

## Special Educational Needs, Disability, and Accessibility Action Plan (SENDAAP)

Category	Target	Actions	Timeframe and progress
<b>Physical disability</b>	To facilitate access to all areas of the school where it is reasonably practical to do so.	<p>Continuous review of risk assessment.</p> <p>Continuous updating of medical registers and information regarding temporary disabilities.</p> <ol style="list-style-type: none"> <li>1) Progressive installation of ramps and lifts in and around existing buildings.</li> <li>2) <i>Installation of elevator in administration block.</i></li> </ol> <p>2a) <i>Installation of swimming pool hoist.</i></p> <ol style="list-style-type: none"> <li>3) Disabled Parking bays</li> <li>4) Disabled Toilets</li> <li>5) Lift maintenance and authorised passes for those high priority usage.</li> <li>6) Evacuation chairs</li> </ol>	<ol style="list-style-type: none"> <li>1) Ramps installed 2021 to be updated December 2022.</li> </ol> <p><i>2/2a) New school site - accessibility to be incorporated into all design elements.</i></p> <ol style="list-style-type: none"> <li>3) December 2022</li> <li>4) December 2022</li> <li>5) Monthly maintenance.</li> <li>6) Bought one in academic year 2021-2022. Further additional purchase to be made in academic year 2022-2023.</li> </ol>
<b>Visual impairment</b>	To enable safe access to all areas of the school and to as much as is practical most of the academic curriculum and to extra-curricular activities.	<ol style="list-style-type: none"> <li>1) Continuous review of risk assessment.</li> </ol> <p>1a) Continuous updating of medical registers and information regarding temporary disabilities.</p> <p>1b) Escorting and orientation where required.</p> <ol style="list-style-type: none"> <li>2) Colour-coded signage.</li> </ol>	<p>1,1a,1b) Action dependent on regularly reviewed needs.</p> <p>2) Colour coded signage- Summer 2023</p> <p>4) Within teachers planning where</p>

		<p>3) ICT software applications for clear display and the reading aloud of material; audiobook versions of key policies, documents and books.</p> <p>4) Targeted seating arrangements.</p> <p>5) Audiobook prospectus and Options booklets</p>	<p>appropriate</p> <p>5) Being explored further- current digital formats allow user to engage own immersive reader Academic year 2022/2023</p>
<b>Hearing impairment</b>	<p>To enable access to all areas of the school and to the whole academic curriculum and to extra- curricular activities.</p>	<p>1) Continuous review of risk assessment.</p> <p>1a) Continuous updating of medical registers and information regarding temporary disabilities.</p> <p>2) MPH- Research for new speaker system factor inclusion of hearing loop where possible..</p> <p>3) <i>Creation of a pool of portable hearing loops.</i></p> <p>3a) <i>Staff training on use of hearing loops.</i></p> <p>4) Targeted seating arrangements.</p>	<p>1, 1A) Action dependent on needs.</p> <p>2) Term 3 2022-2023.</p> <p>3,3A) <i>Regularly assessed on need</i></p> <p>5) Targeted seating arrangements- factored into new classroom design. Academic Year 2023-2024</p>
<b>Additional learning needs</b>	<p>To enable pupils with additional and special learning needs to achieve their full academic potential, and to participate in all areas of school life.</p>	<p>Ongoing professional development to meet requirements and ensure a continuing level of trained personnel to meet needs of pupils. Use of Educare and InSeT.</p> <p>Review practices and procedures regularly.</p> <p>Screening and identification of all new pupils for learning difficulties. Monitoring of progress by Tutor, HOY, SENDCo, Counsellor and/or School Nurse. Liaison between all sections of school community and implementation of necessary interventions. Monitoring for need of special concessions for examinations.</p> <p>Provision of appropriate pastoral care when deemed necessary, through integrated learning support and pastoral support/counselling.</p>	<p>Ongoing.</p>

		Recruitment of qualified staff to maintain and improve the level of support.	
<b>Mental health issues</b>	To enable pupils with such needs to achieve their full academic potential, and to participate in all areas of school life.	<p>Continuous review of risk assessment.</p> <p>Continuous updating of CP and safeguarding records by DSL, SLT, HOYs, counsellors, learning support staff and/or nurses.</p> <p>Careful monitoring of all pupils co-ordinated by respective school Headteachers. Liaison between all sections of school community and implementation of necessary interventions.</p> <p>Ongoing professional development to meet requirements and ensure a continuing level of trained personnel to meet needs of pupils. Use of Educare and InSeT.</p>	Ongoing.