

SENDA Policy 2016-19



MONITORING: Head of Learning Support to monitor

UPDATED: August 2016

POLICY REVIEW DATE: August 2019

- Caldicott will not treat disabled pupils (including those with special educational needs) less favourably than other students
- Pupils with disabilities who apply to the school will not be excluded because of their disability
- All new buildings must be fully DDA compatible; as older buildings are refurbished consideration will be given to improving disabled access in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school
- The school will do all it can to increase the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum.

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled students <i>if and when the need arises</i> .	Guidance from specialists (Hearing Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students <i>if and when the need arises</i> .	Monitoring indicates Disability/SEN taken into account in organising the environment for learning from whenever the need arises.	Disabled students able to access learning environment more effectively by September 2016.
Curriculum delivery /Delivery of materials in other formats	IEP targets (<i>when available</i>) used by classroom staff and understanding of additional time requirements in practical work understood and planned for. Diagrams described and read out loud. Copies of diagrams available to students.	SEN information available to all staff and further training on implementation and differentiation of curriculum required. Making written information accessible in a range of different ways for disabled pupils if and when the need arises.	Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students from whenever the need arises.	Disabled students able to access curriculum more effectively by September 2016. Increase the extent to which disabled students can participate in the whole curriculum by September 2017.

School design for disabled students	All areas accessible to disabled students.	Strategic discussions on school development incorporates school prioritised disabled access points as an integral part of rebuild improvement works.	Any building plans drawn up show clearly how disabled access will be undertaken.	Disabled students able to access all physical areas without difficulty by September 2018 where possible.
School signs	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs	On-going replacement of signage.	Routes around school clear and understood by September 2018.