

Vision (in line with regulations)	Aims	Tasks	Time Scale	Responsibility	Monitoring	Evidence	Date of progress check and staff monitoring	Outcome of evaluation
Increase the extent to which students with SEND can participate in the school's curriculum	Ensuring that the monitoring system to support students with SEND is continuing and functioning appropriately	Ensuring that all teachers are clear about the Access Arrangements for each student by updating Filemaker to allow teachers to access information for each individual student. This is to ensure that the correct Access Arrangements are in place throughout the student's academic programme.	September 2021 onwards	Director of Studies	Director of Studies	As a part of the registration process, details about prior Access Arrangements are inputted into the Filemaker Database System. The Access Arrangements Team meet on a weekly basis and review each of the candidates who have been registered to ensure awareness of what Access Arrangements should be in place. The Access Arrangements Team then organise to meet with the students who have been identified for Access Arrangements and, where appropriate, testing will be conducted to determine whether Access Arrangements are justified. Once approved the details of Access Arrangements are shown on the Register System for teachers and also displayed in the Student Portal for students.	Weekly	Teachers are able to differentiate their teaching as well as ensuring that the appropriate support is in place for mock examinations.
Increase the extent to which students with SEND can participate in the school's curriculum	Ensuring that the monitoring system to support students with SEND is continuing and functioning appropriately	Ensuring that Access Arrangements are awarded for only eligible candidates.	September 2021 onwards	SEND Advisor	Director of Studies	More rigorous testing procedures will continue to be put in place to ensure that only those students who have a legitimate SEND are given Access Arrangements. Teachers who believe a student has a SEND must inform the Access Arrangements Team using the Filemaker Database System and the Access Arrangements Team will follow up with each individual student to determine whether they are eligible for any Access Arrangements.	Weekly	This system ensures that only eligible students receive Access Arrangements and has therefore ensures a fairer environment for students with SEND.
Increase the extent to which students with SEND can participate in the school's curriculum	Ensuring that the monitoring system to support students with SEND is continuing and functioning appropriately	Ensuring that those students with significant SEND requirements are identified in order to facilitate a more individualised approach to mock examinations.	September 2021 onwards	DSL	Director of Studies	Each student who has SEND is also inputted onto the College's Safeguarding Database System. As a result, the DSL reviews each of their cases to see what additional support is required. The Safeguarding Team meet on a weekly basis and in the the build up to mock examinations, which take place each half-term, students are identified who require additional support. Teachers are notified either in person or via email.	Half-term reviews	The College can now offer a more personalised service to those students who require additional support.
Increase the extent to which students with SEND can participate in the school's curriculum	To develop a monitoring system to support students with SEND	Weekly meetings with the Access Arrangements Team to identify issues relating to students with SEND.	September 2021 onwards	Director of Studies	Director of Studies	This is inputted into the College calendar.	Yearly by Access Arrangements Team	These meetings ensure that each student gets followed up correctly and has led to a far more efficient system. All emails sent to the Access Arrangements Team are reviewed each week and action is taken where appropriate.
Increase the extent to which students with SEND can participate in the school's curriculum	To develop a monitoring system to support students with SEND	Ensuring that there is more rigorous monitoring of attendance for students with SEND.	Ongoing	Attendance Officer, Deputy Head of Administration, DSL and Director of Studies	Director of Studies	Attendance meetings take place every half-term and these involve the Attendance Officer, Deputy Head of Administration, DSL and Director of Studies. During these meetings, the DSL and Director of Studies will seek updates about students with SEND and ensure that proactive, and where necessary, reactive measures of support are in place.	Every half-term	These meetings have lead to improved communication between the Attendance Team and the Access Arrangements Team and have provided better outcomes to students with SEND. We have also updated our Filemaker Database system so that it is more obvious whether a student has SEND or not. This will ensure that adapted communication is elicited during conversations with students and parents.

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Increase the extent to which students with SEND can participate in the school's curriculum	To offer some flexibility with timetabling for students with SEND	Ensuring that the timetable has flexibility for reasonable adjustment for students with SEND	Ongoing	Director of Studies	Director of Studies	The College has more scope to adjust the timetable to accommodate the needs of students with SEND when notice is provided before 1 July.	Annual	Students and parent much appreciate this level of flexibility for students with SEND.
Improve the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services.	To provide appropriate access to all students	Ensuring that drinking water facilities are accessible to students on each premises.	September 2021 onwards	Head of Facilities	Director of Studies	Drinking water facilities continue to be in place in each building and are accessible to all.	Yearly	There are drinking water facilities in all premises; one in each. They are located in the Mezzanine Floor at OCP (first floor) and Young Street on the 2nd floor. There is also drinking water available to staff in the Young Street staff room. If one of our students or staff required wheelchair access we may need to consider moving the water drinking facilities at Young Street to the top floor.
Improve the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring that students with physical or mobility issues, or who require wheelchair use can access the building.	September 2021 onwards	Head of Facilities	Director of Studies	Ashbourne occupies the 1st, 2nd and 3rd floors of our Young Street premises. We now offer any students or staff who require wheelchair access use of the lift to the 3rd floor (only). Therefore, if the College was in a position to take on a wheelchair student or staff member we could potentially reorganise the timetable to allow the lessons for those students to be on 3rd floor at Young Street.	Yearly	We have yet to register a staff or student who requires wheelchair access and we will review as and when required.
Improve the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring students have a safe space in emergency situations due to panic attacks.	September 2021 onwards	Head of Facilities	Director of Studies	Agreed with the Principal to use the Medical Rooms in each building as required to support students. The Operations Team have been briefed about how to handle these types of situations and that the Medical Rooms should be used appropriately. We also have the DSL based in Young Street, in an office on the 3rd floor if required.	Yearly	Prior to this agreement, the Medical Rooms were generally not in use. However, due to the large volume of Ashbourne students that experience some type of anxiety issues, this decision has been welcomed by both students and their parents.
Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring that the DSL has an office that is in one of the main buildings and, therefore, more accessible to SEND students.	September 2021 onwards	Head of Facilities	Director of Studies	The DSL now has a room in the Young Street building which is one of the two main buildings at the College. This has allowed the DSL to have a far more involved role with day-to-day activities with SEND students and has made it easier for the DSL to have interventions with students on ad-hoc basis.	Yearly	The move to a new room has been a big improvement.
Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring that the SEND Advisor continues to have a fixed location in close proximity to the DSL, Facilities Team and SEND Support Officer.	September 2021 onwards	Head of Facilities	Director of Studies	The SEND Advisor continues to be based in the Young Street building which is one of the main buildings at the College. This allows the SEND Advisor to continue to have a far more involved role with SEND students. This is particularly true as they are in close proximity to the DSL - all SEND students are also on the Safeguarding Database.	Yearly	This improves communication and also makes it easier for SEND students to access support as key members of staff are located in the same area.

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Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring students with SEND have access to lockers.	September 2021 onwards	Head of Facilities, Attendance Officer	Director of Studies	The Head of Facilities ensures that we have a few lockers reserved for this purpose and continues to work with the reception team at both buildings.	Yearly	At present the provision is sufficient and has been welcomed by the students who require these lockers. However, consideration must be given to the fact that if a large number of students required lockers the College doesn't currently have the space to accommodate them. However, given the low number of students that have requested these lockers in the past two years no agreement has been made to increase this capacity.
Improve the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services	To provide appropriate access to all students	Ensuring that classrooms have flexibility to allow for wheelchair access when required.	September 2021 onwards	Head of Facilities	Director of Studies	During the Summer and Autumn 2019 rebuild, the classes on the top floor of Young Street were made far bigger than other classrooms elsewhere at the College. One consideration for this was to ensure that if Ashbourne had a staff or student member who required wheelchair access, this could be accommodated in conjunction with the lift access.	Yearly	Excellent decision was made here, which has allowed for flexibility going forward in preparation for prospective students and staff with physical disabilities.
Allocating accessible car parking	To provide appropriate access to all students	To secure a parking space for staff and visitors in the OCP car park	September 2021 onwards	Head of Facilities	Director of Studies	The Facilities Manager has liaised with the buildings manager and we now have a car park space available when needed.	Yearly	Although we have yet to use the car parking space, it is important to note that we have this available in case of emergencies.
Improve the provision to students with SEND of information which is already in writing for students who are not disabled	To ensure all students with SEND are enabled to access written information effectively, using a combination of support strategies. These will include (but not be limited to) visual aids, face-to-face instructions with teachers and 1 - 1 support meetings with Personal Tutors or the SEND Adviser.	Ensuring that students with SEND are clear about their provision and how they can access information.	September 2021 onwards	DSL, PTs, SEND Advisor	Director of Studies	Direct meetings take place between students with SEND and PTs during their PT meetings. Individual meetings with the SEND Advisor and direct emails to student and parents from the Access Arrangements Team to keep them up to date. Also, all students with SEND are also on the Safeguarding database and this then leads to regular check-ins with the DSL and, where appropriate, follow-up correspondence.	Yearly	Excellent support in place.
Improve the provision to students with SEND of information which is already in writing for other students.	To ensure all students with SEND are enabled to access written information effectively, using a combination of support strategies. These will include (but not be limited to) Visual aids, face to face instructions with teachers and 1 - 1 support meetings with Personal Tutors or the SEND Adviser.	Ensuring that the PTs who manage Year 12 students are clear about ongoing SEND issues.	September 2021 onwards	DSL	Director of Studies	Issues relating to students with SEND are an agenda point for the Weekly PT Meeting - this allows PTs to discuss issues relating to students with SEND with the Deputy Heads of Sixth Form and, where appropriate, further communication will be relayed to the Access Arrangements Team.	YEARLY	Excellent support in place.

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<p>Improve the provision to students with SEND of information which is already in writing for other students</p>	<p>To ensure all SEND students are enabled to access written information effectively, using a combination of support strategies. These will include (but not be limited to) Visual aids, face to face instructions with teachers and 1 - 1 support meetings with Personal Tutors or the SEND Adviser.</p>	<p>Updating the Access Arrangements Policy and distributing to SEND students to ensure clarity over the support available.</p>	<p>September 2021 onwards</p>	<p>Director of Studies</p>	<p>Director of Studies</p>	<p>The Access Arrangements Policy was implemented as a result of feedback from the SEND Advisor and DSL.</p>	<p>YEARLY</p>	<p>A far clearer policy has been put in place, which has made it clear for everyone about the SEND support available at Ashbourne. This policy is also updated on the Student Portal to make it easier for SEND students to access it.</p>
<p>Improve the provision to students with SEND of information which is already in writing for other students</p>	<p>To ensure all students with SEND are enabled to access written information effectively, using a combination of support strategies. These will include (but not be limited to) Visual aids, face to face instructions with teachers and 1 - 1 support meetings with Personal Tutors or the SEND Adviser.</p>	<p>Ensuring that students with SEND can access homework and tasks set via GoogleClassroom and that sufficient time is allocated for these students to complete the work.</p>	<p>September 2021 onwards</p>	<p>Director of Studies</p>	<p>Director of Studies</p>	<p>Teachers are expected to post homework and tasks on Google Classroom so that students always have access to clear instructions. Teachers are also able to offer students with SEND additional time to complete homework and tasks sets when required.</p>	<p>YEARLY</p>	<p>Homework and tasks are readily available via GoogleClassroom and clearly set for all students to access in the time allocated to them. This provides more flexibility for students to access and complete work set.</p>