

## Appendix B: SENDA Policy



St John's School  
LEATHERHEAD

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) POLICY

Including Accessibility Plan 2018-2021

Date of Issue:	30 September 2019
Date of Review:	30 September 2020
Responsible Person:	Estates Director and Head of Learning Development
References:	Special Educational Needs and Disability Act 2001 DfES Accessible Schools; Summary Guidance, July 2002 Children, Schools and Families Act 2010 Education Law Update, Issue 104 (October 2010) The Equality Act 2010 SEND Code of Practice: 0-25 Years September 2015 St John's School, Whole School Policies & Procedures (updated annually); Admission & Special Educational Needs (SEN)

## 1. INTRODUCTION

The Governing Council understands the need to ensure that the School is accessible to pupils and prospective pupils with Special Educational Needs and Disabilities (SEND). This statement is also applicable to parents, staff and visitors. In order to achieve accessibility, the School endeavours to:

- a) Develop and sustain access for pupils with SEND to the School curriculum
- b) Improve and maintain access to the physical environment of the School
- c) Individualise the access to information of all kinds to pupils with SEND, to facilitate their learning
- d) Treat disabled pupils in the same way as all other pupils are treated.
- e) Take reasonable steps to avoid putting disabled pupils at a disadvantage in matters of admission or education

## 2. DEFINITION OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## 3. ADMISSIONS

- a) Pupils with learning difficulties are accepted into the school, in accordance with the admission requirements and in consultation with the Senior Deputy Head, Mrs Rebecca Evans and the Head, Mrs Cole.
- b) In line with normal JCQ regulations, pupils are permitted to have extra time, the use of a laptop, or other designated access arrangements for Pre assessment and also for Common Entrance examinations where applicable and appropriate. These Access Arrangements must be recommended by an Educational Psychologist or appropriately qualified specialist teacher

and their report forwarded to St John's for approval by November 1 of the academic year of admissions testing. Parents are formally informed following the presentation of such reports as to the access arrangements that can be offered to their child. Where parental consent is given this may also include liaison with a pupil's current school SENCO.

For further information, please see the Admissions Policy: [School - School Policies](#)

#### 4. ACCESS TO THE CURRICULUM FOR PUPILS WITH SEND

- a) Every teacher is asked to anticipate the individual needs of all pupils to help overcome barriers to learning, supported by the advice and expertise of the Learning Development Department.
- b) Teaching staff offer high quality, **differentiated** teaching to all pupils, including those with SEND.
- c) The class teacher is responsible for the progress of pupils with SEND in their class, even when those pupils also receive individual learning support outside the classroom
- d) All pupils, including those with SEND, are **assessed** regularly in all subjects
- e) All year groups are screened on entry to the school. Further, individual assessment is undertaken by the Learning Development Department as deemed necessary.
- f) The Learning Development Department **liaises** regularly with Heads of Department and individual members of staff about SEND in general and about pupils with SEND in particular.
- g) Pupils with SEND may use **laptops** and other technological aids and software in class as per the BYOD policies; where additional ICT is required this is arranged in consultation with the Learning Development Department and the Senior Deputy Head Mrs Rebecca Evans.
- h) All pupils with SEND will be awarded the **Access Arrangements they are entitled to**, for timed exercises within the normal school day, where appropriate and practicable
- i) The school recognises that pupils with ongoing medical conditions require full access to the curriculum, both inside and outside of the classroom. The Learning Development Department works closely with the pupil's parents, teachers and the Health Centre Team to ensure their needs are met. Please see the Medical and First Aid Policy for further information: [School - School Policies](#)

#### 5. MAKING WRITTEN INFORMATION AVAILABLE TO PUPILS WITH SEND

- a) Textbooks and other **teaching materials**, including worksheets are individualised depending on the needs of the pupils, on the advice of The Learning Development Department. This may include access to online text books.
- b) The Librarian gives sessions focusing on Information Literacy to all pupils.
- c) The SENCO liaises as the Study Skills co-ordinator and with the Head of Well Being, Mr Guy Hicks.
- d) Pupils in the Fourth Form are encouraged to practise their typing skills regularly in designated sessions.
- e) Learning support lessons give extra practice in reading and writing skills where necessary, in consultation with the English Department.
- f) Where particular issues are identified teachers will liaise with Mr Chris Williams in reprographics who will provide resources according to the pupil's specifications, as agreed with the pupil and SENCO. Teachers encouraged to use this provision.

#### 6. STATUTORY DUTIES of the SCHOOL

- a) **To make** adequate **provision** for the support of pupils with SEND:
  - i. By the **teacher in class** anticipating and supporting their needs in hand with any PLP in place and, where necessary, by extra small group and individual sessions by subject.

- ii. By ensuring pupils with SEND receive **individual, or group, curriculum support** from the Learning Development Department, where necessary. Liaison will be maintained with both teaching and pastoral staff and parents
- b) **To provide information** about pupils with SEND, for all members of staff:
  - i. The **SEND Registers** and Personalised Learner Profiles (PLPs) are available to all teachers and house staff. These are updated regularly
  - ii. Information is sent out regularly regarding individual pupils by word of mouth, note, email and via Firefly/ISAMS and in meetings. The LDD collate individual pupil concerns and the SENCO discusses these at weekly meetings with the Senior Deputy Head Mrs Rebecca Evans.
  - iii. All policy documents relating to pupils with SEND are available to all teachers and house staff and are updated annually/as required
  - iv. All Departments are encouraged to regularly update their information about SEND and pupils with SEND.
  - v. Information by email to staff is regularly sent re particularly areas of concern
- c) To assist **members of staff** in their understanding of the importance of **identifying and supporting** pupils with SEND:
  - i. The SENCO supports **new members** of staff and provides INSET on SEND before the start of their first term and during their first year of employment
  - ii. The SENCO communicates with all members of staff regularly
- d) To make sure all pupils with SEND join in **school activities** as far as is possible:
  - i. All sporting, cultural and other activities are open to all, regardless of ability, unless this would be inappropriate given the pupil's needs and condition
  - ii. For pupils with motor skills, or coordination difficulties, encouragement is given to participate fully in physical activities or via the alternative games programme as appropriate
- e) Provide **information to parents** about the implementation of the school's SEND policy.
- f) We ensure that parents are actively involved in the assessment and support mechanisms put in place for their son or daughter.
  - i. House staff and the SENCO keep in **regular contact** with parents to discuss their child's progress and the provision of any extra support
  - ii. The SEND Department provides **regular reports** to parents
  - iii. The Learning Development Department are present at all Parent Teacher evenings, attend individual parent teacher meetings as required and give regular updates of progress via face-to-face meetings, by telephone or email.
  - iv. Queries and concerns are dealt with promptly. (Please see the school's Complaints Procedure: <https://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>)
  - v. The school pays due regard to the recommendations of the Code of Practice 2015
  - vi. The SENCO disseminates information to all members of staff about developments regarding the Code of Practice.

Please note: The school is committed to providing a caring, friendly and safe environment in which all pupils can prosper. Bullying of any kind is seen as completely unacceptable at St. John's. For further information, please see the Anti-Bullying Policy and Procedure: [School - School Policies](#).

## 7. ACCESSIBILITY PLAN

The School has taken steps to improve and ensure access to the physical environment of the School. These are outlined in the tables below. Where access is restricted or unobtainable, the School will assess an individual requirement in order to rectify the situation on a case-by-

case basis, where this is reasonable, or incorporate adjustments into plans for future developments.

The School's Accessibility Plan considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties moving around the grounds. While reasonable adjustment will always be made for individuals where possible, the site may not be suitable for children with severe impairments or disabilities at this time.

In all cases the School endeavours to provide access to the physical environment of the School and this will include physical aids, where necessary, to access education. It is not always possible to make a reasonable adjustment to the structure or facilities on a large site containing historic listed buildings. Every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

# ACCESSIBILITY PLAN 2018-2021

## PART ONE

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
<b>MAIN BUILDING</b>				
Front Entrance (main reception and Lower School main doors)	<ul style="list-style-type: none"> <li>• Disabled parking bay provided</li> <li>• Call bell at main reception door. Call bell at Lower School door with remote door release.</li> <li>• Portable ramp available.</li> <li>• External alterations to create a level access path from teaching areas (Summer 2016).</li> <li>• New Lower School wide door for wheelchair user. Lower School level access created to rear (2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible WC ideal but not considered feasible. Accessible WC provided in Lower School.</li> <li>• Re-position or provide additional bell to main reception at lower level and coloured</li> </ul>	<ul style="list-style-type: none"> <li>• Main doors cannot be adjusted for automatic opening and assistance is required for inner doors.</li> <li>• Listed building constrains extent of work.</li> <li>• Conservation Officer not supportive of a ramp to main front entrance.</li> </ul>	
East Cloisters/Lower School rear entrance	<ul style="list-style-type: none"> <li>• Ramped access onto walkway leading to doors.</li> <li>• Level access created for Lower School (2016)</li> </ul>		<ul style="list-style-type: none"> <li>• Automatic door openers not feasible due to security issues and Listed Building</li> </ul>	
West Basement Changing Rooms Entrance			<ul style="list-style-type: none"> <li>• Level access not feasible from Cloisters due to steps. Alternative route via West basement entrance (level).</li> </ul>	
West End Entrance	<ul style="list-style-type: none"> <li>• New door installed (2013)</li> </ul>		<ul style="list-style-type: none"> <li>• Automatic door openers not feasible due to security issues</li> </ul>	
East and West Houses and Lower School	<ul style="list-style-type: none"> <li>• Lift installed in West House</li> <li>• Accessible WC and shower in Lower School.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible WC in East and West House.</li> </ul>	<ul style="list-style-type: none"> <li>• Listed building implications and lack of space. Potential ability to move a pupil with a disability to East House with utilisation of Lower School WC.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposals being considered for master-plan project to re-plan boarding accommodation.</li> </ul>

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
Dining Hall	<ul style="list-style-type: none"> <li>New ramp provided from west end for access (2014)</li> <li>Temporary ramp into hall available from east end of building</li> </ul>	<ul style="list-style-type: none"> <li>Accessible WC</li> </ul>	<ul style="list-style-type: none"> <li>Lack of space and Listed building issues.</li> </ul>	<ul style="list-style-type: none"> <li>Master-plan includes redevelopment of facilities as part of on-going refurbishment project.</li> </ul>
Performing Arts Centre	<ul style="list-style-type: none"> <li>Built in 2003</li> <li>Fully accessible</li> </ul>			
Hamilton Classroom Block	<ul style="list-style-type: none"> <li>1999 new wing added includes lift and disabled WC. Connection at GF Level to Science Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility issue in older part of building (differing levels to rear part of building). Partly improved with the addition of the science centre and re-modelling the old science area.</li> </ul>	<ul style="list-style-type: none"> <li>Chairlifts needed on stairs in older, existing building – but prone to misuse, so assistance would be required. Consideration to lift in old science area as part of ongoing refurbishment.</li> <li>Ability to relocate classes to new science centre to accommodate a pupil with a disability.</li> </ul>	
Science Centre	<ul style="list-style-type: none"> <li>Built 2015/6.</li> <li>Fully accessible.</li> </ul>			
Henry Dawes Centre	<ul style="list-style-type: none"> <li>Built in 2010</li> <li>Fully accessible.</li> </ul>			
Haslewood House	<ul style="list-style-type: none"> <li>Refurbished in 2011.</li> <li>New ramp to front entrance (2014)</li> </ul>		<ul style="list-style-type: none"> <li>Ideally better access within the building and a separate accessible WC. However constraints imposed by Victorian building on sloping ground.</li> <li>Pupil with severe physical impairment could be moved to Fairfield if the need arose.</li> </ul>	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
<b>Chapel</b>	<ul style="list-style-type: none"> <li>Disabled parking bay provided</li> <li>Signage to ramped access</li> <li>Permanent ramp provided.</li> </ul>			
<b>Sports Hall</b>	<ul style="list-style-type: none"> <li>Ramped walkway</li> <li>Disabled WC.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration to be given to automatic doors.</li> </ul>		<ul style="list-style-type: none"> <li>To be considered as part of a site wide sports facility review.</li> </ul>
<b>Swimming Pool</b>	[ESTATES DIRECTOR UPDATING AUTUMN TERM 2019]			
<b>Old Chapel</b>	<ul style="list-style-type: none"> <li>Fully refurbished in 2014 and accessible throughout (other than to balcony).</li> </ul>			
<b>Lower School Day House &amp; CCF</b>	<ul style="list-style-type: none"> <li>Refurbished in 2012 and made accessible, some limitations on access remain in CCF.</li> </ul>		<ul style="list-style-type: none"> <li>Areas of the CCF which are not fully accessible could be managed if required by accommodating staff and pupils elsewhere.</li> </ul>	
<b>North, Monty &amp; Surrey (Boys' Day Houses)</b>	<ul style="list-style-type: none"> <li>New front door to North and Monty (2016).</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility measures required, but limited due to entrance location and internal layout.</li> </ul>	<ul style="list-style-type: none"> <li>No level access to front doors, no lift. Narrow corridors.</li> <li>Listed building. Poor access to front because of multiple level changes</li> <li>Male pupils with a physical impairment will be housed in Churchill</li> </ul>	<ul style="list-style-type: none"> <li>To be considered for substantial refurbishment as part of a school wide review of the house system</li> </ul>
<b>Churchill (Boys' Day House)</b>	<ul style="list-style-type: none"> <li>Constructed 2012</li> <li>Fully accessible.</li> </ul>			
<b>Gloucester (Girls' House)</b>	<ul style="list-style-type: none"> <li>Newly refurbished (2013) including accessible WC.</li> </ul>		<ul style="list-style-type: none"> <li>No level access to front door or lift because of</li> </ul>	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
			constraints imposed by Victorian Building <ul style="list-style-type: none"> <li>Female pupil with a physical impairment will be housed in Fairfield.</li> </ul>	
<b>Fairfield (Girls' House)</b>	<ul style="list-style-type: none"> <li>Constructed 2004</li> <li>Fully accessible.</li> </ul>			
<b>Hallaton (Girls' House)</b>  <b>CLOSED TO PUPIL USE FROM SEPTEMBER 2018</b>				
<b>Health Centre</b>	<ul style="list-style-type: none"> <li>Permanent ramp provided (2014)</li> <li>Entrance area improved and made accessible</li> </ul>	<ul style="list-style-type: none"> <li>Accessible bathroom</li> </ul>	<ul style="list-style-type: none"> <li>Lack of space on ground floor.</li> <li>Single staircase situation (domestic semi-detached houses not ideally suited to current use)</li> </ul>	<ul style="list-style-type: none"> <li>Suitability of this building under review and to be considered as part of the future masterplan.</li> </ul>
<b>Sports Areas (External)</b>	<ul style="list-style-type: none"> <li>Accessible paths and an accessible WC in Junior Fields.</li> </ul>			
<b>General Site</b>	<ul style="list-style-type: none"> <li>Ramps provided to rear of Gloucester House</li> <li>Lighting bollards along paths.</li> <li>New path to frontage (West House end) (2016).</li> </ul>		<ul style="list-style-type: none"> <li>Listed building and significantly sloping site</li> </ul>	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
<b>ACCESS PLAN OBJECTIVES</b>					
Short Term 1-2 Years	<ul style="list-style-type: none"> <li>Incorporate accessibility features within proposals for new/refurbishment of building</li> <li>Include accessibility issues in conservation plan for the School</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas where adjustments may be made and incorporated</li> <li>Ensure requirement is included within the brief</li> </ul>	<ul style="list-style-type: none"> <li>Improved facilities and access to areas stated</li> </ul>	<ul style="list-style-type: none"> <li>September 2018.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements to access made in refurbishments (e.g. Lower School), new buildings (Science Centre) and with physical improvements to site (new path to frontage)</li> </ul>
Medium Term 3-5 Years	<ul style="list-style-type: none"> <li>Review plans for the physical environment</li> <li>Improvement to facilities in Dining Hall</li> <li>New accessible swimming pool and sports hall</li> </ul>	<ul style="list-style-type: none"> <li>Include requirements in brief to architect and members of design team</li> <li>Review budget allocations for required spending</li> </ul>	<ul style="list-style-type: none"> <li>Improved/accessible environment</li> <li>New building developments will be accessible</li> <li>Further improvements to facilities and access to areas of the School</li> </ul>	<ul style="list-style-type: none"> <li>2020</li> </ul>	<ul style="list-style-type: none"> <li>Swimming Pool due for completion by September 2019.</li> </ul>

PART TWO

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
<b>TEACHING AND LEARNING OBJECTIVES</b>					
Short Term 1-2 Years	<ul style="list-style-type: none"> <li>Continue to identify INSET opportunities for teaching staff to increase awareness of disabilities and how to make the curriculum accessible</li> </ul>	<ul style="list-style-type: none"> <li>SEND focus INSET Sept 2019 re trends and new pupils</li> <li>LD staff working with/mentoring new, inexperienced teachers</li> <li>Short updates on specific SpLD conditions for whole staff</li> <li>Develop new means to drip feed SEND information to all staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff awareness will be increased</li> <li>If needed, the School will provide information to pupils in alternative formats where this is a reasonable adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>12 months (June 2020)</li> </ul>	
	<ul style="list-style-type: none"> <li>Review SEND handbook annually</li> </ul>	<ul style="list-style-type: none"> <li>Format discussed with Senior Deputy Head</li> </ul>	<ul style="list-style-type: none"> <li>Format will vary substantially from other departmental handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Next review by SENCO September 2020</li> </ul>	
	<ul style="list-style-type: none"> <li>Review Provision Mapping systems</li> </ul>	<ul style="list-style-type: none"> <li>As discussed with Director of Pastoral Care and Senior Deputy Head development is planned to use CPOMS but in the mean time details will be logged on iSAMS under SEND</li> <li>Updates required for teachers re: accessing information</li> </ul>	<ul style="list-style-type: none"> <li>Plan to increase accurate mapping of individual pupils; LDD teacher support and Department provision re SEND through teacher/pupil referral docs/SEND register/LDD teacher notes and conversations/PLPs and referral spreadsheets, together with notes on iSAMS; and 'Record of High Level Support' shared between REPE:JHC</li> </ul>	<ul style="list-style-type: none"> <li>June 2020</li> </ul>	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	<ul style="list-style-type: none"> <li>Update the Personalised Learning Profiles procedure</li> </ul>	<ul style="list-style-type: none"> <li>Prospective parent interviews now in place to inform PLPs</li> <li>Continue to develop Pupil's perspective section via 1:1 interview annually/as required</li> <li>Further development re Teacher's SWOT section required</li> <li>Additional non LDD pupil school targets planned to be added to Personalised Learner Plans (PLPs)</li> </ul>	<ul style="list-style-type: none"> <li>All pupils to complete Pupil perspective section</li> <li>Where relevant Teachers' recommended strategies included for individual pupils</li> <li>Feed into school target –setting where appropriate/reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Next review June 2020</li> </ul>	
	<ul style="list-style-type: none"> <li>Maintain and develop the use of LDD Action Plans (APs)</li> <li>Introduce Alternative House Action plans for pupils as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Develop in line with parental and SMT consultation the schedule of communication targets and outcomes for WAVE 3 SEND pupils</li> </ul>	<ul style="list-style-type: none"> <li>All APs to be collated and completed by JHC and LSC</li> <li>Improved clear and succinct parent friendly document</li> </ul>	<ul style="list-style-type: none"> <li>By Sept 2020</li> </ul>	
	<ul style="list-style-type: none"> <li>Development of Study Skills programme for L5 and where there are reduced curriculum demands re L6</li> </ul>	<ul style="list-style-type: none"> <li>Materials and programme discussed with Director of Studies and Director of Pupil Learning</li> <li>Extend Study skills programme to L5</li> <li>Initiate pilot reL6</li> </ul>	<ul style="list-style-type: none"> <li>Improved regular provision from targeted whole year sessions to drip feed learning and practice via tutor groups/L6 small groups</li> </ul>	<ul style="list-style-type: none"> <li>Proposed extension to L5 Sept 2020</li> <li>Proposed L6 Initial pilot September 2020</li> <li>Review June 2021</li> </ul>	
	<ul style="list-style-type: none"> <li>Review examination</li> </ul>	<ul style="list-style-type: none"> <li>LDD team to complete AA update course and</li> </ul>	<ul style="list-style-type: none"> <li>On- going. Links between Admissions, JC, APM, REPE and</li> </ul>	<ul style="list-style-type: none"> <li>On-going as the regulations are constantly changing</li> </ul>	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	concessions process	<p>changes to be discussed by LDD</p> <ul style="list-style-type: none"> <li>Develop proactive approach to Oxbridge and profession qualification AAs</li> <li>Formalise AA assessment process</li> <li>to include fuller assessment of needs</li> </ul>	<p>new Deputy Head (Academic) and Learning Development Department strengthened by clerical staff working in partnership</p> <ul style="list-style-type: none"> <li>LDD to formalise steps re AA testing to provide greater information to plan any required support</li> </ul>	<ul style="list-style-type: none"> <li>Review Oxbridge provisions in June 2019 re L6– discuss with JC any new or improved requirements/arrangements Sept 2019</li> <li>September 2020</li> </ul>	
	<ul style="list-style-type: none"> <li>Strengthen links with MFL</li> </ul>	<ul style="list-style-type: none"> <li>Pupil reviewed re MFL choices in consultation with Head of MFL/REPE prior to Lower Fifth entry: modified curriculum available (no MFL)</li> <li>Establish staffing/in class support with Head of MFL Continue to develop EAL identification and provision</li> </ul>	<ul style="list-style-type: none"> <li>Maintain MFL staff time allocated to Learning Development to work with specific pupils</li> <li>Maintain Spanish and French breakfast club provision</li> </ul>	<ul style="list-style-type: none"> <li>September 2019</li> <li>November 2019</li> </ul>	<ul style="list-style-type: none"> <li>Pupils now more likely to achieve optimum grades for GCSE</li> </ul>
	<ul style="list-style-type: none"> <li>Update risk assessment reports for VI; HI; PH and Epilepsy re new intake</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with House, AB, SN and REPE, drafts to CR and SG</li> </ul>	<ul style="list-style-type: none"> <li>Improved risk assessment in place to meet new pupil requirements</li> </ul>	<ul style="list-style-type: none"> <li>September 2019</li> </ul>	
<b>Long Term 3-5 Years</b>	<ul style="list-style-type: none"> <li>Improve LDD accommodation</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment of LDD classroom 1C required</li> <li>Develop ICT use within LDD</li> </ul>	<ul style="list-style-type: none"> <li>LDD refurbishment booked as appropriate depending on above</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2019 all assessments now digital format, desk tops removed. New linked screen to replace old projector in classroom Sept 2019</li> <li>Touch typing programme available, further laptops available, maintain access</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>Ongoing</li> </ul>

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
				to Speech to text software. Sept 2019 ongoing <ul style="list-style-type: none"> <li>• Research and investigate Read and Write Gold for challenged readers</li> </ul>	
	<ul style="list-style-type: none"> <li>• Maintain staffing LDD levels to meet the diverse needs of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain current staffing levels</li> </ul>	<ul style="list-style-type: none"> <li>• Needs and administration requirements meet</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2019 ongoing</li> </ul>	