



Accessibility Policy & Plan (SENDA)

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Mission Statement

‘To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ’s Gospel’

This Policy to all Students who are students at the School, whether Day, Boarding or EYFS.

Introduction

The Accessibility Plan (*see Appendix 1*) is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and in accordance with Schedule 10 of the Equality Act 2010. Compliance with the DDA is consistent with the school’s aims, ethos and Equal Opportunities and Inclusion Policies. This plan will be reviewed annually and a new one drawn up every 3 years.

Thornton College is committed to planning for the provision of an accessible environment, within the context of a selective Catholic independent boarding and day school, which values and includes all students, staff, parents and visitors regardless of their physical, sensory, social and emotional needs.

At Thornton College we are committed to establishing equality for all students, their parents, staff and other users of the school.

Thornton College Convent of Jesus and Mary is a Roman Catholic foundation and girls’ school with charitable status. The Catholic character and ethos of the school lies at the heart of our existence and is encapsulated in our mission statement:

‘To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the value of Christ’s Gospel.’

The school is open to a wide ability range and to girls of all faiths and none, who are in sympathy with Roman Catholic beliefs and ready to attend all lessons and services. We welcome applications from prospective students with disabilities, with and without Statements of Educational Need. We recognise that disabled students include those with mobility and sensory impairments, Specific Learning Difficulties such as Dyslexia, learning disabilities, mental health and behavioural difficulties and long term health difficulties with on-going or variable effects.

On appointment of staff and recruitment of students, people are asked to declare any relevant disability or special needs. A review will be undertaken if necessary and suitable reasonable adjustments or provision made and an individual welfare and access plan devised.

Our Commitment to Inclusion

Aims:-

- Our school is non-discriminatory towards disabled students and endeavours to provide equal access and opportunity to the curriculum
- To equally value and encourage all Students, accepting differences.
- To foster positive attitudes towards disability within our community.
- The school's desire is to enrich the lives of all students by pursuing an inclusive policy towards all which reflects the diversity of our community and school values. In addition to this, the school places equal importance on ensuring that no student's progress is impaired by the disability of another student.
- In order to facilitate the needs of SEND Students entering the school, the Headteacher and Head of Learning Development liaise with parents, outside agencies and previous educational providers in order to make reasonable adjustments.
- Consideration is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage

Our policies support this commitment to inclusion and are embodied in our systems of pastoral care.

To achieve our aims the school has produced this **Disability Access Plan (Appendix 1)**.

The Disability Access Plan is the responsibility of the Senior Management Team with the addition of the Head of Learning Development. Advice may also be sought from the school medical team and doctor and others with expert knowledge of disability issues. The responsibilities are:

- To review the school's policies, procedures and facilities in order to maximise accessibility to the school by those with special needs.
- To make recommendations to improve accessibility by means of reasonable adjustments and by planning future improvements
- To monitor the implementation of this plan and to review as necessary, at least every three years.

Definition of Disabled

Disability is defined by the Equality Act 2010 as:

- '(a) a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Admission to the School

The detail of our selection criteria and admissions procedures are laid out within the **Admissions Policy**.

The admissions procedure aims to ensure that there is a 'fit' between school and students. Each party must understand the other and the school must feel confident that both the prospective student and his/ her parents understand and support the ethos of Thornton College maintaining the standards set by the school community.

Before accepting a student onto the school roll, the school wants to be confident that it can meet the needs of and support the prospective student in achieving their potential. Our policy is to apply the admissions process to all students, regardless of any disability of which the school is aware, and to make reasonable adjustments to accommodate students with disabilities.

In determining what is reasonable, the school will have regard to: the financial resources available to the school, the costs of any particular alteration to the premises, staffing arrangements, or special equipment required, the extent to which aids and services will be provided via an Education Health Care Plan, or by provision paid for outside the school's resources, Health and Safety requirements, listed building regulations and the interests of other students.

Parents or guardians of Students with known disabilities are required to notify the school of the disabilities at the point of registration. Prior to any interview or visit, parents will be asked to complete a Registration and Admission Form and will be requested to provide copies of any Educational Psychologist reports, other specialist reports or Education Health Care Plan (if applicable). Early notification is of great value, as it will enable the school to liaise with parents and/ or existing schools to establish what reasonable adjustments can be made at Thornton College to support the student's future education.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective student will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may take advice and carry out assessments. If after consultation the school decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and/ or its contractual duties to the parent(s), Thornton College will be unable to offer a place.

If the school is satisfied that with reasonable adjustments (and/ or additional support provided from outside the school's resources) the prospective student can participate fully in the school, then, subject to availability, a place will be offered. Where the school agrees to provide additional services or auxiliary equipment aids, the parents may be charged for this service at a level which reasonably reflects the cost to the school of providing the service.

Most students stay at Thornton College for many years. It is possible that during their education students may become disabled, or their disability may become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the student's participation in school. If the school decides that it can no longer provide an environment suitable for the student to fully participate and thrive, it will consult with parents and where appropriate will request and support the move of the student to another educational establishment.

Physical Access

One consideration is that of the school site in that the buildings are spread over a wide area and some retain listed building status. In order to provide the best facilities for students, the school operates a system of fixed classrooms, some with special facilities for music, science, art, gym, dance, IT, CDT and the library. In the Senior School and to a lesser extent in the Junior School, students need to move between classrooms and specialist rooms, often using steps or stairs in buildings without lifts. Recent new buildings comply with current regulations and the new Science block has been fitted with a lift and disabled WCs have been installed. The new sixth form area has been organized so that all students requiring access arrangements have been catered for. There is a lift to the first floor and this allows access to the Sixth Form first floor classrooms.

Future developments and conversions will take account of access for the physically disabled. We plan to improve the overall physical access to the school site in our considerations of future developments where possible and mindful of constraints imposed by any listed building regulations.

As part of this Disability Access Plan the school will be examining what can be adjusted to improve access and establish priorities. In the shorter term, depending on the age of the student, it may be possible to make some adjustments to the timetable in such a way that, with additional support, physically disabled students will be able to access the curriculum.

Thornton College is a charity and does not have a large financial endowment. All improvements to the school have to be funded from its activities and there are budgetary constraints on development and adaptations. If outside funding can be made available in advance, it may be possible for the school to advance its programme of access improvements or purchase additional specialist equipment or support for individual students.

Education

The Senior Management Team will consider the difficulties students with particular disabilities may encounter when accessing the curriculum, highlighting the main issues and possible solutions.

The needs of any students with a disability admitted to the school will be discussed by the Head of Learning Development, the Head and staff in order to provide inclusive practice and removing barriers to learning. Specialist provision will be made where possible and providing that it would not be incompatible with the efficient education of others, or the efficient use of resources.

Staff will continue to be made aware of students with a disability or Special Educational Needs by the Head of Learning Development and/or Matron. They will continue to be made aware of strategies to make 'reasonable adjustments' so as not to place disabled students at a substantial disadvantage when accessing the curriculum. Staff will need to adapt their teaching to the learning patterns of all students according to their abilities and needs. Such differentiation should be reflected in Schemes of Work and IEPs or Individual Student Profile Plans (IPPPs). The implementation of reasonable adjustments to classroom management, teaching and expectations, should not be incompatible with the efficient education of other Students, nor their health and safety.

The school provides auxiliary support through the use of classroom assistants. The Head of Learning Development will ensure that disabled Students have access to suitable furniture, aids and resources where possible and will inform parents if additional learning resources and/or support needs to be provided by them.

Thornton College can, after consultation, with parents, the Student, staff and/or specialist recommendations, provide a reduction in the number of subjects studied in the Senior School (from year 8) to allow time for personal study and/or learning support lessons.

The school follows DfE and JCQ guidelines and procedures to enable all Students to have equal access to national assessments and public examinations with special exam access arrangements used when applicable.

The school can access outside agencies and experts for support and advice. When considering or assessing any Student, the school may require additional appropriate assessments, to be provided by parents, such as Educational Psychologist's reports and recommendations.

Sporting and Recreational Activities

The school values all members of its community and all students including those with special needs play a full part in its activities, participating in sports, plays, music and trips. The school places a great emphasis on being inclusive but must ensure that this should not be incompatible with the efficient education of other Students, nor their health and safety.

The school will continue to provide equal access to all school activities for disabled students within the constraints of the physical nature of the site and health and safety implications. When an activity is inappropriate due to a student's disability alternative arrangements will be provided.

The school ensures that disabled students have full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, student to adult ratio, notification of place of visit and pre-visit to site if appropriate.

When booking an off-site facility the school will check for accessibility for all students. At present the school minibuses are not designed for use by disabled students and drivers with special needs. When replaced, subject to financial constraints, consideration will be given to purchasing a minibus which can be used by wheelchair users. Risk assessments are prepared on a regular basis and take account of the particular needs of disabled students.

When sessions are run by outside parties, they will be made aware of any specific needs that students might have. The school will provide detailed information and any possible assistance.

Staff

The School is committed to an equal opportunities approach to employment and we seek to ensure that advertising and selection procedures do not discriminate against candidates in accordance with the School's Equal Opportunities Policy. It is acknowledged that the accessibility plan will improve the equal employment opportunities in recruiting staff.

Welfare awareness

Staff and students are made aware of disability, understand its effects and accept and support disabled students as part of school life. Information is provided about Students with SEND information on a regular basis.

Appropriate staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

Any student, regardless of disability, may be or feel excluded, could be subject to bullying and teasing, and consequently find it difficult to cope. To address this, all staff and the school will be briefed on disabled student's needs. All students are made aware of the school's **Anti-bullying Policy** and are regularly reminded of it. Students are encouraged to speak to teachers about any concerns. The P.S.H.E.E curriculum addresses themes of self-esteem, peer pressure, individual strengths, rights and differences as well as the specific topic of disability.

The school will agree with parents on appropriate regular means of communication with regard to students' progress, behavior issues and the effects of any medication.

If parents believe that their student has been treated unfairly by the school they should first speak to the Headteacher and then if the matter is not resolved they have the right to appeal to the Governors.

Awareness of the Disability Access Policy

Copies of the Disability Access Policy have been disseminated to all staff. The school will supply copies of this policy to all parents who request it and it will be placed on the school website.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The Disability Access Policy will be regularly reviewed and monitored.

The School's Equal Opportunities Policy, Anti-bullying Policy, Anti-cyber bullying Policy, Student Protection/Safeguarding Policy, Special Needs Policy, Differentiation Policy, Behavior Policy, Health & Safety Policy, SEND Annual Report, Educational Visits and Outings Policy and Staff Handbook will continue to be updated to reflect inclusiveness and difficulties faced by disabled students, thereby improving understanding and integration.

Thornton College will strive to continue to improve its accessibility to disabled students, parents, staff and the public.

Equality Act (2010) Audit

The results of Thornton College's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
189	The majority of equality legislation is outside the scope of inspection. However, since January 2015 anti-discrimination considerations have been introduced into Part One of the standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan.
190	The requirement for three-year planning originally ran from 1st April 2003 to 31st March 2006. It was then extended to cover subsequent three-year periods. The current period is from 1st April 2015 to 31st March 2018. However, in practice any current three-year period can be accepted.
191	Even where all appropriate provision could be claimed to be well established, the school should still have some form of plan with additional developments. "Disabled students" for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health or learning disabilities if they meet the legal definition of "disability".
192	The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Students and Families Act 2014 (which includes students with significantly greater difficulty in learning than the majority of Students of his/her age, or a disability which means that a student cannot make full use of the general educational facilities provided for students of their age in mainstream state schools) but not all students are disabled by their SEN and vice versa.
193	Schools must: <ul style="list-style-type: none"> • not treat disabled students less favourably; • take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.
194	Academically selective schools may select students by ability and aptitude (and need not adjust the pass mark for students with disabilities), schools with a religious designation may select by religion and single sex schools, by gender.
195	The duty to make 'reasonable adjustments' does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid'. There are no generic answers as to what is a reasonable adjustment. The duty is always student specific and context specific. Many suggestions made in the non-statutory advice from the DfE, or statutory guidance aimed at state schools or LAs, could be viewed as steps/adjustments which could potentially be reasonable for independent schools to make for students with disabilities. See, for example, the suggestions contained in advice documents listed in the glossary.

Thornton College is an educationally inclusive School, where teaching and learning, achievements, attitudes and the well-being of every person matters. An internal audit was carried out and identified a number of access problems, the current needs catered for at the school and what as a school we currently provide.

Through appropriate curricular provision, we recognise that students have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with Special Educational Needs, those from all cultural backgrounds and those students who use English as an Additional Language. All students may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for; any barriers to learning and participation will be challenged and removed where possible and all students will be provided with equality of opportunity. Parents will be fully involved in the education of their Students and they will be fully informed when special education provision is made for their Student.

Access Problems	Current Special Needs & Disabilities Provided For	Existing Provision
<ul style="list-style-type: none"> • Access to Dining Room • Constraints of a listed building • Disabled Parking spaces • Embossed signage • Lack of sound loops around the site for use by hearing aids • Lower level work areas such as within the Science Laboratories • Narrow doorways • Visible strips on stairs/steps • Fire escapes slippery • Wheelchair use on pathways & corridors around the site 	<ul style="list-style-type: none"> • Anaphylaxis • ADHD/ADD • Autism Spectrum Condition • Back injury • Behçet's disease • KBG SyndromeDyscalculia • Dyslexia • Dyspraxia • Eating disorders • • Hearing difficulties • Social, Emotional and Mental health difficulties and diagnoses • • • Visual impairment • Speech and Language difficulties 	<ul style="list-style-type: none"> • Accessibility for disabled visitors to events is catered for on a needs basis • Adaptations currently made with the guidance from the SENCO • Carpeted classrooms aid deaf Students • CCTV magnifier • Coloured over layer provided • Coloured paper/overlays are used when necessary for those with dyslexia • Defibrillator in school • Disabled toilets in St Clare Building & Claudine Thevenet Building • Enlarged and modified papers for exams • Handwriting grips for students with dyspraxia • INSET provided on SEN • New Staff SEN induction training • Laptop in exams – exams access arrangements • Exam Reader Pen for external exam use • Learning Support homework club in place for students with specific SEN needs • Lift in St Claire Building and sixth form • Antislip treads fitted to fire escapes with bright yellow strips • List of Anaphylaxis students with photographs in staff room • List provided to staff on SEN • Regular feedback on SEN • Regular pastoral meetings with staff • RNIB assessed facilities for accessibility to work – met all requirements • SEN weekly meetings • Signage with braille for the blind (this does not include Covid signage) • Software to magnify computer usage on relevant computer • Slope board for writing – non slip • Special arrangements on a needs basis • Specific software and learning programmes for SEN students • Timetable for appropriate subjects allocated in more accessible rooms if possible • Wheelchair available in school

		<ul style="list-style-type: none"> Acoustic boards have been introduced within the sports hall and a sound system is used. Staff trained to administer prescribed and controlled drugs Medical Needs list drafted, monitored and disseminated to staff
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Access To the Curriculum					
Priority	Actions	Timescale	Who is Responsible	Costings	Evaluation
The curriculum is accessible for all and the needs of children with SEND are tailored for and met through the requirements of EHCP's/SEND Support Plans	SEND IEP/IPPP plans are reviewed and updated termly and copies of these are provided to parents and all relevant parties SEND support plans to be reviewed and monitored to ensure targets are meeting the needs of individuals	Termly	SENCO, class teachers, Heads of Department	Cost of time for SENCO, heads of department class teachers to complete	All IEPs/IPPPs are reviewed termly, feedback from teachers sought and parents invited
	SEND IPPP/IEP plans to be reviewed and monitored to ensure targets are meeting the needs of individuals	Termly	SENCO/teaching staff/Deputy Head	Cost of time for SENCO and teaching staff	Each half term (or more often if needed) report data is reviewed and monitored to ensure progress. Targets adjusted if needed
	Observations to be conducted to ensure the provision detailed in the support plans are in place and are effectively meeting the needs of the child and pupil voice to be obtained at this time..	In accordance with school observation cycles	SENCO/ SLT/Heads of Department	Cost of time for SENCO, heads of department to complete	SENCO observes pupils and teaching assistants
	Outside agencies to be involved where necessary to provide further advice and guidance and support with evaluating provision for example, CAMHS Educational Psychologists,	ongoing	SENCO/pastoral team	Cost of time for SENCO/pastoral team to meet with external agencies as and when required	Meetings with outside agencies held. information disseminated via school systems such as CPOMS, pastoral meetings

	Speech and Language therapists				
	Ensure that all out of school activities, after school clubs and educational visits are appropriate and have disabled access by reviewing out of school provision and ensuring it meets with compliance legislation	ongoing	All teaching staff/SLT, Trip and Visit Lead/ SENCO	Cost of time for SENCO and teaching assistant staff	Trip and Visit lead check with all trip leaders that SENCO advice has been sought. Teaching assistants released to support trips when needed
To continue to train staff to enable them to meet the needs of children with a range of SEN so that they can meet their needs personally	<p>SENCO to review the needs of children and provide training where necessary</p> <p>New Staff SENCo induction</p> <p>Where specialist advice is required, SENCO to identify this and arrange or liaise with the appropriate external agency to facilitate relevant training from outside agencies</p> <p>SEND support plans and care plans are reviewed to identify and training needs required.</p>	ongoing	SLT/SENCO/admissions/pastoral team	<p>Cost of time to contact and deliver training</p> <p>Costs of specialist training</p>	<p>Training on Tourettes provided</p> <p>New Staff training</p> <p>Supporting wellbeing of pupils</p> <p>All staff training equal access to exams</p> <p>Equality and Diversity training</p> <p>Positive handling training</p> <p>Firefly staff SEND section updated with all conditions currently in school</p> <p>Diabetic training for all staff</p> <p>Specific pupil training – diabetes for new staff</p> <p>Differentiation ideas</p> <p>TA training – developing literacy/numeracy</p>

Ensure appropriate use of specialized equipment for individual pupils and staff	SENCO to work with outside agencies to ensure correct equipment is used and is being used effectively	ongoing	SENCO/all relevant staff	Cost of time to organize equipment checks and training	Training from external agency regarding use of aids for hearing impaired Reading pen training for teaching assistants
SENCO to research and administer effective diagnostic tools to identify special educational needs for a pupil in order to plan appropriate provision to meet needs	SENCO to use dyslexia screeners, admissions tests e.g CATS/MIDYIS and YELLIS Appropriate training to be delivered on Administering and interpreting diagnostic tools	ongoing	SENCO/Teaching Assistants/ Admission Staff	Cost of tests	MIDYIS/YELLIS administration training for teaching assistants and admission staff Understanding CATS training for prep teaching staff CATS/NGRT/SWST administration training for teaching assistants
Access to the school site/physical environment					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.				
Ensure that restrictions are not limited within the classroom and outdoor environments	Staff who support/teach children with a medical need/care plan/personal evacuation plan/risk assessment in place and		School nurse/SLT/governors		

	<p>staff will be trained and will be aware of procedures in place in case of an emergency, such as a fire.</p> <p>Audit of classrooms to be conducted to ensure that there are no restrictions in place for those children with a physical disability and that there are no safety hazards e.g. items on floor</p>		Site Manager/SLT/governors		
To develop staff understanding of the impact of disability and the needs of others	Continued CPD and delivery of disability awareness training for all staff	Annually September inset and for new staff	SENCO/SLT		<p>Equality and Diversity training whole school</p> <p>IEP/IPPP teaching strategy documents</p> <p>Firefly SEND section</p>
To ensure site is accessible for parents with physical disabilities for events	<p>Regular checks of site to ensure it is easily accessible for parents with any physical disabilities</p> <p>Include special requirements for parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters.</p>				
Access to information					

Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as and when required i.e. text message in alternative languages/use of google translate/expertise of staff/use of interpreters	ongoing	Head of School		
To develop effective EAL support in school	Continue to use effective use of the EAL Program in school to support children who are learning English as an additional language – staff to be trained as appropriate	ongoing			

Links to Other Policies

This policy will underpin the other policies of this School including:

- Estates Redevelopment Plan
- SEND Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Disability Discrimination Policy – (we need this as well for students, parents and staff)
- School Improvement Plan
- Curriculum Policies
- Anti-Bullying Policy
- Anti-Bullying and Anti-cyber bullying Policy
- Administration of Medicines Policy
- Admissions Policy
- Educational Visits & Outings Policy
- Disability: Employment Policy & Procedure

- Crisis Management Policy

Appendix 1 - Accessibility Plan from 1st September 2017 – 31st August 2024

An **accessibility plan** has been drawn up to be considered in the planning of future developments in order to increase accessibility, eliminate barriers to accessing the curriculum and to ensure plans are in place for such items that can be easily resolved. The accessibility plan will be reviewed annually by SMT. The plan will be resourced, implemented, reviewed and revised as necessary and will then need to be approved by the Governing Body through the various Governors' committees.

Planned Improvement	Achieved By	Progress	Date of completion	Cost implication	Committee
Improve Physical Environment:					
Increase provision of sloped areas around the school.	Medium – Long Term: consider this when designing and planning for redevelopment.	Any site redevelopment plans will consider Equality Act (2010)	August 2018	£TBA	Finance & General Purposes
Introduce double handrails to staircases as required	Include in annual Estates Development Plan	Completed	Completed	£3000	SMT
Provide minibuses with wheelchair access	At end of lease this will be considered for any future plans	Completed	Completed	£25000	SMT
Provide lockers on ground floor for those unable to carry heavy bags	Planning location	Completed	Completed	£300	SMT
Improve access to teaching environment for physically disabled persons when redeveloping school buildings.	Medium – Long Term: consider this when designing and planning for redevelopment.	These plans will include but are not limited to: introduction of further disabled toilet facilities, wider corridors, electrically operated doors for wheelchair access, lift to all floors and wider doors to classroom areas. A ramp has been purchased for facilitating access for a wheelchair up a few steps.	August 2018	£TBA	Finance & General Purposes
Facilitate access arrangements for movement between lessons for a	Timetabling to allow teaching in classrooms on the lower floors as required.	This happens in practice on a needs basis.	On-going as required	£NIL	SMT

student with physical difficulties.	Alternative arrangements can be made for specific students such as using the alternative school staircase to reduce risks of crowding on main stairways.	Will be considered in review mentioned above.	On-going as required	£NIL	SMT
Improve lighting provision throughout the school	This will be included in the maintenance planning	Lighting has been improved externally and within some corridors on the ground floor of the main building. Further lighting is required outside for dark nights leaving school.	August 2016 and on-going	£TBA	Finance & General Purposes
Curriculum provision:					
Review access for disabled persons to go on residential school trips or visits.	The suitability of school trips would need to be considered on an individual basis.	Completed	Completed	Cost would be on an individual basis and focused on the individual needs of the student	SMT/SEN
	Consideration and investigation into what is catered for should be considered by staff on an individual basis to ensure inclusion as far as is reasonably practical.				
Raise awareness of Equality Act (2010) with staff	Consider organising INSET for staff at staff meetings.	Completed	Completed and on-going	£Nil	SMT
Improve the correlation between care plans for both learning and medical areas	Further integration of these care plans through the SEN and the School matron.	Organise for agenda at staff meeting.	Completed and on-going	£Nil	SMT/SEN
Provide enlarged copies of worksheets for use within lessons or exams in all subjects	The individual's teachers must be advised by the SEN to ensure that the student's needs are met	This is currently actioned within the school but could be developed further	July 2016 and on-going	Minimal	SMT/SEN
Improve differentiation in lessons	Inform staff of student needs	The sharing of good practice to be included in staff meetings.	July 2016 and on-going	£Nil	SMT/SEN

Auxiliary Aids:					
Introduce a hearing loop into the Sports Hall/Assembly Hall area	This could be a costly exercise, however should be considered and investigated to enable inclusion in the medium – long term plans.	Built into longer term strategy.	August 2017	£TBA	Finance & General Purposes
Introduce a hearing loop into the reception desk area	Need to consider if it would be a benefit with the current students, staff and parents.	Suggest take to SMT for consideration. Budget availability needs to be considered.	July 2016	£Nil	SMT
	Purchase of a hearing loop resource for desk area.			£TBA	
Encourage the use of a remote hearing loop for Students with hearing difficulties	It is recognised that Students with hearing difficulties may be in possession of a remote hearing loop or require auxiliary aids. Teaching staff will need to be aware of this system and encourage specific Students to use it during lessons.	This is on a needs basis	When required	£Nil	SEN/Matron
Improve access to a wheelchair for students who may need this support.	Parents with a student who may require the use of a wheelchair should be asked to consider providing one for use at the school suitable for their individual needs	Parents to be approached when requirement is felt necessary	As required	£Nil	SMT/Matron
Encourage the use of visual aids for use by students with dyslexia who experience 'visual stress'	At the advice of the student's ophthalmic optician we can provide worksheets on appropriate coloured paper if required	Consultation with parents and the student psychologists will need to be broached on this subject.	As required	£Minimal	SMT/SEN
	The student should be encouraged to use personal aids such as coloured rulers, overlay or tinted glasses.		As required	£Minimal	SMT/SEN

Improve signage for the visually impaired.	Check that white lines are visible on steps around site	White lines are painted on the edge of steps in the grounds.	August 2016 and On-going	£Minimal	Operational Management Committee
	Make available all school documentation and forms in larger print.	Advise students and parents that larger print documents are available on request.	June 2016 and On-going	£Minimal	SMT/SEN
Ensure adequate LSA support is in place	Review LSA provision for September 2016	A new structure of LSAs was agreed and recruited for successfully. This has increased the support for SEN. A newly appointed LSA is due to start January 2021 and is funded by LA	August 2016 and On-going	£Same	SMT/SEN
Speech & Language Therapy for the Deaf	Appoint and organise a Therapist	This is in progress for a current student and is funded by LA	January 2021	£Nil	SMT/SEN
Admissions:					
Reassess the admissions policy to ensure that disabled students are not at a substantial disadvantage when applying for a place at the school	Amend admissions forms.	Policy under review in line with the policy planning programme.	August 2016 and On-going	£Minimal	SMT/Marketing
	Make reasonable adjustments for a student in relation to the entrance tests, open day or entry to the school.	Review of entrance procedures currently in progress	August 2016 and On-going	£Minimal	SMT/Marketing
Other:					
Introduce a Disability Register at the school.	Matron to collate a register of disabled staff and students.	In progress	April 2016 and On-going	£Nil	SMT/Matron
Review Disability Policy	This is currently on the policy planning programme	In progress	August 2016 and On-going	£Nil	Curriculum & Personnel
Deaf Awareness training	Organise and identify staff	This is place to support a current student	January 2021	£100	Curriculum & Personnel