

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	February 2017	Next scheduled review	February 2023
Governor approved	February 2022	Key person/people	HT
Model Policy	Guidance from NASEN & EFF, HCC Guidance	Model localised	Yes
Pupil leadership team review		Y / N / N/A	

SEND POLICY

IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES, INCLUDING ACCESSIBILITY

Statement of intent

This policy outlines the framework for The Westgate School to meet its duty and obligations to provide inclusive, high-quality education for all pupils, including pupils with special educational needs and disabilities (SEND). Implementation of this policy is delegated to the Headteacher.

Our values and ethos are based on the fundamental belief that we are a community of learners - adults and pupils alike - in which every individual should be enabled to enjoy learning, develop as a happy and healthy individual who is able to make a unique and positive contribution to society.

The Westgate School believes that every teacher is a teacher of every child. Universal SEND provision is the first step in a graduated approach to SEND support. However, we recognise that there will still be some children that need provision that is additional to, or different from, that encompassed by Quality Inclusive Teaching.

Legal framework

This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25', and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Jun 2014) (Updated Apr 2020) – Dept for Education/Dept of Health
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2014)
- Teachers Standards 2012
- NASEN: Updating SEND Policy for Schools (2014)
- Education Endowment Foundation: Special Educational Needs in Mainstream Schools

This policy has been developed by the Special Educational Needs Co-ordinator (SENDCO) and SEND Governor in conjunction with input from the Senior Leadership Team and Governing Body. It builds on successful, inclusive practice at The Westgate School alongside advice from HIAS, NASEN, EEF, SEND colleagues and the Department of Education.

Guiding principles

The Westgate School SEND policy has been developed to:

- To identify and provide for pupils who have additional special educational needs and ensure they have equal opportunities to participate in the full curriculum of the school and their successes are equally celebrated.
- To work within the guidance provided in the SEND Code of Practice 0-25 (June 2014).
- To provide a graduated approach to match educational provision to pupils needs.
- To give pupils a voice in decision making processes
- To work in partnership with parents/carers for the benefit of every child.
- To provide support and advice for all colleagues.
- To use our resources as efficiently and equitably as possible when meeting the additional needs of our pupils.
- To work collaboratively within the framework of Hampshire's SEN Local Offer with LA services, health services and Children's Services.
- To monitor our effectiveness in meeting these objectives.

Policy objectives

In making provision for pupils with SEND our policy objectives are to:

Create a positive and supportive environment for all pupils, without exception

The Westgate School seeks to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils. To achieve this, it will:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour that is adaptive to reasonable adjustments

Build an ongoing, holistic understanding of pupils and their needs

The Westgate School aims to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. This involves:

- Regular and purposeful assessment, with input from parents and carers, the pupil themselves and specialist professionals.
- The empowerment of colleagues to use the information they collect to inform their teaching of SEND pupils.

Ensure all pupils have access to high quality teaching

The Westgate School believes that good teaching for pupils with SEND is good teaching for all. This includes the flexible use of:

- scaffolding;
- groupings;
- cognitive and metacognitive strategies;
- explicit instruction;
- use of technology to support pupils with SEND.

Complement high quality teaching with carefully selected small-group and one-to-one interventions

The Westgate School understands that small-group and one-to-one interventions can be a powerful tool, but must not create a barrier to the inclusion of pupils with SEND.

- High quality teaching should reduce the need for extra support, however some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation.

Work effectively with teaching assistants

The Westgate School recognises the effective deployment of teaching assistants (TAs) is critical. It will consider:

- The roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs supplement, not replace, teaching from the classroom teacher.

Roles and Responsibilities

In attempting to achieve the above objectives, the Governing Body of The Westgate School, the Headteacher, Senior Deputy Headteacher, the SENCO, Assistant SENCO and colleagues will take all reasonable steps within the limit of the resources available (and where applicable and practicable) to fulfil the requirements outlined in this policy document.

The governing body will:

- fulfil their statutory duties towards pupils with SEN as prescribed in the SEND Code of Practice named on page 1.
- develop and monitor the school's SEN Information Report (on the website)
- develop and monitor the school's SEN policy
- ensure that provision is an integral part of the School Improvement Plan
- be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed (lead SEN governors)
- taking advice from the SENCO, monitor the quality of SEN provision

The Headteacher will:

- take overall responsibility for the day-to-day management of provision
- work closely with the school's SENCO
- keep the governing body fully informed about the working of this policy
- consider the requirements listed by OFSTED as laid out in the Handbook for the Inspection of Schools
- ensure all colleagues participate in training (where reasonably practicable) to help them meet the objectives of this policy

The Special Educational Needs Co-ordinator (SENCO) will:

- be a qualified teacher
- achieve the National Award in Special Educational Needs Coordination within three years of appointment
- collaborate with the governing body and headteacher, to determine the strategic development of SEND policy and provision at The Westgate School
- undertake the day-to-day practical operation of the SEND policy
- coordinate the specific provision to support pupils with SEND, including those with EHC plans

- inform colleagues of pupil needs and provision stated in EHC plans
- advise on a graduated approach, based on universal SEND provision through Quality First Teaching
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support
- inform parents/carers of SEND provision being made where the pupil does not have an EHC plan
- provide related professional guidance to colleagues, collaborating with curriculum and faculty co-ordinators
- be familiar with the provision in the Local Offer and work with professionals providing a supporting role to the family
- ensure all SEND pupils have a clear, live pupil plan colleagues can utilise effectively
- as far as possible, ensure that pupils with SEND participate in whole school activities with pupils who do not have SEND
- be responsible for The Westgate School adhering to the Equality Act 2010 regarding reasonable adjustments and access arrangements
- manage the delegated budget and other resources to meet pupils' needs effectively
- monitor SEND pupils' progress and set targets for improvement
- ensure accurate, timely record keeping
- liaise with the designated teacher where a LAC or PLAC pupil has SEND
- liaise with the designated colleague where a EAL pupil has SEND
- be a key point of contact with the LA, LA support services and external agencies
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- use available resources to maximum effect
- be afforded time and resourcing to enable the execution of these duties as laid down in the SEN Code of Practice.
- ensure that SEND pupils are supported during transition between key phases and colleagues, pupils and parents/carers are kept informed
- Conduct an annual SEND Review of Provision – including Parent consultation and report to governors.
- Report to governors annually on the progress of the LAC.

Class/subject teachers will:

- familiarise themselves with the contents of this policy
- plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves
- set high expectations for every pupil through Quality First Teaching, delivering universal SEND provision
- address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- be responsible and accountable for the progress and development of the pupils in their class
- be aware of the needs, outcomes sought, and support provided to any of their pupils with SEND
- keep relevant colleagues up-to-date with any changes in behaviour, academic developments and causes of concern.

Identifying SEND

The Westgate School has a clear approach to identifying and responding to SEND. We recognise that identifying need at the earliest point and then making effective provision improves long-term

outcomes for the pupil. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The Westgate School has arrangements in place to support EYFS pupils with SEND. It ensures all colleagues who work with young children are alert to emerging difficulties and respond early. Parents and carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.

Colleagues listen to and addresses any concerns raised by children themselves. We:

- Use our best endeavours to make sure that pupils with SEND are appropriately supported
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND
- Inform parents when we are making special educational provision for their child

Definitions

A pupil is defined as having SEND if they have a:

- significantly greater difficulty in learning than the majority of others of the same age
- a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. The Westgate School reviews how well equipped it is to provide support across these areas:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotion and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Children With Specific Circumstances

Looked after children (LAC) and post looked after children (PLAC): Children currently being accommodated, or have been taken into care, by the LA are legally defined as 'looked after' (LAC). Children who have previously been accommodated or taken into care by the LA are legally defined as 'post looked after' (PLAC). The Westgate School recognises that LAC or PLAC pupils may have some form of SEN or an EHC plan. The Westgate School has a designated colleague for LAC and PLAC pupils, who works closely with the SENCO to ensure that the implications of this are fully understood by relevant school colleague.

English as an Additional Language (EAL): The Westgate School gives particular care to the identification and assessment of SEN pupils whose first language is not English. Where there is uncertainty about an individual pupil, we liaise with local services.

The Westgate School recognises that language limitations are not equated with learning difficulties. However, where learning difficulties do exist, we establish whether this is due to language status or SEN. The Westgate School has a designated colleague who liaises with the SENCO to monitor all aspects of EAL pupils' progress.

Admissions

The school aims to meet the needs of any pupil who the parent wishes to register at the school if a place is available, and the admission criteria are fulfilled. The Admissions Policy makes no distinction regarding SEN pupils and no pupil can be refused permission solely on the grounds that they have SEN. The exception to this is:

- when a pupil has an Education Healthcare Plan under section 324(1) of the Education Act 1996 and the LA has indicated (in section 3 of the statement) that the provision required is incompatible with that available at The Westgate School.

When a pupil due for admission is known to have additional needs, the SENCO will:

- collate information from any relevant educational setting, external agency and parents/carers
- attend the pupil's final annual review and transition agreement in Year 6 or from pre-school

Resources

When the Governing Body approves the school's budget, consideration will be given to the resources allocated to meeting additional needs. Consideration will also be given to any funds allocated by the LA to pupils who have an Education Healthcare Plan. The Head Teacher will manage the allocated funds, ensuring the optimal use of these resources. This will be achieved by prioritising needs through the graduated approach and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of colleagues' time and resources.

Graduated Approach

We recognise that there will be pupils who require provision that is additional to, or different from, that encompassed by Quality First Teaching. Once a potential SEND has been identified, The Westgate School will employ the graduated approach explained in the table below. However, each case will be considered on an individual basis and where necessary action may be taken outside of this approach.

Stage of provision	Action involved	Who is involved
Assess	In identifying a young person as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.	Class teachers, SENCO, parents or carers
Plan	The teacher and SENCO should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. An Individual Pupil Plan will be drawn up with clear recommendations for teaching colleagues. Reviews will take place annually unless otherwise agreed.	Class teachers, SENCO, parents or carers
Do	The class or subject teacher will remain responsible for working with the pupil. The SENCO will support the main class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Class teachers, SENCO, parents or carers
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.	Class teachers, SENCO, parents or carers

	The support will be revised in light of the pupil's progress and development in consultation with the student and parents. This could result in the pupil exiting the SEND register with ongoing monitoring, remaining on it, or requiring further support.	
Involving specialists	Where a pupil continues to make less than expected progress, despite evidence based support and interventions, the School will consider involving specialists after discussing the matter with the student's parents. If no progress is being made a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Headteacher / parents or carers / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy. LA meets and reviews advice and reports from professionals.	Class teachers, SENCO, parents or carers
Education, Health and Care (EHC) Plans	LA issues EHC plans based on evidence provided by above agencies. Annual Review of the EHC plan.	LA, SENCO, parents or carers

Education Health Care Assessments (Assessment):

The school (as well as the parents/carers) can ask the LA to arrange an Assessment of a pupil. The school will always consult with parents/carers before exercising this right. If the LA refuses to make an Assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

- The SENCO will take the lead role in providing the LA with all the necessary information where possible, for them to decide whether an Education Healthcare Plan Assessment should be initiated.
- Where possible, the SENCO will gather all evidence available, in the production of the LA proforma for an Education Healthcare Plan Assessment.
- Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role should be to continue to meet the needs whilst assessment is underway.
- If the LA decides not to issue an Education Healthcare Plan Assessment, then the pupil will continue to receive support to meet their additional needs. If appeal procedures are invoked, the pupil will continue to receive support.

Provision under the Education Health Care Plan (EHC Plan):

If the LA decide to issue an Education Healthcare Plan, the school's role is as follows:

- The SENCO will consult the parents/carers and, where appropriate, the LA to ensure that the provision specified in the EHC Plan can be delivered by the school. They will also ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- The Headteacher/SENCO will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupil's SEN.
- The SENCO will ensure all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs, the arrangements in place to meet them, and deliver any training required.
- The Westgate School will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- If a pupil's needs significantly change, The Westgate School will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Ensure that any EHC plan information is kept confidential and, on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there.

Annual review:

The progress of a pupil with a EHC Plan will be formally reviewed during an annual review. The SENCO will:

- Ensure that sufficient arrangements are put in place to host and lead the annual review meeting.
- Ensure that wherever possible, appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.
- Inform all relevant parties at least two weeks prior to the annual review.

Transferring Between Different Phases of Education

An EHC plan must be reviewed and amended in sufficient time prior to a pupil or student moving between key phases of education, to allow for planning and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February (or date assigned by Hampshire County Council) in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers at The Westgate School are the following:

- Early years setting to Reception Year
- Primary school Year 6 to secondary school Year 7

Post 16

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution, must be completed by the 31 March in the calendar year of the transfer.

The SENCO will forward relevant information about the pupil's needs and the efforts we have made to meet them. We maintain positive links with the colleges who receive our pupils. This is particularly so in respect of pupils with SEN.

Partnership with pupils, parents and carers

The views of parents/carers will be sought at all stages of SEND provision where appropriate. The pupil voice will be heard in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child should be copied and filed.

Colleagues will work together with parents and carers, encouraging them to work in partnership with the school in supporting their child. This will help to build up a more complete picture of a pupil and their needs. We want parents and carers to feel able to discuss provision and express any concerns to us.

Data and Record Keeping

Records from previous schools:

Primary schools are required to transfer to secondary schools' records for all pupils within 15 school days of pupil ceasing to be registered at the school.

The school will make full use of this information in determining the provision for pupil with learning barriers or SEND.

SEND Records:

The SENCo has responsibility for ensuring that records are properly kept and available as needed and that Hampshire retention guidelines for retaining records for pupil with SEND are adhered to

Upon request and with the consent of the young person, the school will make SEND records available to post-16 educational establishments attended by the pupil after they have left us to ensure continuity of support for the student's education. With consent from the pupil, we will pass information regarding examination access arrangements on to colleges at the request of colleges.

Accessibility

Our site is monitored carefully by the Site Manager and SENCO to ensure it is accessible for visually impaired pupils and that the ground floors can be accessed safely by those in wheelchairs or on crutches. Our Welfare Officer writes risk assessments and adapts the curriculum appropriately for anyone temporarily in a wheelchair, on crutches or with a broken limb, to ensure safety on our site and liaises with other colleagues in these respects.

The school site has stairs in both the Upper School blocks to the upper floor, and no lift access.

Our car parks have parking bays for disabled badge holders clearly marked.

We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, and the Hearing and Visually Impaired specialists who assist us with making our site, curriculum and all opportunities in school as accessible to all as possible.

Accessibility Plan

The accessibility action plan for The Westgate School is integral to school site and facilities development planning (see Appendix A).

The plans include how we:

- Increase access to the curriculum for disabled pupils. This encompasses teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits). It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum e.g. hearing induction loops in reception areas and contrast painting of key walk ways.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; the Site and Facilities Strategic Lead monitors accessible access within the school site in close liaison with the SENCO and external agencies.
- Make written information more accessible to disabled pupils by providing information in a range of different ways; examples might include hand-outs, timetables, textbooks and information about the school and school events.

Monitoring and Review

The policy is monitored on an ongoing basis, and for quality assurance purposes, during our SEN review week in January. This informs the policy review, which is carried out on an annual basis. Any changes made to this policy will be communicated to all colleagues.

All colleagues are required to familiarise themselves with this policy as part of their induction programme.

ACCESSIBILITY PLAN

Section 1: Vision statement

At The Westgate School we are committed to giving all of our pupils every opportunity to unlock their potential and to achieve the highest of standards, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder, marginalise or exclude individual pupils. The achievements, attitudes and wellbeing of our whole School community matters.

The Department for Education (DfE) has published advice on the Equality Act (2010) for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Equality Act (2010) defines disability as “... a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”.

This accessibility plan incorporates aspects of the School Development Plan and, is integral also to the SEN policy, paying due regard to government law and Hampshire LEA directives, including the Equality Act (2010), The Children and Families Act (2014) Part 3, which links in to the SEN Code of Practice (2015), and to previous legislation including the SEN and Disability Act (2001), and The Disability Discrimination Act (1995).

The purpose of this Accessibility Plan is to set out the School's priorities and proposals to increase access to school education for pupils with disabilities.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under part 4 of the Disability Discrimination Act. These are:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage; and to plan to increase access to education for disabled pupils.

We take advice on support needed for children with disabilities and work with external specialists to ensure pupils have the support necessary to fully include them in school life.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCo has an overview of the needs of pupils with disabilities;
- there are high expectations;
- there is appropriate deployment and training of Teaching Assistants and Pupil Support Team;
- successful practice is shared within the school;
- the school works with other schools; and
- pupils with disabilities have access to extra-curricular activities.

Section 2: Aims and objectives

The table below sets out how the school will achieve the aims of increasing access to the curriculum for pupils with a disability, improving and maintaining access to the physical environment, and improving the delivery of written information to pupils.

Aims	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure that the School continues to employ its best endeavours in meeting the needs of all learners, removing barriers to learning participation.	<ul style="list-style-type: none"> - Quality inclusive teaching. - 1:1 reviews for all secondary phase pupils. - Strong partnerships with outside agencies and use of Occupational Health and Speech Therapies as needed in primary phase. - Close monitoring of extra-curricular provision and engagement. - Specialist support from Lead Child and Family Support Practitioner. 	Develop inclusive, quality first teaching, and support teachers with differentiation of work.	Ongoing professional learning programme for all colleagues that includes individual feedback and additional opportunities.	DHTs + SENCO	As per the AIP	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make good progress.
		Development of curriculum to ensure pupils have a range of options to support learning needs.	Continue to refine curriculum options according to individual needs.	DHTs	Yr 8 + 9 April annually and, as needed	Improvement in KS4 results and participation for individuals.
Maintain access to the physical environment	<ul style="list-style-type: none"> - Most areas of the School are wheelchair accessible, with the exception of the Humanities. 	Consider the physical needs of all pupils within the environment in all programmes of renewal, maintenance and rebuild.	Ensure any new-build is compliant and meets needs of all learners.	Site Manager	As appropriate	

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground and first floor across the majority of the site. Single-storey block in English.	N/A		
Corridor access	Most corridors are wide enough to allow safe passage of physically impaired pupils provided they leave lessons 5 minutes early. This is for a short term need. In the case of a long term need, accessible rooms would be used.	None required		
Lifts	There are 3 lifts across the school site in PE, Science and near the Learning Resource Centre. There are also 2 additional disabled specific lifts for additional access. In Lower School there is one lift.	None required		
Parking bays	The school has 96 parking bays, 4 of which are designated disabled bays and 8 visitor bays.	None required		
Entrances	There are 3 minor entrances which are all accessible.	None required		
Ramps	There are ramps at main and minor entrances. All other entrances are level.	None required		
Toilets	There are 75 toilets on the premises and 14 of these are disabled toilets.	None required		
Reception area	Reception is fully accessible for guests, pupils and staff.	None required		
Internal signage	Internal signage is consistent, visible for those with visual or physical impairments and to support pupils they have a thorough induction process and assistance is provided to visitors and PI pupils.	None required		
Emergency escape routes	Pupils, staff and visitors are made aware of emergency escape routes and procedures should evacuation be necessary.	None required		

Appendix B

Agreed by Hampshire County Council and Admissions Lead

Flow chart demonstrating the transition at the end of Key Stage 2

