

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

Category	Target	Actions	Timeframe and progress
Physical disability	To facilitate access to all areas of the school where it is reasonably practical to do so.	Continuous review of risk assessment. Continuous updating of medical registers and information regarding temporary disabilities. Progressive installation of ramps and lifts in and around existing buildings. Installation of elevator in administration block. Installation of swimming pool hoist.	When practical to do so. New school site - accessibility to be incorporated into all design elements.
Visual impairment	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.	Continuous review of risk assessment. Continuous updating of medical registers and information regarding temporary disabilities. Escorting and orientation where required. Colour-coded signage. ICT software applications for clear display and the reading aloud of material; audiobook versions of key policies, documents and books. Targeted seating arrangements.	Action dependent on needs.
Hearing impairment	To enable access to all areas of the school and to the whole academic curriculum and to extra-curricular activities.	Continuous review of risk assessment. Continuous updating of medical registers and information regarding temporary disabilities. Creation of pool of portable hearing loops. Staff training on use of hearing loops. Targeted seating arrangements.	Action dependent on needs. Portable hearing loops to be made available by academic year 2021-22.
Additional learning	To enable pupils with additional and special	Ongoing professional development to meet requirements and ensure a continuing level of trained personnel to meet needs of pupils. Use of Educare and InSeT.	Ongoing.

<p>needs</p>	<p>learning needs to achieve their full academic potential, and to participate in all areas of school life.</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>Recruitment of qualified staff to maintain and improve the level of support.</p>	
<p>Mental health issues</p>	<p>To enable pupils with such needs to achieve their full academic potential, and to participate in all areas of school life.</p>	<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>	<p>Ongoing.</p>

SENDA Action Plan- how are we improving provision over time? E.g. audiobook prospectus, better disabled access, wiseflow (text larger?), use of technology, larger facilities, hoist in swimming pool, etc. Separate to policy. Sits with school development plan.