

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 23
  - 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	<p>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.</p> <p>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.</p>	<p>Sept19</p> <p>Sept 20</p>	Training/CPL	<p>SENDSCO/HR</p> <p>Facilities manager/ welfare lead</p>	<p>Records kept showing all staff have received training. Whole staff commitment to meeting disability equality needs and an inclusive ethos.</p> <p>Record keeping shows Curriculum leaders have received input and that this will be regularly updated.</p> <p>Update to whole staff-awareness raising in sept 22</p> <p>Update to curriculum leaders training planned for term 2/3 2022/23</p> <p>Work with specific identified departments planned for 2022/23.</p> <p>Further input given to the whole staff in September 2023 as a reinforcement of input from last year</p>	<p>Completed</p> <p>Completed</p> <p>In progress</p>
1.2	All building and alteration work has considered East Sussex Accessibility guidance.	Include accessibility in all building and improvement projects		Building Mtnc & Improvement Capital Funding	Facilities Manager	The College buildings and site are accessible to all and reasonable adjustments are made where possible	Embedded

	Objective	Activity/Task	Timescale (by)	Resources (budget)	Key Staff	Success Criteria	Current Status
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.	September 20		Office Manager/PA to HT Reception staff	A clear and fluid process for obtaining the lift keys for all at all times.	Embedded
		Ensure clear procedure for wheelchair users and their parents' vehicles to the rear of the college after installation of automatic vehicle gates.				There is a clear process for accessing the rear of the college.	Embedded
		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.			Facilities Manager/ Head of Learning support	There is additional access provided for named students to the front of the college.	Completed
		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
		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 College.	Embedded
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 Mtncce/ Improvement	SEND/CO/ 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 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"> <li>Building inspection (condition survey) summer 18 referring back to East Sussex County Council.</li> </ul>	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 exact 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 Mtncce	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"> <li>Still with East Sussex County Council sept 18</li> </ul>	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.

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
1.8	Ensure wheelchair users and physically disabled students and staff (including those with temporary mobility restrictions) have individual fire evacuation plans	<p>Establish, develop and maintain a procedure to ensure that all persons with mobility difficulties are provide with a Personal Emergency Evacuation Plan (PEEP)</p> <p>Ensure all relevant staff are aware and trained</p> <p>Ensure there are a suitable number of strategically positioned EVAC Chairs or similar &amp; training has been undertaken etc.</p>		<p>Staff Training</p> <p>Special Project</p>	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
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> <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> <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>Embedded</p>

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
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</p> <p>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			SEND/CO/ Facilities Manager	An annual review of these arrangements with consideration of each new year cohort	Embedded
1.12	Enhance the learning support garden to make it more accessible and meet sensory needs.	Provide decking and sensory planting. Provide wheelchair accessible seating and tables.	Sept 22	Funding currently being sourced through social value aspect of recent roof works to DT	Facilities Manager	Completion of garden to enhance the experience and meet the needs of all.	<p>In progress.</p> <p>3 companies asked to quote for works, but no response to date.</p>

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
1.13	Improvements to the Care Suite.	Provide facilities for the care of students who require to self-catheterise. Improvements include: <ul style="list-style-type: none"> <li>• New Storage for Sundries</li> <li>• New Mirror</li> <li>• New Acrylic Wall Panelling</li> <li>• New Accessible Bag Hooks</li> </ul>	Sept 22		Facilities Manager	Facility now actively in use by students	Completed Sept 22
1.14	Create suitable area for Students to undertake PEG Feeding with ancillary storage for flushing/cleaning materials.	Install screened area for privacy and install wall-mounted medical chest to hold relevant supplies.	Sept 22		Facilities Manager	Facility now actively in use by students	Completed Sept 22

## Section 2: THE CURRICULUM

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
2.1	<p>Ensure all staff: Teaching Learning support Assistants Non-teaching are confident in areas of differentiation, are able to understand different SEND issues</p> <p>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.</p>	The accessible curriculum plan:			<p>SENDCO Specialist teachers</p> <p>Specialist teaching Assistants/ Learning Support Assistants</p> <p>Teaching staff</p>	<p>Staff, parent and pupil voice reveals high levels of confidence in terms of differentiation and accessibility to the curriculum.</p> <p>Quality Assurance and Learning Walks reveal evidence of differentiation and the understanding of the needs of students with SEND</p>	Embedded
		Carry out staff, parent and pupil voice as a means of evaluating the College's curriculum access for students with SEND					
		Train learning support staff in the reforms and plan support for teaching staff					
		Discuss with the senior leadership team					
		Launch the accessible curriculum plan with staff and include information on the SEND reforms and their implications. SENDCO to lead whole staff briefing					
		Staff Continued professional learning week to offer an ASD focus which is compulsory for all staff.					
		Monday briefings are used to provide regular SEND focus and strategy updates.					
		Learning support staff to offer fortnightly "surgery" drop in sessions for teaching staff to discuss strategies and differentiation techniques	July 21 Next whole staff training scheduled 2022/23			SEND sessions are offered and delivered to Teaching staff	Completed
						Whole staff ASD training took place in 22/23	Embedded
		Discrete areas of Communication and interaction and literacy to offer training throughout the academic year 2015/16	Sept 21			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



	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
2.1 cont		<p>Continue to embed the role of curriculum link Learning Support Assistants to create stronger links between learning support and subject areas</p> <p>Create a shared area for differentiated resources in each subject area</p> <p>Develop a training package aimed at greater collaborative working between teachers and support staff</p> <p>Continue staff, parent and pupil voice to monitor and evaluate outcomes.</p>				<p>Training sessions offered, delivered and evaluated Evaluate, consider continuation of the scheme</p> <p>Shared areas in place</p> <p>Develop and deliver staff training. Consider continuation in the CPL programme.</p> <p>Programme of staff, parent and pupil voice is embedded</p>	<p>Discontinued due to reduction in staffing levels (budget reduction) Embedded</p> <p>Embedded</p> <p>Embedded</p>
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> <p>Provide specific training sessions for learning support assistants 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>		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>	<p>Evaluation showed out of date software no suitable alternative available</p>
2.2b	Audit and review the use of iPad by LSAs to ensure they are competent with digital resources for accessibility	Training package provided during the tutor time rotation and via learning support department meetings.	July 2023	Allocation of dept meeting time	<p>SENDCO and specialist teachers</p> <p>ICT technicians</p>	<p>Training is well attended and becomes part of the CPL programme QA reveals impact of use of ipads and digital technology in lessons</p>	Established

	Objective	Activity/Task	Timescale (by)	Resources	Key Staff	Success Criteria	Current Status
2.3	Review curriculum to include disability issues	Offer guidance to Heads of Department around the inclusion of disability issues in the new curriculum.  Continue to offer specific teaching on disability as part of the Year 7 and year 11 PSHE curriculum.			SENDCO  Head of PSHE  Heads of Department	Lead Team members are included in planning meetings. SENDCO delivers PSE lessons to Year 7 & 11	Embedded
2.4	Review use of assembly/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	<div>Audit the visual signs around the college.</div> <div>Produce and repopulate visuals signs.</div> <div>Redesign the visual map.</div> <div>Work with head of English on the vocabulary teaching initiative.</div> <div>Provide support resources and training for teaching staff and support staff in terms of providing visual vocabulary cues in the classroom.</div> <div>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.</div> <div>This now requires further review based on building works and rooms changes over the summer of 2022</div>	<div>Sept 21</div> <div>March 23</div>		<div>SENDCo Specialist teachers</div> <div>Head of English</div> <div>Learning Support Lead Team</div>	<div>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.</div> <div>School staff are familiar with the benefits of visual cues in relation to vocabulary teaching and receive support in producing these resources</div> <div>Accurate signs are in place. Accurate maps are available to all at reception.</div>	<div>Audit completed (Summer 16) Embedded Embedded</div> <div>Embedded - to be revisited by July19</div> <div>Embedded - to be revisited by July19</div> <div>Established</div>

### Section 3: INFORMATION

	Objective	Activity/Task	Timescale (by)	Resources	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 Restricted or limited hearing and parents where English is not their first language Literacy and Communication difficulties		Curriculum/ Non-Curriculum Resources	Office Manager/ SENDCO	All parents, carers, students and staff are receiving information in the most accessible format	Embedded
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		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 2023		Lead team	Regular parents' group is running and there are agenda items with a focus on consultations and support for parents	Established