO/LS Team/QFT Champions/Teaching Staff
	Advice from Occupational Health on needs of staff with disabilities				Principal
Single Equality Scheme	Steering Group Raise awareness of staff Raise awareness of students	Work already done on: LGBTQ	Rolling programme of raising awareness of protected characteristics.	Becomes embedded in school programmes and systems e.g SMSC and DLDS.	Vice Principal with responsibility/ SES steering group.
Training	Training of learning support assistants	Ongoing			SENCO
	Developing LSA areas of specialism	Ongoing			SENCO
	NQT and SCITT training	Ongoing training for all Induction for ALL new staff			SENCO SLT
	Students' needs known on Additional Needs Register	Promote staff awareness of physical needs of ALL disabled people in the school environment, including visitors			SLT
	Relevant training begun on all areas of development as outlined in this document e.g. Medical Conditions/Code of Practice 2015	Further training needs identified and met.	On going		SENCO/All
Liaison	Meetings with parents of students with SEND Additionally, parents can make an appointment with Learning Support at any time.	Process for seeking the views of parents with students with SEND to contribute to pathway plans			SENCO

	Involvement of Locality Teams professionals, Local Authority and other outside agencies	Close liaison with Pathways Team at LA in development and implementation of Pathway Plans.			SENCO
Monitoring	Tracking progress of students with SEND	Investigate further means of tracking incremental progress. Introduce more frequent whole school tracking procedures (6 times per year). Emphasis on accountability for tracking SEND student progress across the school	On going		SLT SENCO HOFs
	Mentoring by LSAs and older students				SENCO Eikon HoY
Personalised Learning	Provision Map shows provision and progress against success criteria of SEND students	Provision Map to be developed to be part of whole school system of tracking provision, progress and assessment for SEND students			SENCO
	Work and skills based learning. A small number of students access alternative learning opportunities e.g. SOLD, work experience etc	Curriculum offer to accommodate all students in KS4. Continue to investigate personalised learning programmes for students who struggle with the curriculum.	On going		Alternative Learning Coordinator
	Interventions on a withdrawal basis to improve literacy, language skills, social skills and behaviour				SENCO
	Inclusion Forum meets regularly to discuss needs and plan provision for students with SEMH needs.				Inclusion Forum
	Homework and lunchtime clubs				HOF Eikon SENCO
	I:1 tuition in English and Maths prioritising students on pupil premium				SENCO
	Profiles for Success – see above				SENCO

	Pathway Plans for individual students developed in line with SEND Code of Practice: 0 – 25 years 2015.	INSET for relevant staff (SLT/HOLs/LS staff) Pathway Plans in place for identified students.	Further plans developed and implemented in line with SEND Policy.	Plans become embedded practice.	SENCO/All staff
	Quality First Teaching as a priority in the School Development Plan. Focus on increased adjustments to meet individual needs.	Link SEND student progress to staff appraisal. Development of QFT champions. Profiles for success.	On going		