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| | <p>Health and Care Plan (EHCP) Assessment</p> <ul style="list-style-type: none"> National and LA Funding strategies for SEND. | Admin and SENCO time to support EHCP assessment procedures. | | | |
| Continue to develop range of learning resources that are accessible for pupils with SEND or eligible for the Pupil Premium in the context of changes to the National Curriculum announced in 2013 and new qualifications and grading. | Departments to review resources and practices in their curriculum areas | <p>Departmental time.</p> <p>Departmental Capitation.</p> | Ongoing. | <p>Pupils with disabilities or eligible for the Pupil Premium 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> <p>A Pupil Premium Champion is appointed to assess effectiveness of provision and work with other staff to manage interventions for eligible students.</p> |
| Staff develop their knowledge of | Identify suitable professional | CPD budget | September to July on an annual | Staff use multiple intelligence principles to suit wide range of | CPD Training Forum sessions have been focused on this target |

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| different teaching and learning styles | development opportunities | Directed time. | programme. | <p>learning styles, differentiating teaching strategies and resources to meet the needs of students.</p> <p>All lesson plans, seating plans and mark books highlight individual needs and the ways in which these are addressed.</p> <p>The progress of each individual student is tracked and monitored in relation to personalized targets.</p> | <p>on numerous occasions. The Key focus of The Warwick Improvement Plan 2017-18, Priority 1 is Quality of Teaching and Learning, including the accurate use of assessment, promotion of positive outcomes and management of the revised curriculum and qualifications. The CPD schedule for 2017/18 includes sessions on SEND, Pupil Premium, addressing the needs of the G&T, teaching and learning and Assessment for Learning. These sessions will continue on a rolling programme on an annual basis, being updated in line with developing research and practice.</p> |
| 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 | Monitor funding levels for SEND, ensuring that students are provided with appropriate resources and support, examination access arrangements, etc, | Staffing budget SENCO time Pastoral Coordinator's time. HT's meeting time. | Ongoing. | <p>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.</p> <p>Intervention strategies are costed and monitored of</p> | <p>TA support has more than doubled since 2006. 4 TAs have acquired NVQ Level 3 qualifications (April 2008) and 2 have achieved HLTA status.</p> <p>The Support Centre and Route 4 have provided improved provision for targeted students and now offer places to other Surrey schools as a part of the SALP offer.</p> |

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| | | | | <p>effectiveness.</p> <p>The school is fully engaged with the LA's SEN strategy and implementation plan.</p> <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 Special Educational Needs Coordinator (SENCO) has been the LA's lead practitioner in the use of the SEN Provision Management Tool which assesses the cost of interventions against their effectiveness.</p> <ul style="list-style-type: none"> • Surrey SEND Governance Board • Surrey Safeguarding Children Board • Surrey Children and Young People's Partnership Board <p>The school 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, ELSA, Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and school counsellors have been provided to support students. Additionally, the school works closely with Surrey Young Carers to ensure that students affected by the</p> |
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| | | | | | <p>disability of a family member are not disadvantaged in accessing education.</p> <p>The Common Assessment Framework (CAF) successfully employed to support students with social, emotional and mental health and other needs.</p> |
| <p>Ensure that school visits are made accessible to all pupils irrespective of impairment or disadvantage.</p> | <p>Refer to LEA guidance on school visits Review and modify existing Outdoor Education Policy</p> <p>Ensure that students eligible for the Pupil Premium are offered financial support and priority places on school visits.</p> | <p>LA guidelines on School visits Outdoor Education Co-ordinators time</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> • Updated policy. • Governors and staff aware of appropriate procedures and make use of policy guidance. • Parents informed of procedures for school trips • No pupil is excluded from educational visits | <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"> • be suitable to the young people involved having regard to their ages, abilities, needs and aptitudes; • aim to be inclusive. <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 and differentiated range of activities.</p> |

B. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

| Target | Actions | Resources | Timeframe | Outcomes | Notes |
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| Ensure that new build is compliant with all equalities and SEND and disabilities legislation | <ul style="list-style-type: none"> Premises Manager and SLT to work closely with DfE and Arcadis in preparation of plans and build | | 2018-Dec.2020 | That the new central block should provide compliant and improved access for students, staff and all other stakeholders. | |
| Maintain accessibility of the North wing to pupils with disabilities | <ul style="list-style-type: none"> Ensure all maintenance and repair activities take into account the need to maintain or enhance accessibility. | 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. | Pupils and visitors with disabilities have access to Science laboratories, Hall, Canteen, Technology Rooms. | 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 |

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| | | | | <p>Pupils and visitors with disabilities have access to Visitors' Reception, delivery point and student entrance.</p> <p>Visitors with disabilities have easy access to accommodation for meeting with staff.</p> <p>Pupils with disabilities have access School Counsellor.</p> | <p>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>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 were made to the East, Central and West blocks to increase wheelchair access:</p> <ul style="list-style-type: none"> • Fit a ramp to the entrance adjacent to C1 opposite East Block - allowing access to the Geography Department • Adjustment to East Block exit at rear of building • The installation of a dropped kerb outside East Block |
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| | | | | | <ul style="list-style-type: none"> • The Fire Exit half way down central corridor ground leading out into Quad • The Fire Exit from W14 - Technology Department |
| Classrooms are successfully organised for disabled pupils | <p>Classrooms are decorated in contrasting colours to 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.</p> <p>The school will support hearing impaired students by:</p> <p>seeking views from parents, pupils, teachers and specialist staff on any problem listening areas;</p> <p>commissioning a more in-depth acoustic survey to check the listening environment</p> | Funding for materials and installation costs. | On-going. | <p>Physical accessibility for pupils increased.</p> <p>Visually impaired pupils (and staff, visitors) are able to navigate easily around the school.</p> <p>Hearing impaired pupils able to participate fully in classes and play a full part in school life.</p> | <p>Wherever redecorations take place contrasting colours are used to define the space ie. 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"> • outside the Library/SEN area, • along the main hall corridor, within the main dining hall, along the ground floor central corridor, • West Corridor • South Block communal areas • Staffroom. <p>A full acoustic audit was commissioned by the EFSA in 2016. The results of this formed a part of the report which led to</p> |

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| | <p>is suitable and appropriate for the learning activities that take place within;</p> <p>implementing low cost measures for improving listening conditions including ensuring teachers take steps to manage noise;</p> <p>ensuring compliance with government minimum acoustic standards, as set out in government regulations and guidance, where new buildings are constructed or existing ones are being refurbished.</p> | | | | <p>the Central Block being 'successful' in the PSBP2 programme. The new block will meet current statutory legislation and in the School Specific Brief we have requested an induction loop.</p> <p>The National Deaf Children's Society (NDCS) document 'Creating good listening conditions for learning in education' has been distributed to all staff.</p> <p>The recommendations of the NDCS document will be taken into account wherever refurbishment or upgrading of the school buildings takes place.</p> |
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C. IMPROVING ACCESS TO INFORMATION

| Target | Actions | Resources | Timeframe | Outcomes | Notes |
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| 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 since of July 2010. This is updated 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 Parent Portal | September 2017 | 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. | |