



Accessibility Plan

Written By	Faye Warren, SENCO
Creation Date	July 2018
Adopted by Governors	
Last Review Date	NA
Next Review Date	July 2021

ACCESSIBILITY PLAN

Driffield School and Sixth Form

3-year period covered by the plan: July 2018 to July 2021

Plan agreed (name): Accessibility Plan Date: July 2018

Plan to be reviewed: July 2021

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as 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'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare:

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people:
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.

An accessibility plan must be in writing.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.

It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"

Health Standards (England) Regulations 2003

Driffield School and Sixth Form

We are an 11-19 comprehensive school which is part of the Multi-Academy Trust, The Education Alliance. The school comprises of the North, East, West, West Annexe and Ace buildings of one to three storeys which cover a large site.

The School's Aims

Believe Achieve

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **Deputy Headteacher**
- **SENDCO**
- **SEND Manager**
- **Parent representatives**
- **Students**
- **Staff**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people, so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The Accessibility Plan can be found on the school website. The plan can be printed out on request, with enlarged text if necessary.

Other School Policies and Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality and Diversity Policy
- Health and Safety Policy
- Special Educational Needs Policy and the school's SEN Information Report.
- School Development Plan
- School Brochure and Mission Statement
- The School's Complaints Procedure

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: July 2018

Lead member of staff: Faye Warren, SENCO

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		✓		<p>SEND CPD for teachers & Teaching Assistants planned for January 2019.</p> <p>Weekly SEND updates by SENCO in staff briefing.</p> <p>Identify SEND Friends who will meet with SENCO once per term in subject meeting time.</p>
All school staff and the governors have had access to training on disability equality and inclusion.		✓		Governors to access training sessions regarding disability equality.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			On-going consultation with external agencies.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		✓		SENCO to liaise with departments regarding displays.

<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.</p>	<p>✓</p>		<p>To develop inclusive practice in PE and sports day.</p> <p>To develop a link with St Marys.</p>
<p>Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>	<p>✓</p>		<p>Focus on differentiation across whole school.</p> <p>House ambassadors.</p> <p>6th form buddies.</p> <p>TAs assigned to departments.</p> <p>Small group work with TAs.</p>
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>	<p>✓</p>		<p>Subject specific TAs</p> <p>Increase in number of L2 TAs to deliver interventions under guidance of teacher.</p>

Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.		✓		Exam access arrangements – information for KS4 attached to SIMS. Identified lists at KS3. CPD
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.		✓		On-going advice sought by the SENCO from external agencies. Trialled Eye Gaze in September 2017. Review IDL and impact
Provision of laptops is considered to aid recording and / or communication.		✓		To consider the purchase of lap-tops to support students in recording work. Currently using Ipads. However, professionals advise that lap-tops are easier for students with physical disabilities to use.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.		✓		SENCO to liaise with lead on school trips.
The school links with other schools to share good practice.	✓			The SENCO and SEN manager continue to attend Trust SENCO network meetings and LA SEND network meetings. SENCO to continue to meet with Primary SENCOs.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		✓		SENCO to identify with heads of departments a SEND Friend in each department. HOD to complete ATBR with focus on SEND.

Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			Exam access arrangement assessments completed with Y9 in summer. List of exam access students shared with staff.
The school signpost children, young people and families to further support e.g. FISH, ERVIP, SENDIAS	✓			External support agencies attend reviews in school.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		✓		SEND Governor resigned. Need to identify a replacement. SENCO to meet termly with governor.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			Although each building is equipped with a lift, SENCO has requested that students with a physical disability of medical condition are educated at ground floor level (apart from in ACE).
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		✓		SENCO to understand how SEND budget is used.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		✓		Plans shared at SLT.

<p>The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.</p>	<p>✓</p>		<p>External agencies consult with school regarding maintenance of specialist equipment.</p> <p>SEN manager to oversee procedures.</p>
<p>Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.</p>		<p>✓</p>	<p>SENCO to liaise with site manager regarding alarms for students with hearing impairment.</p> <p>SENCO and site manager to organise Evac Chair training for relevant staff.</p>
<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>	<p>✓</p>		<p>SENCO to ensure that all students who require a PEEP have one in place. This will be shared with staff and the young person.</p> <p>HR Manager to ensure that all staff who require a PEEP have one in place. This will be shared with the member of staff.</p>
<p>With regards to '<i>Supporting pupils at school with medical conditions (2014)</i>', there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those</p>		<p>✓</p>	<p>Managing Medicines Policy updated September 2017.</p> <p>Members of SEND team are personal hygiene trained.</p>

with limited toileting training.				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.		✓		SENCO to confirm if an accessibility audit has been completed. Disabled parking bays to be installed.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.		✓		HR works with line managers to ensure knowledge, support and understanding is in place.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	✓			TAs to be timetabled to move specialist equipment around the school site for students. Specialist equipment is located where necessary. SAPTS advise SENCO about how to meet needs of students with hearing impairment.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		✓		Signage of rooms to be explained to new students and staff. SENCO to request that any new signage is SEND friendly.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		✓		Ensure these areas available on request.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		✓		<p>SENCO to share with all staff information about how to best present information on PowerPoint presentations.</p> <p>Students requiring coloured resources linked to SIMS.</p> <p>Explore audio books in English.</p> <p>Subtitles on videos for HI students.</p>
ICT facilities are used to produce written information in different formats as appropriate.		✓		<p>Explore purchase of dyslexia friendly font.</p> <p>Explore coloured screen on computers.</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors.</p>		✓		Ensure all students on SEND register have information on SIMS – a SEN plan, a one page profile, an information sheet.

<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>	<p>✓</p>		<p>Parent voice recorded during assess, plan, do, review process.</p> <p>SENCO to continue to attend Head's Surgery, as required.</p> <p>SENCO to develop a parent network group for parents of students with SEND.</p>
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Access Planning for Period 2018/19 – 2021/22

Lead member of staff: Faye Warren

Date: July 2019

Date of Review: 09/07/18

Name of Reviewer: Faye Warren

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Driffield School and Sixth Form will monitor the implementation of the plan and keep under review the access needs of the school.

Focus: Access to the Curriculum:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	All students on the SEND register have a one page profile and/or SEN support plan.	SENCO / SEN Manager	Sept 2018 to July 2019		Differentiation within lessons to ensure that the needs of students are being met through quality first teaching.
	Links developed with centres of good/outstanding practice in relation to inclusive PE.	SENCO/ PE staff			Inclusive practice within PE developed, so that students with a disability can engage in PE lessons and sports day.
	Students withdrawn from	SENCO/			Progress of SEND students in

	Modern Foreign Languages to access additional English and maths at Key Stage 3.	SLT			English/Maths.
	SENCO to attend options evening and discuss and plan options within the assess, plan, do, review cycle.	SENCO			Students on appropriate pathway at Key Stage 4.
	SEND team to support transition programme for Y5/Y6 SEND students to ensure a transfer of information, strategies and resources.	SENCO			Links with primary feeder SEN teams better developed and improved transition of Y6 SEND students.
	Primary school feeder network meetings to be held with Driffield School.	SENCO			Strong links with primary feeder SENDCOS.
	Whole school focus on differentiation, so that classwork and homework are accessible to SEND learners.	SLT			Quality first teaching delivered in all lessons.
	SIMS tracker used to record all interventions and map impact.	SENCO			Interventions are effective.
	Baseline and exit	SENCO			Impact of interventions tracked and

	assessments completed and recorded on SIMS for interventions for all 4 areas of SEND.				interventions reviewed.
	Reading ages recorded and tracked on SIMS.	SENCO			Reading interventions in place.
	SEND toolkits in each department.	SENCO			Development of quality first teaching.
	CAT (Cognitive Ability Tests) data analysed and shared with departments.	SENCO			Students identified for intervention and teachers aware of student learning styles which informs quality first teaching.
	Use NGRT (New Group Reading Test) reading adaptive assessment on line.	SEND Manager			Increase in reading ages of SEND students.
	NGRT reading assessments completed termly in literacy intervention.	SEND Manager			Increase in reading ages of SEND students.
	Nurture group overview of scheme of work and lesson outcomes in place half-termly.	SENCO			Progress of nurture group students demonstrated.
	SMART targets set for Nurture group students	SENCO			Progress of nurture group students demonstrated.

	<p>(targets to be part of referral form as well as attendance, achievement points, behaviour points and behaviour data).</p> <p>TAs assigned to core and non-core subjects.</p> <p>SEND Friends identified in each department.</p> <p>APEX lessons delivered at key stage 3 – 1 hour per week (PSHE lessons).</p> <p>Students with scribe support have the opportunity to develop dictation techniques.</p> <p>Criteria for Social, Emotional & Mental Health (SEMH) difficulties confirmed.</p> <p>Health plans in place for students with long-term health conditions such as asthma, diabetes, epilepsy, and cancer, as well as specified medical</p>	<p>SENCO</p> <p>SENCO</p> <p>Assistant Headteacher</p> <p>SENCO/SEN Manager</p> <p>SENCO/Trust Director of SEND</p> <p>Deputy Headteacher</p>			<p>SEND students make progress in learning.</p> <p>Improved quality first teaching and links between subjects and SEND developed.</p> <p>Awareness of SEND raised.</p> <p>Students with scribe support can access full marks for SPAG (spelling, punctuation and grammar) in GCSEs.</p> <p>Identification of mental health needs and support in place.</p> <p>Teacher awareness of how to support students with health needs.</p>
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	<p>conditions.</p> <p>Transition of students through the academic year with a SEND is supported through the sharing of information, visits and planned transition programme.</p>	<p>SENCO / Head of Year/ Head of House</p>			<p>Teachers aware of needs of new admission students to support transition.</p>
<p>Medium Term</p>	<p>Review of the current curriculum offer to ensure that there are more practical and vocational courses for SEND students in KS4, ensuring where necessary this takes into account the SEND and health needs of the student.</p> <p>Laptops purchased for students with physical disabilities, and other needs.</p>	<p>SENCO/SLT</p> <p>SENCO</p>	<p>Sept 2019 to July 2020</p>		<p>Personalised curriculums for SEND learners in place at KS4.</p> <p>Students with a physical disability have access arrangements to record work as usual way of working in lessons.</p>
<p>Long Term</p>	<p>Appraisal systems and CPD programme are reviewed and rigorous.</p>	<p>SLT</p>	<p>Sept 2020 to July 2021</p>		<p>SEND students make expected progress and teaching and learning is judged as good or better.</p>

Focus: Access to the Physical Environment:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	Ensure where there is a need that students have ground floor provision.	SEND Manager	Sept 2018 – July 2019		Ground floor teaching of identified students.
	TAs timetabled to move specialist equipment around school.	SEN manager			Specialist equipment used by SEND students.
	SEND budget and School Improvement plan shared with SENCO.	SENCO/ SLT			SEND budget and school improvement plan include details to improve access and resources for those with a disability.
	New location of SEND department to be accessible to wheelchair users	SENCO/ Site Manager			Ramp in EB6 to allow wheelchair access to SEND department
	Hearing Impairments (HI) reports/assessments of individual students reviewed by Sensory And Physical Teaching Service (SAPTS).	SENCO			Teacher awareness of HI students and reasonable adjustments in place. Auditory resources in place.
	Occupational Therapist		SENCO/		Teacher awareness of students with a

	<p>(OT)/Physio reports of individual students reviewed by health professionals.</p> <p>TAs identified who can administer personal hygiene care – review training needs.</p> <p>All students with a disability have a PEEP, as required. Training for PEEPS in place, PEEPS communicated to all parties and reviewed.</p> <p>Evac Chair training for relevant staff.</p> <p>Maintenance plan of specialist equipment reviewed/ completed and external agencies contacted, where necessary.</p> <p>Disabled bay parking for students/staff/parents/care rs/visitors for the benefit of blue badge holders.</p>		<p>Physio / OT</p> <p>SEND Manager</p> <p>SENCO</p> <p>SEND Manager</p> <p>SEND Manager</p> <p>SENCO / Premises Manager</p>		<p>physical disability and reasonable adjustments in place. Specialist resources in place.</p> <p>Personal hygiene administered where necessary.</p> <p>Evacuation procedures for identified students are in place and communicated.</p> <p>Identified TAs trained to use Evac Chairs.</p> <p>Specialist equipment is in good working order.</p> <p>Improved accessibility to the site for blue badge holders.</p>
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Medium Term	Development of a sensory garden.	SENCO	Sept 2019 – July 2020		Specialist areas created for recreational times and time-out for students with sensory difficulties.
Long Term	Incorporation of appropriate colour schemes when refurbishing to benefit young people with visual impairments.	SENCO	Sept 2020 – July 2021		Improved accessibility throughout school.
	New signage to include images and colour to be considered to support students/staff with disability and/or medical conditions.	SENCO			Improved accessibility throughout school.

Focus: Access to Information

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	Specialist coloured resources provided to students as required.	SENCO/ SEND Manager	Sept 2018 – July 2019		Improved access to resources and information for students with visual difficulties.
	Computer monitors to be installed with programme to change colour of screen.	SENCO/ SEND Manager			Improved access to information presented on computers for students with visual difficulties.
	Purchase of dyslexia friendly font for computers.	SENCO/ SEND Manager			Improved access to information presented on computers for students with dyslexia or dyslexic tendencies.
	Promote the use of audio books.	SENCO/ SEND Manager			Improved access to books for students with processing difficulties.
	Information shared with parents/carers available in different options – enlarged, coloured paper, translated.	SENCO/ SEND manager			Access to information by parents/carers.
	Signpost parents/carers to external services – information in welcome packs.	SENCO/ SEND Manager			Parents/carers informed and aware of support available.

	<p>Parent/carer network events introduced for parents/carers of students with SEND.</p> <p>GDPR (General Data Protection Regulation) guidance is followed when sharing and communicating information.</p>		SENCO/ SEND Manager		<p>Information shared between parents/carers. Support networks developed. Links with parent support groups developed.</p> <p>Secure and effective communication between all parties.</p>
Medium Term					
Long Term	New signage to include braille.	SENCO/ SLT	Sept 2018 – July 2019		Alternatives to printed information are in place.

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Faye Warren

Date: _____

Period of Plan being checked: _____

Does the plan cover:	Yes/ No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	
Staff training?	Yes	
Culture and ethos?	Yes	
Provision of written information?	Yes	
2. Are there targets that are;		
Short term?	Yes	
Medium term?	Yes	
Long term?	Yes	
3. Are there clear strategies to ensure targets fulfilled?	Yes	
4. Are there clear outcomes linked to the targets?	Yes	
5. Is there a realistic time frame?	Yes	
6. Are there indications as the resourcing of the plan?	No	

Recommendations

Insert any recommendations made as a result of the checking exercise.

To appoint a SEND Governor who will meet regularly with SENDCO.

Check the following are in place :

- *Equality and Diversity Policy*
- *Health & Safety*
- *Special Educational Needs Policy and the school's SEN Information Report.*
- *School Development Plan*
- *School Brochure and Mission Statement*

The school's Complaints Procedure covers the Accessibility Plan.

Confirm the School's Aims to include in preamble.

Do we make reference to implementation of PD in short term planning?

How do we evidence resourcing of the plan?