



WALES HIGH SCHOOL ACADEMY TRUST

Special Educational Needs and Disabilities (SEND) POLICY

REVISION DATE	APPROVED BY	DATE OF APPROVAL
July 2022	Governing Body	13 October 2022
September 2023	Governing Body	3 October 2023
September 2024	Governing Body	8 October 2024

To be reviewed annually

All policies are available on the school website

Introduction

Wales High School is committed to delivering an inclusive education for all in a mainstream setting. We value a person-centred approach to education that values the needs of each individual child or young person. This policy has been developed with such values in mind and is in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and the Special Educational Needs and Disability Regulations (2014). Our policy is fully compliant with the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (Jan 2015).

Definition of Special Educational Needs

Wales High School follows the definition of Special Educational Needs found in the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (Jan 2015). This states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice xiii-xiv (Jan 2015))*

Children or young people who have SEN may have a disability recognised under the Equality Act 2010. This is defined as:

“A physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day-to-day activities” **Introduction, Equality Act (2010)**

SECTION 1: Basic Information about the school's SEND provision

Wales High School provides special educational provision for students who require:

“Special educational provision that is provision different from or additional to that normally available to students of the same age” (SEND Code of Practice 6:2 (Jan 2015))

As a school we provide provision for students whose special educational needs fall into the four broad areas of need recognised by the SEND Code of Practice (Jan 2015).

These are summarised as:

Communication and interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.” (SEND Code of Practice 6:28 (Jan 2015))

Cognition and Learning

Children and young people with cognition and learning needs often learn at a slower pace than their peers, even with appropriate differentiation. This area covers a variety of needs including Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD), including dyslexia, dyspraxia and dyscalculia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties. Such difficulties may manifest through a child or young person becoming withdrawn and isolated, or through challenging, disruptive or inappropriate behaviours.

Sensory and/or physical needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.” (SEND Code of Practice 6:34 (Jan 2015)). This area covers a wide range of needs including visual impairments (VI) and hearing impairments (HI).

Our Vision

Our vision is to provide high quality education to every child, every day, regardless of their gender, ethnicity, ability, disability or sexuality. We aim to value children and young people as individuals, placing them at the center of our planning, teaching and development. Through this approach we aim to enable all students to:

Achieve – All students should have the opportunity to experience success and achieve personal goals.

Participate – All students have the right to participate fully in school life and wider social opportunities, regardless of ability or disability.

Belong – All students are encouraged to develop a sense of belonging within the school community.

Our Objectives

As a school we ensure that the needs of all our children and young people with SEND are met through a comprehensive program of identification, assessment, planning and support. To achieve this, we:

- Adopt a person-centered approach to planning, that values the views of both the parent/carer and the young person.
- Ensure that all students with SEND have access to a broad and balanced curriculum.
- Manage our resources to ensure the needs of all students with SEND are sufficiently met.
- Make every effort to ensure that SEN is identified as early as possible.
- Regularly monitor and review the provision and progress of each individual student with SEND.
- Review Education, Health & Care (EHC) plans, in line with regulations.
- Involve outside agencies, where appropriate.
- Establish and maintain effective communication with parents/ carers.
- Provide specific training on all matters of SEND for all staff (including training for ITTs (Initial Teacher Training), ECTs (Early Career Teacher), new staff and new governors).
- Update our SEND Information Report (available on the main school website) annually

The Role of the SENCo (Special Educational Needs Coordinator)

The school's provision for students with SEND is coordinated by the SENCo. The SENCo plays an important role in the strategic development of SEND policy and provision in the school and works closely with the headteacher and governing body. The SENCo holds the day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support all individual students with SEND, including those with EHC plans.

The SENCo takes the lead on providing professional guidance to colleagues and works closely with staff, parents and carers and other outside agencies. The SENCo maintains an awareness of the provision outlined in the Local Offer (the Local Offer is the provision and support available within the local area) and works alongside professionals and families to ensure that students with SEND receive appropriate support and quality first teaching.

Key Responsibilities of the SENCo

The key responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the designated teacher responsible for Looked After Children where a looked after student is identified as having SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to effectively meet the needs of all students with SEND.
- Establishing and maintaining contact with parents/ carers of students with SEND.
- Liaising with primary schools, other secondary schools, specialist provision providers, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact for external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure students and their parents/carers are well informed and prepared to make smooth transitions.
- Working alongside the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date.

Admission arrangements for students with SEND and/or Education Health Care Plans

Wales High School follows the School Admission Code that came into force in February 2012. In line with the 2010 Discrimination and Disability act, Wales High School will not unfairly disadvantage or discriminate against any child with SEND in its admissions procedure.

SECTION 2: Information about the identification, assessment and provision for all students with special educational needs **Identification and assessment of students with SEND**

Prior to students transitioning to Wales High School, work is done with the existing primary school. In many cases this provides a valuable opportunity for a child's existing needs to be shared and discussed.

Where students are not making adequate progress, despite quality first teaching, or other concerns are raised, the SENCo may advise that an individualised testing programme is carried out. This is carried out following consultation with parents/ carers and the child or young person themselves.

Testing aims to highlight potential barriers to learning and may include tests such as:

- **NGRT** (New Group Reading Test) reading assessment test designed to assess both reading and comprehension skills.
- **Vernon Spelling Test** (a wide range spelling test used to assess spelling attainment)
- **Dyslexia Screener** (this is a screening programme that assesses the risk of dyslexia)
- **DASH (Detailed assessment of Speed of Handwriting)** (A test to assess the speed of legibility of handwriting)
- **Referral to an outside agency**, e.g. CAHMS, Educational Psychologist

Education Health and Care Plans

Where students are not making sufficient progress, despite purposeful and relevant interventions, it may be appropriate to request the Local Authority (LA) to carry out a statutory assessment of the child/ young person's needs to determine whether they are eligible for an Education Health Care Plan (EHCP). In order to prepare a request, we seek permission and input from parents/ carers, as well as considering the views of the child/young person.

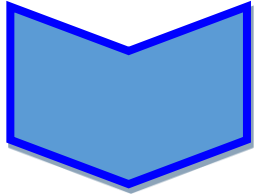
As part of the assessment process the LA will request evidence from the school regarding progress made to over time and interventions that have been implemented. Evidence must show that intervention has proved unsuccessful, despite being carried out over a reasonable period of time.

Once a student has an EHCP in place the SENCo takes responsibility for ensuring appropriate provision is arranged. A formal review process will take place at least annually with agencies, led by a designated member of the learning support department. Input from the child/young person and their parents/carers is highly valued throughout this process.

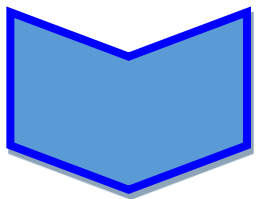
If there is a significant change with a student who has an EHCP, then the local authority must be informed and a review held at the earliest possible opportunity to ensure that the provision in place accurately reflects the new needs of the child or young person.

Provision for students with SEND

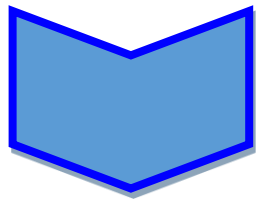
In line with the SEND Code of Practice (Jan 2015) Wales High School will deliver a 'graduated response' to making provision for students with SEND. This commences once it has been demonstrated that high quality teaching and sufficient differentiation in the classroom have failed to enable the students to make good progress, due to the potential of special educational needs creating a barrier to learning. The 'graduated response' follows a four-step model outlined below; this is repeated as many times as is necessary.



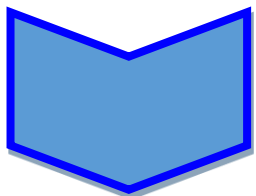
- As a school we will regularly assess, track and monitor the progress of all students. Where it is felt that a student is not making sufficient progress, despite quality first teaching and sufficient differentiation, assessment will be made of the student's individual needs. The child and their parents/carers will be encouraged to share their experiences.



- Once a student's needs have been identified, the SENCo, supported by other members of the learning support team, will plan appropriate support, intervention and provision for the individual child. The child and their parents/carers will be involved in this process and the outcomes will be shared with all teaching and support staff who work with the student. Clear outcomes for improvement will be set at this stage.



- Planned intervention and support will be carried out for the individual student. The responsibility for this lies first and foremost with teaching staff who make reasonable adjustments to their practice to allow support and intervention to be effective. Responsibility for carrying out intervention and support may also be shared by the learning support team where a specialist programme has been suggested. The SENCo will oversee and support the implementation of all SEND provision.



- Intervention and support will be reviewed on a regular basis by the learning support team. The staff member will take into consideration the progress made by the student towards the desired outcomes, alongside the views of class teachers, parents and the individual student. The needs of the individual student will then be re-assessed and revised outcomes will be set. This may result in provision, intervention and support being revised.

Access to a broad and balanced curriculum

All teachers are expected to have high expectations of every student, regardless of their ability, disability or SEND status. Wherever possible students with SEND are taught in mainstream lessons alongside their peers in order to facilitate inclusion. All students have the right to quality first teaching and in many cases barriers to learning can be overcome through effective differentiation and reasonable adjustment to classroom practice. In some cases, further support may be appropriate through teaching assistants and/or specialist equipment.

As a school, we also encourage all students to take part in the wider school community. Where possible, staff are committed to making reasonable adjustments to allow for the inclusion of students with SEND in such activities.

Modified Curriculum Key Stage 3 (KS3)

Where appropriate, students may be given access to a modified curriculum in KS3. This may take the form of inclusion in one of our World Studies classes. World Studies is a humanities based

intervention programme that is delivered in small classes. It is designed to enhance literacy skills and support vulnerable students. Students may also be invited to access a range of short term intervention programmes that focus on a specific area of need may also be selected to take part in Emotional Literacy ELSA support sessions with our qualified ELSA support assistant. In Year 9 we offer the AQA Step Up To English qualification leading to a nationally recognised qualification at the end of Year 9. Step Up To English is designed to support students develop the skills they will need to be able to access GCSE level English in Key Stage 4

Modified Curriculum Key Stage 4 (KS4)

Students who have accessed a modified curriculum or have received continual support from the learning support department in KS3 may be given extra support in selecting their KS4 options. The views of the young person are extremely important in this process and we will seek to support each student in making their own independent decisions. Parents/carers will be encouraged to work alongside their child in making decisions for KS4. A small number of students may require an individualised timetable or provision at partner schools to meet their needs at KS4.

Transition through key stages and into adult life

Students identified as having SEND and an EHCP in primary school will be offered an enhanced transition programme to facilitate a smooth arrival in Y7. Key staff are responsible for liaising with primary schools to support enhanced transition programmes. The Learning Support Team are available to mentor students with SEND at key transition points through school. In both Y11 and sixth form, The Learning Support Team provide support to enable students to feel equipped in making informed and suitable choices for themselves. Students with SEND who are due to transfer to post-16 provision will be given access to individual support from specialist staff. Links with post-16 provision providers have been established and where appropriate staff liaise with providers to facilitate a smooth transition.

Specialist Integrated Resource provision at Wales High School

Overview

The SEND provision at Wales High School includes an integrated resource for students with autism, open from September 2020. This provision is based within the main school site. The resource is expected to grow over the coming five years as subsequent Y7 cohorts are accepted.

Ethos and Aims

The Integrated Resource at Wales High School aims to provide academically able students with autism the support they require to access a mainstream learning community. We aim to ensure that every student has the opportunity to fulfil their academic potential within a supportive and nurturing environment. Alongside this, we aim to support students to develop their social skills within both bespoke classes and the wider learning community. As students progress through their time within the Integrated Resource we aim to prepare them for a fulfilling, independent and positive life within their local communities.

Admission arrangements

Throughout the admissions process we aim to work closely with the young person, their parents/carers, existing provision and the Local Authority. The following criteria will apply in deciding whether the resource can provide suitable provision to meet the needs of an individual:

- The student has an EHCP which indicates autism as the primary need.

- The EP report must be supportive of the need for a specialist provision.
- The student is likely to require specialist support and the availability of a specialist facility (e.g. small group or calm area) to spend periods of time (to be decided on a personalised basis) outside the mainstream classroom, over and above that normally available in a mainstream school without an autism spectrum resource.
- The student has the potential to manage the elements of an academic and social environment of a mainstream school with skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.
- The student's cognitive ability will be within the mainstream range. The EP report should include assessments or observations to support this.
- Students' language skills and behaviour should be at a level which enables them to safely and appropriately access a range of informal and formal activities.
- Students' needs are described in their EHC Plan, including co-morbid conditions should be matched to the resources available at Wales High School.

Curriculum

All students within the Integrated Resource will be supported to access to mainstream lessons through a highly personalised timetable in accordance with their EHCP. This will take into consideration the individual students' strengths, wishes and needs and be reviewed on a regular basis. Alongside inclusion in mainstream lessons, students will have access to a bespoke curriculum within the Integrated Resource. This will allow students to access a broad and balanced curriculum that is specifically tailored to their needs. All students will have access to a full life skills curriculum within the resource that specifically aims to develop the skills outlined in the *Preparing for Adulthood* framework. As students prepare for life beyond Wales High School we will seek to offer a bespoke programme of transition onto each individual student's next steps.

SEND Students Behaviour and Standards

We expect all of our students to follow our behaviour policy and meet our expectations of positive behaviour. For students on the SEND register, while we aim for absolute consistency in our behaviour policy, we understand that this may not always be appropriate due to individual needs. As a school, we are committed to ensuring that every student's needs are met, and to this end, we will make reasonable adjustments. However, these adjustments are determined by the school based on professional judgement, and communicated early to students and parents to maintain a supportive and inclusive environment .

SECTION 3: Information about the school's staffing policies and partnership with bodies beyond the school

Professional development opportunities for all staff in relation to SEND

SEND is not the sole responsibility of the learning support department. As stated by the SEND Code of Practice:

"Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff." (6:36, Jan 2015)

The learning support department support and equip staff in strategies to use when teaching students with SEND. The senior leader responsible for whole school CPD is responsible for the continual professional development of staff. The SENCo will assist and advise on the planning and delivery of continuous professional development regarding SEND to support quality first wave teaching.

The role played by parents of students with special educational needs and disabilities

At Wales High School we recognise that parents have an important role to play in supporting students with SEND. For this reason, we seek to include parents as partners in planning and reviewing SEND provision. As a school we seek to empower parents to:

- Recognise and fulfil their responsibility as a parent of a child with SEND.
- Play an active and valued role in their child's education.
- Gain knowledge and understanding of their child's needs.
- Access support beyond the school setting where it is required.
- Make a valuable contribution to review meetings.
- Engage in regular communication between home and school.

This is sustained through regular contact alongside the offer of parent groups.

Students

Children and young people can offer a unique insight into their own needs, feelings and experiences. For this reason, we are committed to making sure that each student has the opportunity to have their voice heard. At Wales High School a person centred approach is achieved by:

- Encouraging students to engage in making decisions about their own education.
- Supporting students to set their own targets and goals.
- Allowing students to actively contribute towards their own review meeting.
- Making changes to whole school development based on student voice.

SECTION 4: Arrangements made for the treatment of complaints from parents of students with SEND concerning provision made at school

Any complaints from parents of students with SEND concerning the provision made for them at Wales High School should be made through the complaints procedures detailed on the school website.

This policy will be reviewed and updated annually by the SENCo.

This policy should be read in conjunction with the school SEND Information Report, updated annually, available on the school website.

The SENCo will report annually to the Governing Body concerning the effectiveness of the policy.

Accessibility Plan – updated and approved by the Governing Body – 6 February 2024 – to be reviewed every 3 years (February 2027)

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students;
- c) make written information more accessible to disabled students by providing information in a range of different ways and improve support available in school.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse impact on their ability to carry out **normal day-to-day activities**.

Where the term SEND is used this refers to all 4 areas of Special Educational Need as outlined in the 2014 SEND code of practice.

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social Emotional and Mental Health**
- 4 Sensory and/or Physical**

This is the Accessibility Plan for Wales High School.

1. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEND information report;*
- *Supporting students at school with medical conditions;* published by the Department for Education (updated 2017)

2. Our vision and aims

Wales High School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each young person achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognise reasonable adjustments may have to be made to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by students with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

3. Current good practice

Identification

Wales High School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary. We adhere to and follow advice from professional colleagues.

Our trained staff request information from parents at key transition and entry points and ensure this information is communicated effectively, sensitively and securely. We are in regular contact with parents, carers and professionals to update and amend information as necessary.

Curriculum

Wales High School has improved access to the curriculum for disabled students through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for individual students that require this;
- offering Continued Professional Development (CPD) to ensure that all staff are knowledgeable of the impact of SEND on learning;
- organising classrooms so that they promote the participation and independence of all students;
- staff INSET training regarding Epipen, Epilepsy and Diabetes to enable students access to out-of-school visits and extra-curricular activities
- modifying worksheets and curriculum content into large font for students with a visual impairment (VI);

- Introducing specialist ICT software to enable increased independence both in and out of lessons;
- Introducing coloured books and coloured reading rulers for students with colour sensitivity (Irlens Syndrome)
- Our Science labs and Food Rooms have been modified to allow access to low level work spaces.
- Adaptation of equipment in Physical Education.

Physical Environment

Wales High School has already improved the physical environment of the school to increase access for disabled students by:

- providing flat or ramped access to all school entrances;
- installing wheelchair accessible lifts to the first floor;
- dedicating 3 parking bays outside the main school entrance for students and families, and visitors with a disability;
- providing 11 accessible toilets;
- adding yellow paint to the edges of stairs for students with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- adapting an existing medical room to accommodate a student with exceptional medical needs.

Written Information and support available in school

Wales High School already makes written information more accessible to disabled students and provides support in school through:

- modifying written information so that this is available in large print for students with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for students who benefit from this.
- Introducing Text-to-Speech software across our school ICT network
- Printing of written tasks/work onto coloured paper for individual students
- Ensuring timetables and handouts are in appropriate formats, including visual timetables where necessary
- Implementing a text to home system to ensure parents/carers received information in a timely and appropriate format
- Assessing for appropriate Exam Access Arrangements for students with SEND to ensure access to written information in exams is at the correct level.

4. Implementation

Our Accessibility Plan shows how access to Wales High School will be improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled students are as prepared for life as their non-disabled peers;
- how we can encourage students with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.
- Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations.
- We will always consult with experts when new situations regarding students with disabilities are experienced.

5. Monitoring

Wales High School's Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed.

The governing body, or proprietor will monitor Wales High School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

Wales High School's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

Wales High School's complaints procedure covers the Accessibility Plan

Wales High School: Improving access to the curriculum

Identifying barriers	Summary of progress in last 3 years	Objectives for improvement <i>2024-2027</i>
<ul style="list-style-type: none"> • Monitoring needed of class teaching through a robust QA process • Data analysis needed by subject teachers, Middle Leaders and SLT at termly assessment points to meet student needs • Feedback sought by parents/carers at Parents Evenings • Changes to exam systems and assessment 	<ul style="list-style-type: none"> • iPads purchased for individual SEND students to allow improved access to curriculum • Triangulated QA system introduced –Spotlight periods to ensure appropriate/differentiated work in place for all students • Relentless focus on having an appropriate curriculum in place to enable students to do more, know more and remember more. • Introduction of evidenced strategies such as Focus 5, Cold Calling and Word Power • Support staff and teaching staff trained in specialist literacy interventions • Intervention Strategy Meetings introduced at termly assessment points to ensure appropriate support in place for all students • Vulnerable Learners Meetings introduced at half termly intervals to ensure appropriate support in place for identified students • Specialist phonics literacy intervention programme purchased and embedded • Reading programme GROW introduced to enable all students to develop their love of reading • Step Up To English pre-GCSE AQA qualification introduced for identified Year 9 students to prepare for rigour of GCSE English in Key Stage 4 • Introduction of new Parents Evening format “Progress Events” following feedback received • Expansion of range of activities and clubs available to all students • Extra Exam laptops purchased for use in exams by SEND students • Exam Reader pens purchased for use in exams by SEND students • Coloured books and overlays purchased for students with colour sensitivity • One Page Profiles introduced to all staff for over 200 students to enable ease of access to key teaching and learning student information 	<ul style="list-style-type: none"> • Further monitoring of classroom/curriculum provision through QA system to include: enhanced Learning Walks, staff survey, Student Voice survey and Case Study tracking • Introduction of personalised, individual student curriculum arrangements as required to meet the needs of new 1-9 assessments • Continued staff training and CPD including Subject and Departmental support and continued TA development • High focus on improving and tackling low literacy and enabling all identified students access to specialist literacy interventions

	<ul style="list-style-type: none">• Continued recruitment of TAs to support students' access to the curriculum• Continued liaison with external professionals to enable identified students access to the curriculum	
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Wales High School: Improving the physical environment

Identifying barriers	Summary of progress in last 3 years	Objectives for improvement <i>2024-2027</i>
<p>Increase in student numbers:</p> <ul style="list-style-type: none"> • Consider safety on school site • Need to increase size of buildings to accommodate larger intake/demand <p>Continued maintenance of existing school facilities to ensure needs continue to be met</p> <p>Increase in level of needs of some students requiring more specialist support and provision</p>	<ul style="list-style-type: none"> • Disabled parking bays increased • Provision of safer drop-off/pick-up only bays • Improvements to pedestrian access, lighting, defined pathways at school entrances • Stair edges painted yellow to aid independence for students with VI • Adaptation of medical rooms to accommodate needs of student with complex medical needs • Building of new reception area with ramped access/automatic doors for visitors/students to offer safe and welcoming environment • Dedicated accessible toilets (11) in convenient locations around school site • Sympathetic classroom timetabling to allow students with SEND access to all areas of school wherever possible • Large print maps, colour coded and zoned to aid students access to school site • Improved signage for all department areas • Increase in communal student areas to ensure safer movement at unsupervised times • Students to walk on the left to aid ease of movement at lesson changeover times • Students with disabilities able to leave class 5 minutes early to aid safe movement • Improved Fire Drill and Muster Point procedures • The Bridge – introduction of dedicated calm space for autism students 	<ul style="list-style-type: none"> • Further development of Learning Support Department to include specialist areas for extended autism support • Development of medical room to support student with medical needs • Further development of First Aid provision via dedicated School Nurse support • Introduction of dedicated Prayer Room • Further develop support for sensory needs • Develop plans for new build of school to include improved access to the new physical environment for all

Wales High School: Improving written communication and support available in school

Identifying barriers	Summary of progress in last 3 years	Objectives for improvement <i>2024-2027</i>
<ul style="list-style-type: none"> • Addressing increased needs of students • Keeping up to date with changes to local support and services • Engaging with parents – written and verbal • Wider range of primary age students choosing to join leading to a larger number of primaries needing transition work 	<ul style="list-style-type: none"> • School counsellor introduced and extended • Early Help referral system followed • New SEMH/Alternative Provision (AP) job role introduced to meet needs of students experiencing difficulty accessing school • Exam relaxation sessions introduced prior to exams • Wellbeing sessions for staff and students • Adaptation of PHSE curriculum to meet individual needs • Regular SEND Family events run termly • Website updated with clear signposting to wide range of support services for students and families • School Reception area expanded to ensure all visitors feel welcomed • Vibrant social media (Twitter) set up and updated regularly • Educational Psychology support significantly increased in school • Expert Learning Support staff allocated to individual Year Groups to monitor SEND students • Introduction of named keyworkers for all students with identified SEND • Transition from Year 6 carefully planned and information collected • School App introduced to aid ease of access for parents/students to access information about school • Annual Reviews for students with EHC Plans more child-centred and a choice of joining formats provided 	<ul style="list-style-type: none"> • Increased engagement with parents via Family events, Parent Forums and Parent Surveys • Ensure all written communication is standardised and is appropriate and accessible to all • Wellbeing for students and staff • Increased Student Voice collection