



	<p>Care Plan (EHCP) Assessment</p> <ul style="list-style-type: none"> <li>National and LA Funding strategies for SEND.</li> </ul>	Admin and SENCO time to set up apply EHCP assessment procedures.			
Continue to develop range of learning resources that are accessible for pupils with different disabilities in the context of changes to the National Curriculum announced in 2013.	Departments to review resources and practices in their curriculum areas	<p>Departmental time.</p> <p>Departmental Capitation.</p>	Ongoing.	<p>Pupils with disabilities have increased access to curriculum materials.</p> <p>The interventions employed are cost effective and appropriate to the needs of the individual.</p> <p>Learning resources are appropriate to individual need.</p> <p>Students are aware of what is required of them in order for them to achieve their personalised targets.</p>	<p>Individual Education Plans (IEPs) are set up for all students on the SEN register.</p> <p>The SEN department produce and source appropriate materials for all such students according to need.</p> <p>Faculties and Departments provide differentiated resources adapted to the individual needs of students.</p> <p>Assessment for Learning resources, materials and strategies are employed to ensure that individuals are aware of their targets, current attainment and what actions they will need to undertake to improve.</p>
Staff develop their knowledge of different teaching and learning styles	Identify suitable professional development opportunities	<p>CPD budget</p> <p>Directed time.</p>	September to July on an annual programme.	<p>Staff use multiple intelligence principles to suit wide range of learning styles, differentiating teaching strategies and resources to meet the needs of students.</p> <p>All lesson plans and mark books highlight individual needs and the ways in which these are</p>	<p>CPD Training Forum sessions have been focused on this target on numerous occasions. The schedule for 2013/14 includes sessions on SEND, personalized learning, use of TAs, addressing the needs of the G&amp;T, teaching and learning and Assessment for Learning. These sessions will continue on</p>

				addressed.  The progress of each individual student is tracked and monitored in relation to personalized targets.	a rolling programme on an annual basis, being updated in line with developing research and practice.
Disability equality issues are incorporated into Citizenship/PSHE curriculum	Ensure schemes of work include lessons on disability equality	Citizenship/PSHE Co-ordinator's time.	Annual curriculum time allocation within PSHCE.	Pupils have greater understanding of disability issues	Physical and mental disability issues are a component of the Year 8 SOW and equal opportunities issues related to gender, race and disability are addressed at various points across the five year programme for PSHCE.
Improve provision for pupils with learning difficulties		Staffing budget  Pastoral Coordinator's time.  HT's meeting time.	Ongoing.	Students with a range of Special Educational Needs are able to access a curriculum which is broad and balanced and well adapted to their individual needs.  Intervention strategies are costed and monitored of effectiveness.  The school is fully engaged with the LA's SEN strategy and implementation plan.	TA support has more than doubled since 2006. 4 TAs have acquired NVQ Level 3 qualifications (April 2008) and 2 have achieved HLTA status.  The Support Centre, Route 4 and the Transition Group have provided improved provision for targeted students.  The Special Educational Needs Coordinator (SENCO) is the LA's lead practitioner in the use of the SEN Provision Management Tool which assesses the cost of interventions against their effectiveness.  The Headteacher is a member of the S7 Pathfinder

				<p>The school is fully involved in the development of partnerships which engender increased flexibility in provision.</p> <p>Students with a wide range of need have quick and easy access to support services.</p>	<p>The schools works closely with the Surrey Alternative Learning Programme (SALP) with the headteacher being a member of the Central SALP Committee and the SE SALP Steering Group</p> <p>Behaviour Support Team Intervention, anger management courses, Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and a school counsellor have been provided to support students. Additionally, the school works closely with Surrey Young Carers to ensure that students affected by the disability of a family member are not disadvantaged in accessing education.</p> <p>The Common Assessment Framework (CAF) successfully employed to support students with BESD and other needs.</p>
<p>Ensure that school visits are made accessible to all pupils irrespective of impairment</p>	<p>Refer to LEA guidance on school visits Review and modify existing Outdoor Education Policy</p>	<p>LEA guidelines on School visits Outdoor Education Co-ordinators time</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Updated policy.</li> <li>• Governors and staff aware of appropriate procedures and make use of policy guidance.</li> <li>• Parents informed of procedures for school trips</li> <li>• No pupil is excluded from educational visits</li> </ul>	<p>The school policy on 'Outdoor Activities' is taken from the LA Guidelines. These state that activities should:</p> <ul style="list-style-type: none"> <li>• be suitable to the young people involved having regard to their ages, abilities, needs and aptitudes;</li> </ul>

					<ul style="list-style-type: none"><li>• aim to be inclusive.</li></ul> <p>There is an understandable tension between being inclusive and being suitable to ability and we seek to achieve a balance in this regard by making reasonable adjustments to include students with disabilities and offering a broad a differentiated range of activities.</p>
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**B. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Notes</b>
Maintain accessibility of the North wing to pupils with disabilities	<ul style="list-style-type: none"> <li>Ensure all maintenance and repair activities take into account the need to maintain or enhance accessibility.</li> </ul>	Funding for North Wing maintenance and repairs as required.	On-going.	Pupils with disabilities have access to classrooms (Music, Drama, ICT), lockers and toilets in North Wing owing to its initial design. This level of accessibility needs to be maintained as the North wing undergoes maintenance and repair.	We continue to maintain the lift and this building to the standards agreed within budget limits to continue with the same level of accessibility as it was designed for in 2003.
Improve access to first floor classrooms and facilities in Central, South, East and West wings	Full audit completed in 05/06 by SCC, Mouchel surveyor and school. Priorities for substantial adaptations identified – awaiting funding.	Buildings alterations/adaptations: wider corridors, doors, lifts, specialised furniture, ICT	On completion of necessary alterations/adaptations to buildings and as funding is provided.	<p>Pupils and visitors with disabilities have access to Science laboratories, Hall, Canteen, Technology Rooms.</p> <p>Pupils and visitors with disabilities have access to Visitors' Reception, delivery point and student entrance.</p>	<p>Regrettably no progress has been made on this as the substantial funding required to make the necessary alterations i.e. lift access etc has not been granted by SCC despite a thorough survey being conducted in 2005. This work was completed by a Mouchel surveyor who clearly identified the essential improvements required. We have obviously discussed the opportunity to install a lift at the front of the building should we decide to progress with developing the SEN/LRC areas but the cost of funding this without SCC support may prove prohibitive.</p> <p>A new accessible visitors' Reception Area has been developed including ramps to the Reception, student entrance and delivery point.</p>

				<p>Visitors with disabilities have easy access to accommodation for meeting with staff.</p> <p>Pupils with disabilities have access to Connexions and the School Counsellor.</p>	<p>A new meetings room has been provided in the new Reception area enabling persons with disabilities to engage with staff without being required to enter the main school buildings.</p> <p>An office with direct external access has been provided for students attending meetings with Connexions or the School Counsellor.</p> <p>From September 2013 the following adjustments will be made to the East, Central and West blocks to increase wheelchair access:</p> <ul style="list-style-type: none"> <li>• Fit a ramp to the entrance adjacent to C1 opposite East Block - allowing access to the Geography Department</li> <li>• Adjustment to East Block exit at rear of building</li> <li>• The installation of a dropped kerb outside East Block</li> <li>• The Fire Exit half way down central corridor ground leading out into Quad</li> <li>• The Fire Exit from W14 - Technology Department</li> </ul>
Classrooms are successfully organised for	Classrooms are decorated in contrasting colours to	Funding for materials and installation	On-going.	Physical accessibility for pupils increased.	Wherever redecorations take place contrasting colours are used to define the space ie.

disabled pupils	define walls, doors etc. In addition step edges are outlined and supporting poles etc are marked in yellow to make them more visible. Lighting upgraded in the central and west corridors to improve the dark/light contrast.	costs.		<p>Visually impaired pupils (and staff, visitors) are able to navigate easily around the school.</p> <p>Hearing impaired pupils able to participate more fully in classes and play a full part in school life.</p>	<p>Wall either pale blue or cream and skirtings, doors, window ledges etc always contrasted either in dark blue or white or wood finish. A similar approach is taken with corridors etc. The external step markings and posts are repainted each summer holiday to define edges etc.</p> <p>Lighting has already been upgraded in a number of areas:</p> <ul style="list-style-type: none"> <li>• outside the LRC/SEN area,</li> <li>• along the main hall corridor, within the main dining hall, along the ground floor central corridor,</li> <li>• West Corridor</li> <li>• South Block communal areas</li> <li>• Staffroom.</li> </ul>
From September 2013					

**C. IMPROVING ACCESS TO INFORMATION**

<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Notes</b>
Make information more accessible to pupils (and parents) with disabilities	Use LA recommendations to develop plans to make information more accessible.	LA guide to making information more accessible.	On-going.	Parents and pupils and community partners with disabilities have greater access to information  School able to respond quickly to requests for information in alternative formats	New school website on line as of July 2010. This is in the process of being populated with current relevant information.
	New website uploaded and maintained to provide relevant school information to stakeholders, with students, parents and staff having secure password protected access to specific information.	New server to host the school website.	July 2010	Swift and easy remote internet access to school information is provided.	
	On-line, real time reporting available to all parents.	SIMS Learning Gateway	December 2010	Students and parents have secure internet access to school reports, attendance data, assessment information, behaviour logs, nutritional information regarding the purchase of school meals via ParentPay.	