

Point Number	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 pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	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 2019 onwards	Head of Facilities	Director of Studies	There is now information in the register system which is accessible to teachers for the students that they teach.	Yearly	This has improved the information shared with teachers to ensure they are differentiating their teaching as well as ensuring that the appropriate support is in place for mock examinations.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Ensuring that Access Arrangements were awarded for only eligible candidates.	September 2018 onwards	SEND Advisor	Director of Studies	More rigorous testing procedures are in place to ensure that only those students who have a legitimate SEND are given Access Arrangements. This meant a change in policy, where students who didn't already have an existing arrangement from their previous school must be referred by teachers to be considered.	Yearly	This has seen a far more accurate reflection of Access Arrangements for eligible students and has therefore ensured a fairer environment for SEND students.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Ensuring that all students requiring Access Arrangements were identified earlier and that Access Arrangements were organised accordingly.	September 2019 onwards	SEND Advisor	Director of Studies	The SEND Advisor now tests far earlier, and there are deadlines in place. Those students who do not qualify will not be given Access Arrangements. Teachers are regularly contacted about students who may have potential Access Arrangement needs. Also, the Admissions Team identifies the students earlier and notifies the SEND Team to proactively put measures in place (prior to interview).	Yearly	Excellent improvement in this area.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Identifying those students with significant SEND requirements and enabling a more individualised approach to mock examinations.	September 2019 onwards	DSL	Director of Studies	Within weekly meetings in the build up to mock examinations, students are identified. Teachers are notified either in person or via email.	Yearly	Excellent improvement in this area.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Weekly meetings with the SEND Team to identify issues.	September 2019 onwards	Director of Studies	Director of Studies	This is inputted into the College calendar.	Yearly by SEND Team	Excellent updates in terms of those students who require assessment but need to have central location for minutes of meetings.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To ensure staff are appropriately trained	Organise for the SEND Team to regularly meet with teachers through Head of Faculty Meetings on Inset Days to identify student needs and to ensure teachers' questions are answered.	September 2018 onwards	SEND Advisor	Director of Studies	The meetings are taking place, with follow-up action points from the SEND advisor.	Yearly by SEND Team	More documentation is required in terms of evidence
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Ensuring that there are clear objectives and outcomes for SEND students.	Ongoing	Personal Tutors/DSL/Teachers/Director of Studies	Director of Studies	Each student who has a SEND has a Personal Tutor. The Personal Tutor reviews the performance of SEND students on a half-termly basis. This involves reviewing half-term written reports from teachers, Working Grades, Target Grades and Mock Grades. Where applicable, the Personal Tutor will liaise with the SEND Advisor, DSL or Director of Studies in cases where additional support is required.	Half-term reviews	Whilst there are excellent review meetings on a half-termly basis, we need to consider how to improve the review of student performance in Year 13 for SEND students. There has also been use of the Target layout in the Academic Record, which needs to be better used going forward as this is an excellent way for students taking responsibility for their learning.
	Increase the extent to which pupils with SEND can participate in the school's curriculum	To develop a monitoring system to support children with SEND	Ensuring that there is more rigorous monitoring of attendance for SEND students.	Ongoing	Attendance Officer, Deputy Head of Administration, DSL and Director of Studies	Director of Studies	Attendance meetings take place every two weeks 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 SEND students and ensure that proactive, and where necessary reactive, measure of support are in place.	Every two weeks	These meetings have led to improved communication between the Attendance Team and the SEND Team and have provided better outcomes to SEND students. Going forward, the Attendance Team need to be clearer about the full list of students who have SEND issues when monitoring attendance. This will ensure that adapted communication is elicited during conversations with students and parents. The Head of Facilities is considering ways in which to make it easier for the Attendance Team to be aware that a student that is absent has a SEND.

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	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services.	To provide appropriate access to all pupils	Ensuring that water drinking facilities are accessible to students on each premises.	September 2018	Head of Facilities	Director of Studies	Water drinking facilities are now in place in each building.	Yearly	Improved provision but agreement that should be accessible on each floor to help students access more easily if they have a disability. Also until this happens, we must consider that the Young Street water drinking facility should be moved to the first floor.
	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Ensure that students with physical or mobility issues, or who require wheelchair use can access the building.	September 2020	Head of Facilities	Director of Studies	Ashbourne occupies the 1st, 2nd and 3rd floors of our Young Street premises. We are now in a position to 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 disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Ensuring students have a safe space in emergency situations due to panic attacks.	Sept 2018	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.	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 pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Ensuring that the DSL had an office that is in one main buildings and, therefore, more accessible to SEND students.	Sept 2018	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 was a big improvement. However, we need to think carefully about the size of the room as at times the DSL needs to meet with more than one person at the same time and it should also be noted that the bigger the room, the easier it is for the DSL to manage the anxieties of students effectively.
	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Ensure that the SEND Advisor has a fixed location and in close proximity to the DSL, Facilities Team and SEND Support Officer.	Sept 2018	Head of Facilities	Director of Studies	The SEND Advisor now has a fixed location in Young Street which is in close proximity to the SEND Team.	Yearly	This has made it far easier for communication amongst the SEND Team but has also made it easier for SEND students to access support.
	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Ensure that those students with some form of physical disability have lockers in place to allow them to not have to carry their books and other equipment into College on a daily basis. Also, a separate set of textbooks to be provided if the student wants to have their books at home as well.	Sept 2018	Head of Facilities, Attendance Officer	Director of Studies	The Head of Facilities ensures that we have a few lockers reserved for this purpose.	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. 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.

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	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services	To provide appropriate access to all pupils	Creating bigger classrooms to allow for wheelchair access when required.	Jan 2020	Head of Facilities	Director of Studies	During the Summer and Autumn 2019 rebuild, the classes on the top floor of Young Street have been 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 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 potential students and staff with physical disabilities.
	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	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.	Ensuring that SEND students are clear about their provision and how they can access information.	Ongoing	DSL, PT's, SEND Advisor	Director of Studies	Direct meetings take place between SEND students and PT's during their PT meetings. Individual meetings with the SEND Advisor and direct emails to student and parents from the SEND Team to keep them up-to-date. Also, as many SEND students are also on the Safeguarding database, the DSL will ensure regular check-ins.	Yearly	Excellent support in place.
	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	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.	Ensuring that the PT's who manage Year 12 students are clear about ongoing SEND issues.	Ongoing	DSL	Director of Studies	The DSL ensures that SEND students' issues are an agenda point within the weekly PT meetings and action points are created and implemented.	YEARLY	Excellent support in place.
	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	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.	Updating the SEND Policy and distributing to SEND students to ensure clarity over the support available.	September 2019	Director of Studies	Director of Studies	The SEND Policy was implemented as a result of feedback from the SEND Advisor and DSL.	YEARLY	A far clearer policy has been put in place, which has made it clear for everyone about the SEND support available at Ashbourne.
	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	To ensure children have full access to	Offering flexibility to students with a SEND either in terms of timings of classes or location.	Ongoing	DSL	Director of Studies	The SEND Team identify candidates requiring reasonable adjustments to their class location and timings. The SEND Team work closely with the Admissions Team to ensure that any adjustments to timings due to outside health commitments are considered when creating the timetable.	YEARLY	A number of adjustments are made. A times this takes up a lot of time for the Timetable Team. However, parents and students are very appreciative of the flexibility shown.

