

Reviewed and evaluated as follows:

1. At the meetings of the F&GP Committee three times per year: the Head Teacher to report progress for governor review. Findings will be reported to the Full Governing Body
2. The link governors will meet with the SENDCO to review primary evidence on behalf of the Governing Body.
3. Current Status last reviewed: October 19
 - In Progress
 - Completed (one off)
 - Embedded (deeply rooted, effective practice that has been reviewed and refined - an integral part of College practice)

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Section 1: IMPROVING PHYSICAL ENVIRONMENT

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
1.1	Ensure all staff have information and training on disability equality issues	Inset/CPL training sessions for staff to be calendared for 18-19 academic year. Location of equalities objectives given to staff at point of induction. Extend to include training for curriculum leaders in writing and maintaining risk assessments for those with physical disability in their subject areas. Provide a consistent proforma and procedures to support this aim. Ensure all Health Care plans and Personal evacuation procedures are circulated to relevant staff. This will need to be extended to include the Visually impaired student now on role.	Sept19 Sept 20	Training/CPL	SENDCO/ HR Facilities manager/ welfare lead	Records kept showing all staff have received training. Whole staff commitment to meeting disability equality needs and an inclusive ethos. Record keeping shows Curriculum leaders have received input and that this will be regularly updated.	Completed Completed In progress
1.2	All building and alteration work has considered East Sussex Accessibility guidance.	Include accessibility in all building and improvement projects		Building Mtnce & Improvement Capital Funding	Facilities Manager	The College buildings and site are accessible to all and reasonable adjustments are made where possible	Embedded
1.3	Ensure that access into the College building is suitable for all by removing barriers and facilitating inclusion.	Establish, develop and maintain a procedure to ensure access to the lifts at all times, including after school events. Ensure clear procedure for wheelchair users and their parents' vehicles to the rear of the college after installation of automatic vehicle gates.	September 18		Office Manager/PA to HT Reception staff Facilities Manager/	A clear and fluid process for obtaining the lift keys for all at all times. There is a clear process for accessing the rear of the college. There is additional access provided for	Embedded Embedded Completed

		Reevaluate the use of the taxi/ disabled bay at the front of the college to ensure access for additional students with physical disabilities. Re-establish permit system for this.	September 20		Head of Learning support	named students to the front of the college.	
		Include accessibility in the redesign of the reception area, including door access and reception desk.		Building Improvement/ Special project Capital funding	Facilities Manager	Provide a reception area accessible to all without discrimination	Embedded
		Improve signage to the reception area and all access points of the College; design and install directional and welcoming signs. Consider and agree appropriate positions, symbols and formats.		Special Project	Facilities Manager/PA to HT	Signs are in place	Embedded
		Ensure the site is routinely audited and adjustments made for students with visual impairments.			Facilities Manager	Adjustments made in sept 20. These may require updates or adjustments as students move through the College.	In progress
1.4	Ensure that all signage is accessible to those with sensory and communication difficulties - see 2.5	Ensure all signs/maps etc. in College are of visual nature. Regularly assess and improve all existing signs		Building Mtnce/ Improvement	SENDCO/ Facilities Manager	A review is carried out biannually to audit all visual signs in the College. Signs are replaced and/or amended where appropriate	Audit completed (Summer 16) Embedded
	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
1.5	Improve access to Network Office / Digital Genius Bar	Undertake a feasibility study of the possibility of either a) re-siting the Network Office/Digital Genius Bar or b) the installation of a lift to access first floor <ul style="list-style-type: none"> Building inspection (condition survey) summer 18 referring back to East Sussex County Council. 	April 15 - Sept 19	Building Improvements ESCC Capital Funding	Facilities Manager/ Network Services Manager	Network Services and the Genius Bar is accessible to those with mobility difficulties	Completed At this point the action is not feasible. Reasonable adjustments have been

							made to ensure all students have access to the expertise provided by the genius bar.
1.6	Provide disabled parking bays at front, side and rear carpark areas.	Regularly reassess the provision of disabled parking bays in the College carpark areas Keep the bays in good physical condition including visual markings		Building Mtnce	Facilities Manager	Accessible bays for staff/students/visitors	Embedded
1.7	Consider accessibility to the Leisure Centre from College grounds	Undertake a feasibility study to determine how wheelchair users could access the Leisure Centre from the College site. <ul style="list-style-type: none"> • Still with East Sussex County Council sept 18 	July 19	Special project	Facilities Manager/ External consultant	Feasibility study with recommendations and associated costs	Embedded Dropped curbs and a crossing procedure for wheel chair users has now been provided.
1.8	Ensure wheelchair users and physically disabled students and staff (including those with temporary mobility restrictions) have individual fire evacuation plans	Establish, develop and maintain a procedure to ensure that all persons with mobility difficulties are provide with a Personal Emergency Evacuation Plan (PEEP) <hr/> Ensure all relevant staff are aware and trained <hr/> Ensure there are a suitable number of strategically positioned EVAC Chairs or similar & training has been undertaken etc.		Staff Training Special Project	Facilities Manager/ HR & Finance Manager/ Welfare Officer	All persons with mobility difficulties are provided with a Personal Emergency Evacuation Plan (PEEP) and are safe in the event of an emergency evacuation	Embedded

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
1.9	Ensure all Education Visits are (where appropriate) accessible to all	<p>Establish, develop and maintain a procedure to ensure that, where appropriate, the correct type of transport is provided to accommodate persons with mobility restrictions e.g. wheelchair accessible coach/minibus</p> <hr/> <p>Establish, develop and maintain procedure to ensure that the venue of an Education Visit is suitable for persons with mobility restrictions and sensory needs and if not identify the reasonable adjustments that could be put in place</p> <hr/> <p>Ensure there is regular awareness raising around this issue and those related to risk assessment for trips. Agenda regularly at whole staff briefings.</p>	<p>Sept 19</p> <p>Sept 19</p> <p>Sept 20</p>	Supported funding from School Fund reserve when appropriate	<p>Education Visits Co-ordinator</p> <p>And Curriculum leaders</p>	<p>Procedures are followed by staff organising and leading on Educational Visits. Educational Visits are accessible to all (accommodating reasonable adjustments where appropriate)</p> <p>Trips and sites are not booked that would not allow the participation of all students. Adjustments to venues are made where possible and alternatives sought.</p>	<p>Completed</p> <p>In progress</p>
1.10	Ensure separate and safe access for vehicles, including those carrying individuals with disabilities.	<p>Regularly review all the vehicle and pedestrian entrances including the taxi bay at the front of the College site to ensure their suitability for all, including those with disabilities</p> <hr/> <p>Establish and maintain vehicular access arrangements for staff, taxis and visitors onto the College site to maximise the segregation of vehicles and pedestrians</p>			Facilities Manager	<p>Safer access to College for all pedestrians Safer and improved drop off and pick up point for all students including those with disabilities</p>	Embedded

1.11	Learning Support Provision: Enhanced access to the Learning Support Provision by the development of separate entrance arrangements including a lift for disabled students.	Regularly review the separate entrance /exit arrangements for students using the Learning Support Provision to ensure access suitability for all	Sept 15		SENDCO/ Facilities Manager	An annual review of these arrangements with consideration of each new year cohort	Embedded
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Section 2: THE CURRICULUM

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
2.1	Ensure all staff: Teaching Learning support Assistants Non-teaching are confident in areas of differentiation, are able to understand different SEND issues Ensure that staff are aware of the SEND reforms and the implications on their practice. Ensure that staff feel supported in meeting the demands of these reforms.	The accessible curriculum plan: Carry out staff, parent and pupil voice as a means of evaluating the College's curriculum access for students with SEND <hr/> Train learning support staff in the reforms and plan support for teaching staff <hr/> Discuss with the senior leadership team <hr/> Launch the accessible curriculum plan with staff and include information on the SEND reforms and their implications. SENDCO to lead whole staff briefing	June 15 April 15 April 15		SENDCO Specialist teachers Specialist teaching Assistants/ Learning Support Assistants Teaching staff	Staff, parent and pupil voice reveals high levels of confidence in terms of differentiation and accessibility to the curriculum. Quality Assurance and Learning Walks reveal evidence of differentiation and the understanding of the needs of students with SEND	Embedded

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
2.1 cont		Staff Continued professional learning week to offer an ASD focus which is compulsory for all staff.	July 21			SEND sessions are offered and delivered to Teaching staff	In progress
		Monday briefings are used to provide regular SEND focus and strategy updates.	Sept 21				In progress
		Learning support staff to offer fortnightly “surgery” drop in sessions for teaching staff to discuss strategies and differentiation techniques	June 15			Resources given to Teaching staff, QA shows evidence of these resources in use, Staff evaluation carried out	Evaluation showed lack of impact due to non attendance
		Discrete areas of Communication and interaction and literacy to offer training throughout the academic year 2015/16	June 16			Training sessions offered, delivered and evaluated	Embedded
		Continue to embed the role of curriculum link Learning Support Assistants to create stronger links between learning support and subject areas	July 16			Evaluate in July 2015, consider the continuation of the scheme	Discontinued due to reduction in staffing levels (budget reduction)
		Create a shared area for differentiated resources in each subject area	Sept 17			Shared areas in place	Embedded
		Develop a training package aimed at greater collaborative working between teachers and support staff	June 15			Develop and deliver staff training for the June 2015 INSET Day. Consider continuation in the CPL programme for 2016	Embedded
		Continue staff, parent and pupil voice to monitor and evaluate outcomes.	Dec 16			Programme of staff, parent and pupil voice is embedded	Embedded

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
2.2	Ensure all staff are aware of and use SEN software	<p>Audit the existing SEND software and ensure that it is available on staff shared machines</p> <hr/> <p>Provide specific training sessions for learning support assistants</p> <p>Run SEND software training as part of the drop in sessions offered by the learning support department with a focus on communicate in print</p>	<p>July 15</p> <p>April 15- Sept 17</p>	Funding for new software if needed.	<p>SENDCO and specialist teachers</p> <p>ICT technicians</p>	<p>SEND software packages are available on shared machines and in classrooms.</p> <p>Training is well attended and becomes part of the CPL programme</p>	Evaluation showed out of date software no suitable alternative available
2.3	Review curriculum to include disability issues	<p>Offer guidance to Heads of Department around the inclusion of disability issues in the new curriculum.</p> <p>Continue to offer specific teaching on disability as part of the Year 7 and year 11 PSHE curriculum.</p>			<p>SENDCO</p> <p>Head of PSHE</p> <p>Heads of Department</p>	<p>Lead Team members are included in planning meetings. SENDCO delivers PSE lessons to Year 7 & 11</p>	Embedded
2.4	Review use of assemblies/pastoral time etc. to include disability issues	SEND to be a focus/ ethos in the assembly rota each year. Senior staff/ SENDCO to lead assemblies on this focus.			SENDCO Senior leadership team	Each year group receives at least one assembly per year with a SEND focus.	Embedded
2.5	Review the visual strategy around the college and with regards to visual cueing in the curriculum - see 1.4	<p>Audit the visual signs around the college.</p> <hr/> <p>Produce and repopulate visuals signs.</p> <p>Redesign the visual map.</p> <hr/> <p>Work with head of English on the vocabulary teaching initiative.</p>	<p>May 15</p> <p>June 15</p> <p>May 15</p>		<p>SENDCo Specialist teachers</p> <p>Head of English</p>	<p>The college has effective visual signs and a corresponding visual map which is offered as a matter of course to students and parents with Autism, literacy and speech and language difficulties.</p>	<p>Audit completed (Summer 16)</p> <p>Embedded</p> <p>Embedded</p> <p>Embedded - to be revisited by July19</p>

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
		<p>Provide support resources and training for teaching staff and support staff in terms of providing visual vocabulary cues in the classroom.</p>	Sept 16			School staff are familiar with the benefits of visual cues in relation to vocabulary teaching and receive support in producing these resources	Embedded - to be revisited by July19
		<p>Following the review in July 19 resign areas of the college where signs have been removed or no longer match accurately with the visual map. Provide new copies of the map at reception to increase access for Visitors.</p>	Sept 21		Learning Support Lead Team	Accurate signs are in place. Accurate maps are available to all at reception.	In progress

Section 3: INFORMATION

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
3.1	Ensure that information to Parents/carers Students Staff is accessible to all	Establish, develop and maintain a procedure to enable all College information to be accessible to all, this should include the ability to differentiate and accommodate parents with: Restricted or limited sight	Sept 18	Curriculum/ Non-Curriculum Resources	Office Manager/ SENDCO	All parents, carers, students and staff are receiving information in the most accessible format	Embedded

		Restricted or limited hearing and parents where English is not their first language Literacy and Communication difficulties					
3.2	Ensure website is accessible and available in appropriate format.	Establish, develop and maintain accessibility of the information on the College website by all users	Sept 18	Non-Curriculum resources	SLT lead / Network Manager/ SENDCO	Information on the College website to be accessible to all. Consideration has been given to Dyslexia friendly fonts and colours and to visual cues	Embedded
3.3	Ensure SEND parents have support in receiving information and have regular opportunities to share their views and feedback.	Develop the SEND parent group to provide more opportunities for sharing information in an accessible format and for consulting parents views.	Sept 2021		Lead team	Regular parents' group is running and there are agenda items with a focus on consultations and support for parents	In progress