



SEND Policy & Accessibility Plan

Approved by:	Full Governing Body
Date approved:	September 2018
Date of next review:	November 2019
Designated Governor for SEND	Deborah Toussaint
Designated Teacher for SEND	David Kendall

Gumley House School FCJ exists to provide a Catholic education for all students. In partnership with parents/carers, we help each student to develop with dignity as a person in relationship with Jesus Christ and each other. The six FCJ values are at the core of the Equalities Policy at Gumley: Companionship, Dignity, Excellence, Gentleness, Hope and Justice. We value each and every member of the community as unique and take every opportunity to support their well-being.

At Gumley we believe that good student behaviour and discipline at school is fundamental to student and school progress, the raising of educational standards and to increasing educational inclusion. The words, beliefs and actions of Marie Madeleine d'Houet, foundress of the FCJ Community, provide us all at Gumley with the clearest guidance as to our responsibility to those in our care.

This Policy clarifies the underlying principles and statutory requirements around Equal opportunities and outlines the Gumley House approach to its successful implementation.

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2015. When a child or young person has special educational needs:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

SEND reforms have been introduced in England. The Children and Families Act 2014 came into force on 1st September 2014, updated January 2015. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department of Education's website:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children and young people with the most complex needs, have been replaced with the requirement of an Education, Health and Care Plan (EHCP). You can view information regarding the changeover to Education, Health and Care Plans on the Hounslow Local Offer Website at: www.hounslow.gov.uk/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hounslow that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims and Objectives

Gumley House School FCJ firmly believes that each student should be given equality of opportunity to achieve her full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of her ability, is entitled to a broad and balanced curriculum which is relevant to her educational needs. The curriculum offered should give all students a sense of achievement and thereby help her develop confidence and self-esteem.

The School aims to:

- have regard to the SEND Code of Practice in all its aspects
- make adequate provision for all identified SEND students
- give SEND students the greatest possible access to a broad and balanced curriculum
- integrate – as far as possible – all SEND students, including those with a Statement of Special Educational Needs or an Education, Health and Care Plan
- involve all teachers directly concerned with the identified students – subject teachers, support teachers, teaching assistants, the form tutor and pastoral head – in helping meet the students' needs
- work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision
- encourage parents to support their daughters at home
- seek students' views and involve them in decision making
- involve outside support services and agencies as appropriate
- establish links with other schools in order to share good practice and experience
- meet the training needs of teachers and teaching assistants involved with SEND students
- foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement

by ensuring that:

- all teachers are familiar with relevant parts of the SEND Code of Practice
- there is a clear, agreed understanding of what constitutes a students with SEND
- there are clear systems for identifying and assessing students with SEND and these systems are maintained
- the SEND department works closely with subject teachers, pastoral heads and form tutors when identifying needs, making or amending provision for SEND students and monitoring their progress
- outside support services and agencies are used when needed
- records from previous schools are used and further information is sought if needed
- a register of SEND students is set up and maintained
- the Graduated Approach to assessment and provision – as specified in the SEND Code of Practice is used
- all teachers know which students have been identified with SEND, what their needs are and how these can be best met
- individual SEND Profiles are drawn up for students with significant special education needs, in consultation with the student and all adults involved with the student
- all subject teachers endeavour to meet the needs of the identified students in the classroom via Quality First Teaching
- all SEND students are given clear and achievable targets
- records are kept of provision made and targets set
- the progress of all SEND students is monitored and provision regularly reviewed and amended as necessary
- students recognise and accept each other's strengths and weaknesses and support one another to reach their goals.

Allocation of resources for Students with SEND

All students with SEND will have access to an element of the school's budget, which equates to £6,000 (9 hours of support per identified student). Some students with SEND may access additional funding through a Statement of Special Educational Needs or an Education, Health and Care Plan. This is accessed through local SEND Panel. The school SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the senior leadership team, SENDCo and governors to agree how the allocation of resources is used.

Identification of Student needs

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all students'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEND support the subject teacher, working with the SENDCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of Year, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and Head of Year if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the Hounslow SEND Local Offer:

www.hounslow.gov.uk/sen

Access to the Curriculum, Information and Associated Services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate Students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school. Staff members are encouraged to attend twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEND:

The SENDCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

Inclusion of Students with SEND

- The Headteacher oversees the school policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.
- The school will seek advice where appropriate around individual students, from external support services.
- Where a behavioural incident warrants exclusion the relevant Head of Year and the Deputy Headteacher Pastoral, in consultation with the Headteacher, will consider the incident in line with the School Behaviour for Learning Policy.

Evaluating the Success of Provision

- In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students during the academic year
- Student progress will be monitored on a termly basis in line with the SEND Code of Practice 2015.
- Further feedback from parents can be given at any time through email contact with the school's SENDCo.
- A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and the link SEND governor.
- Information is gathered from different sources such as parents' evenings/consultation evening/ report feedback forms.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of specialist teachers from the local authority when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The Deputy Headteacher Pastoral, the Pastoral Team, Support Councillor, Attendance and Welfare Officer, SENDCo and Deputy SENDCo Inclusion attend regular Inclusion Meetings. At this time any relevant information regarding students is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

Working in Partnerships with Parents

Gumley House School FCJ believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of students with SEND to enable personal success.
- Parental views are considered and valued.
- The SENDCo provides support to teaching staff across the curriculum and during tutor time and will attend tutorials upon request to work with or evaluate the learning of students.
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- The school's SEND link governor may be contacted via the school website.

Transition

Where a student has a current statement or EHC Plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting.

Links with other Agencies and Organisations

The school invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service

THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE SCHOOL

Accessibility Plan- Identifying Barriers to Access

To be reviewed: September 2019

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	✓			
Preparation for entry into school. (Admissions Policy- within the resources of the School, School Brochure and student information pack)	✓			
Provision for students (by year group with learning needs and differentiated provision in place plus individual support e.g. reading as relevant)	✓			
Homework policy and practice (in place by developmental ability and ref school brochure)	Being reviewed summer 2017			
School discipline and sanctions (reference Behaviour Policy take in consideration emotional needs)	✓	✓		
Exclusion procedures reflect needs of students	✓			
School clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)	✓			
School trips (full access with curriculum access statements and risk assessment in place)	✓			
<p>The school's arrangements for working with other agencies to support the needs of specific students</p> <ul style="list-style-type: none"> • Speech and Language Therapist commissioned by the school for one day of provision per week for students with EHCP plans with Speech and Language targets • Occupational Therapist commissioned by the school for between 4 and 6 sessions per year to oversee and review Occupational Therapy targets for students with EHCPs • Educational Psychologist commissioned by the school on an ad hoc basis throughout the year • Specialist Teachers for Learning commissioned by the school on an ad hoc basis throughout the year • Specialist Teacher for Visual Impairment provided by the Local Authority to monitor the progress of students with visual impairment • Specialist Teacher for Hearing Impairment provided by the Local Authority to monitor the progress of students with hearing impairment • Specialist Teacher for Physical Disabilities provided by the Local Authority to monitor the progress of students with physical impairment • Virtual College Hounslow (for Looked After Children) key workers provide by the Virtual College to work with and support Looked After Children (LAC) • School Nurse Hounslow provided by the Local Authority to provide advice and training for students with Epilepsy and Diabetes and other health needs as required • Child and Adolescent Mental Health Service Hounslow (CAMHS) Specialist Teachers and Educational Psychologists provided on an ad hoc basis to provide advice and support for a range of students with learning difficulties and social and emotional difficulties 	✓			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Teachers and teaching assistants have the necessary training to teach and support disabled students? (Training is needs led and represented in school development plan. Risk Assessments also guide training)	✓	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example enlarging documents for visually impaired students? (Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)	✓	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	✓			
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy)	✓			
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)	✓			
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)	✓			
School policies, e.g. anti-bullying, SEND policies, health and safety. (All in place with annual review)	✓	✓		
Support with interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in case studies)	✓	✓		

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are classrooms optimally organised for disabled pupils? (Resources component in scheme of work and lesson plan addressed – school currently being redecorated addressing high visibility marking for visually impaired students - 2017)		✓		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (disabled toilets and special features completed – lifts, automatic doors and ramp access completed – high visibility marking on steps and ramps are being redone in April 2017 Issues : access to Lecture Theatre and upper floor of H Block : alternative classroom provided in the Hall – science lab on the ground floor accessible.		✓		
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (see above)	✓	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also accessibility Audit 2015-2016)	✓	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disabilities; including alarms with both visual and auditory components? (a comprehensive system is in place, Whole school evacuation and lock down to be completed and tested in summer 2017)	✓	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? Issue : being addressed as part of the refurbishment 2017 (door signs)	✓	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through the Individual learning plan of each SEND student)	✓			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked individual needs, see lesson observations, learning walks and learner voice feedback response)	✓			
Are lessons responsive to pupil diversity? (as above)	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (as above)	✓			
Are all students encouraged to take part in music, drama and physical activities? (see evidence in school productions, sports clubs and SEND students timetables)	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education? (Individual differentiated programmes – PLG)	✓			
Do we provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEND and represented in lesson planning formats or in access arrangements 2017 – new subscription to CoPE – ASDAN course for SEND students who need life skills qualifications.	✓	✓		
Teaching and learning.(reference of accessibility in the Teaching and Learning policy to be reviewed in summer 2017 with Life After Level assessment policy)	✓	✓		
Timetabling. (reference Equal Opportunities policy and Statutory guidance)	✓			
Assessment and exam arrangements. (Academic, vocational and occupational routes available)	✓			
Preparation of students for the next phase of education. (Work related learning provision across the curriculum identifies progression regardless of ability towards end outcomes also Transition reviews and access to career advisor and post 16/18 career advice including work experience, apprenticeships, employment guidance – see Miss Pick, Miss Roberts)	✓			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓	✓
information is presented to groups in a way, which is user friendly for people with disabilities	✓			
Do we have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available – IMPERO – students have access to enlarged prints, and access to iPad Pro)	✓			
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities? (professional development programme with support from SEND team)	✓	✓		
School announcements All information shared with staff via face to face conversation, emails and notices, staff briefings (see minutes of briefings – Learning plans – information on SIMS and shared drive)	✓			
Access to information. (Shared drive and SIMS all shared via CPD, Inset, staff meetings and emails)	✓			

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	Complete high visibility markings – braille information for students/parents/carers Review access to school and parking

Curriculum Access	Curriculum offer for SEND students – CoPE / ASDAN – replacement for ECDL Review PLG provision with the new Key Stage 4 curriculum for SEND students
Information Access	Put all the SEND information in one place for easier access for staff. CPD on going on effective differentiation and accessibility to new specifications is on-going

Summary:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>All students at Gumley House School FCJ have full access to the curriculum and are entered for GCSEs. They have opportunity to thrive and live through our school ethos of living Life to the full by joining in all activities such as school productions, trips, PE tournaments and clubs.</p> <p>Our pastoral and Learning support teams as well as our teaching staff provide personalised strategies for each individual in class and beyond the classroom. See evidence in case studies (DKE – AGR), our newsletters and photos of productions, clubs and PE tournaments.</p> <p>Needs for specific SEND students who need to have life skills qualifications have been addressed in 2017 by starting a new ASDAN – CoPE qualification after review of learning plans with parents and Learning Support Team.</p>	<p>Short term : training for learning support staff on new ASDAN course</p> <p>Medium and long term : review of PLG with the new KS4 curriculum and provision for lower ability</p>	<p>Train 2 learning support staff on CoPE</p> <p>Review timetable and option blocks for PLG – look for alternative personalised solutions</p>	<p>DKE/JCA</p> <p>DKE/SLT</p>		

		students with the 3 years Key Stage 4				
Improve and maintain access to the physical environment	<p>Gumley House School provide access for all students to all areas of the curriculum by allowing access to all buildings (disabled toilets, lifts, ramps and alternative ground floor rooms)</p> <p>High visibility marking is being updating on stair cases, ramps and floors in Summer term 2017.</p> <p>Visually impaired students have access to ICT to support their learning with special software and enlargement facilities.</p>	<p>To make sure all ramps and access to the school are adjusted following the advice of the accessibility audit 2015-2016. (see issues with ramps and uneven floors)</p> <p>To make sure signage and buttons are accessible for all at low level</p> <p>Update parking with disabled badges outside H block</p>	Builders contractors hired in summer term 2017 to complete the work	CBR/ DGO		

<p>Improve the delivery of written information to students</p>	<p>All information on disadvantage students are shared with staff via our pastoral managers and updated regularly.</p> <p>Information in on our shared drive and on SIMS.</p> <p>CPD on differentiation and curriculum support for disadvantaged students (March 2017 and Spring 2017)</p> <p>Teacher Voice asked for all information to be centralized in 1 place to make it more efficient. Termly review to be shared with teaching staff</p> <p>To make sure all students can access all assessments regardless of their ability</p>	<p>To review the delivery of information shared with staff to make sure all is accessible easily.</p> <p>All HoDs to send assessments to HoYs and LS</p>	<p>Short term : to centralize all information on our disadvantaged students in one place on B drive</p>	<p>DKE/AGR/FRU</p> <p>HoDs/ HoYs</p> <p>DKE</p>		
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