Moorside High School

Disability Equality Scheme and Accessibility Plan

Date Reviewed: ……May 2019 ………..
Date of Next Review: ……May 2022   ……..
Reviewed by: ……Inclusion Committee …...

May 2019

Disability Equality Scheme and Accessibility Plan (Reviewed 2016)

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

➢ Not to treat disabled students less favourably for a reason related to their disability;
➢ To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
➢ To plan to increase access to education for disabled students.

This Accessibility Plan sets out the proposals of the Governing Body of Moorside High School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

➢ Increasing the extent to which disabled students can participate in the school curriculum;
➢ Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
➢ Improving the delivery to disabled students of information which is provided in writing.

In addition, the Disability Equality Duty (2006) requires all schools to:

➢ Eliminate discrimination that is unlawful under the DDA;
➢ Eliminate harassment of those with a disability;
➢ Promote positive attitudes towards disabled persons;
➢ Encourage participation by disabled individuals;
➢ Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

This scheme and plan should be read in conjunction with the school's other policies on "Equal Opportunities" and "Special Educational Needs".

The philosophy of Moorside High School is based on inclusive principles which strive to promote equality

Equality of opportunity at Moorside High School is about providing equal access and excellence for all in order to promote the highest possible standards of achievement. To this end, in summer 2007 Moorside High School achieved the "Inclusion Quality Mark", and in the summer of 2009 achieved "Full Dyslexia Friendly Status", this was re-verified in June 2012 and is due for reverification in 2016/17. The school aims to meet the "Enhanced Status for Dyslexia Friendly Schools" over the next couple of years, which will replace the "Inclusion Quality Mark".

Equality of opportunity applies to all members of the school community - students, staff, governors, parents and community members.

It is based on the following core values and ethos as expressed in this school's mission statement:

The stakeholders of Moorside High School decided upon the values that underpin our school community, these were encompassed in the slogan – REACH. Respect, Enthusiasm, Achievement, Community and Hard Work, our aim is;

➢ To develop all students as responsible citizens, each in their own right;
➢ To give each student an equal opportunity to fulfil their own potential, personally, socially and academically, within a rewarding and stimulating environment;
➢ To provide all students with a broad, balanced and relevant education, which will enable them to develop the knowledge, skills and attitudes needed for lifelong learning and to adapt to a fast-changing world;
➢ To develop an enterprising culture for our learning community.

The school's strategic aims for 2016-2019 are that:

By learning together, we want our community:

➢ To realise the highest standards of achievement ;
➢ To be an Inclusive School ;
➢ To meet the challenges of the future.

In addition, the statutory inclusion statement in the National Curriculum for England describes the responsibility of the school to provide a curriculum that

meets the specific needs of individuals and groups of students. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

➢ Setting suitable learning challenges;
➢ Responding to students' diverse learning needs;
➢ Overcoming potential barriers to learning and assessment for individuals and groups of students.

In order to achieve these aims, all members of our community must be able to access various provisions when they attend School. The values of REACH underpin our school aim to ensure that all pupils Engage and Achieve. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students. It would be unlawful to treat a pupil less favourably for a reason relating to disability and/or failing to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

1B: Information from student data and school audit

The DDA defines a disabled person as someone who has:

"A physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Disability may include those with:
• physical or mobility impairments
• visual impairments
• hearing impairments
• medical conditions
• learning difficulties
• mental health

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Dyscalculia, Autism, Speech and Language impairments, Attention Deficit Hyperactivity Disorder (ADHD) and Emotional Difficulties. As such there is a significant overlap between those considered to have a disability and those who have Special Educational Needs.

At Moorside, 36% of students have Special Educational Needs including medical conditions.

Of these students with learning difficulties, a very small number have physical disabilities, including Vision Impairment, Hearing Impairment and Cerebral Palsy.

Students with disabilities achieve well at Moorside High School. If we consider the current 2016 predicted data with past years results, SEN K (Support) Students have improved results over the last 2 years for pupils achieving 5A*-C including Maths and English, 20% increasing to 22%. SEN S (Statements or Education Health Care Plans) have also improved progress from 0% to 50% expected to achieve 5 A*-C including Maths and English. Both groups are closing the gap to national data and SEN with Statements are closing the in school gap. Attainment 8 for SEN K and S is improved over the last 2 years, as is the Progress 8 score for these groups.

Moorside is not designated as a "Pathway School" by the Local Authority, and as such does not; as yet have wheelchair access to much of the upper floor premises. The site is on many levels and the main buildings have three floors with only staircase access, this is an area of need. However the introduction of a stair climber and modifications made to the ground floor has ensured improved access for pupils in a wheelchair.

However, the Moorlands VI Form is now fully adapted with lifts and ramps and as further building adaptations are undertaken, it will be ensured that arrangements are in place to increase physical accessibility, as it is our aim to provide accessibility for all under the duty to provide "reasonable adjustments" for those with a disability.

In addition, the "Access Plan" of 2016 identified short, medium and long-term strategies for improving access to provision:

➢ Continue to adapt written resources to make them available in enlarged font sizes and re-format if necessary for visually impaired students
➢ Improve the school web site to ensure accessibility
➢ Enable students with temporary mobility problems to access curriculum and to move between lessons safely.
➢ Further develop a differentiated curriculum
➢ Make minor alterations to premises to meet statutory requirements on a rolling programme as improvements are made to the school, e.g. improvements to signage, lighting, surfaces, doors etc.

Progress has already been made on all of these, although further improvements can be made and are identified in the action plan.

The school has set the following priorities for the development of information and data to support the School's Accessibility Plan:

➢ Consultation with students and parents
➢ Staff awareness raising and consultation

1C: Views of those consulted during the development of the plan 2016/17

On the whole, disabled students at Moorside are happy with the provision provided. They feel well supported by the SEN department and feel that the Teaching Assistant support in class helps them do better in their subjects. 88% of pupils surveyed are happy at school. 96% of pupils feel supported. Most teachers have a good understanding of their difficulties and make appropriate adjustments in class to help them succeed. 80% of pupils feel that teachers supported their needs. 68% of students enjoy using the break time and lunchtime clubs as it gives them a place to go to meet their friends. Pupils feel happy with the transition from primary school to secondary school and found the induction days in June very helpful. Students are happy with the extra curricular provision and felt able to participate if they wished.

All of the students continue to feel secure within their education and hope to achieve passes in their exams. Students are aspiring to practical and academic careers and feel well supported in reaching these goals, 80% of SEN pupils have gone onto Further Education, 10% Apprentice with training and 10% are working with no training. The improved structure of the Inclusion base and Learning Support room has also helped in enabling students with temporary mobility issues to maintain attendance in school.

Parents are very happy with the support and provision made by the school (94%). Their children are happy and keen to attend (88%). They are kept informed of their child's progress (92%) and feel that all staff understand the nature of their difficulties. The students are developing well as young people and are growing in confidence as they progress through the School. Parents felt that students were stretched to achieve the very best of their ability (68%) and that they are encouraged to participate in all areas of School life. They were also happy that the lunchtime club provides a safe environment for students at quite a difficult time of the School day and outside agency support was excellent.

Parents were happy that at KS4 their children were offered support with options and that the removal of an option block to support literacy or numeracy had been very helpful. Parents thought that having more of an idea when examinations and coursework deadlines were would help them to support their children at home.

Highlighted areas for improvement included more practical activities for students, honest option discussions with parents and publishing of extra-curricular activities, exams and coursework deadlines.

Parents felt that the school provides a safe environment for their child to achieve and allows them to make their own decisions about the future.

100% of the teaching staff are aware of the SEND pupils and children with medical conditions. 100% of staff differentiate lessons, 100% of staff said they would seek advice from Learning Support staff to support their understanding of pupils needs.

The School has set the following priorities in respect of consultation on the plan:

- To continue to raise awareness and understanding of disability amongst members of the School community.
- To continue to provide support in class where appropriate and aim to be more consistent
- Support students in the transition between Key Stages 3, 4 and 5.
- To improve awareness and increase access to extra-curricular activities available for those with a disability.
- Need to make reasonable adjustments and avoid disability discrimination.
- To refresh staff on different learning and physical needs and how to best support pupils.
- Training on best use of the Teaching Assistant and consistent support in the classroom- ongoing
- Improve disabled access to the site-ongoing
- To complete additional training on how to support pupils with Autism

2A: Increasing the extent to which disabled students can participate in the curriculum

The Learning Support department is the primary link between the school and disabled students. Their needs are taken into account and disseminated to all staff via the SEN register, medical list, student passports and Learning Mentor register. Students are withdrawn from 1 or 2 lessons per week, registration

time or supported in class by Teaching Assistants. This is particularly important where there are mobility concerns so the areas targeted are practical subjects. Students feel well supported and their needs clearly understood. They are given the opportunity to attend break time and lunch time clubs, and are reassured to know that they can approach any member of the department with a problem or a concern. However, students suggested that they would not always want to discuss all problems with members of staff and would like to have someone their own age to discuss their worries with. Students feel that they can participate fully in School life; they enjoy trips and are aware of extra curricular activities as well as residential visits they can attend. .

The School continues to hold "Full Dyslexia Friendly Status" and as such has made significant progress in improving access to the curriculum. Effective differentiation has been the subject of several staff training sessions, and with the support of Teaching Assistants, the majority of departments differentiate their teaching. The whole school use of 'Must, Should, Could' which has contributed to successful differentiation (using Blooms). Departments use tools such as coloured overlays, coloured background on the interactive whiteboard and pale shaded paper to support individual needs. Close contact between staff and the Learning Support Department via Teaching Assistants has also facilitated far greater awareness of students' needs. Continued partnership with a variety of outside agencies and organisations has meant that the School can plan and adapt the curriculum to suit the requirements of all students.

Highlighted areas for improvement are continued work on differentiating individual schemes of work within departments, ensure that all students are aware of their own learning needs and continual improvements in pedagogy to support learning.

The School has set the following overall priorities for increasing curriculum access:
➢ To identify SEN provision on schemes of work
➢ To audit reading and spelling ages 3 times per year
➢ To extend the system of peer counselling and reading mentors
➢ Extend the use of counselling and mentoring support for students with BESD and improve the liaison with external support agencies CAMHS, Young Minds and Changes. Use of school funding to increase Young Mind support and attendance support.
➢ Extend the support mechanism for students with drug/alcohol problems and provide extra support for the family unit via a Parent Support Worker attached to school and the use of 2 Child Protection Officers.
➢ To hold weekly meetings with Teaching Assistants to inform their role.

➢ Weekly inclusion meeting to ensure pupils are receiving the best support.
➢ Training for Teaching Assistants and Staff on the best use of TAs in the classroom.

2B: Improving the physical environment of the School

The physical environment of the School caters for the needs of the majority of disabled individuals. Corridors are well lit and free of obstacles. Lesson changeover is consistently monitored by both staff and prefects and there is a one way system of negotiating the stairwells. The ground floor of 2 buildings have ramped access.

School has set the following priorities for physical improvements to increase access:

➢ Greater consideration and reasonable adjustments to the physical environment of the school to increase access for disabled students and visitors.
➢ Ensure that alternative timetabling and rooming is accommodated e.g. ground floor rooms, movement of software into ground floor rooms, special arrangements for pupils to leave lessons early. This will help to ensure that all pupils participate irrespective of attainment or impairment.
➢ Review Emergency Evacuation Policy annually
➢ Maintained the ramped areas

2C: Improving the delivery of information that is provided in writing for students who are disabled

As part of the school's "Dyslexia Friendly Status" small adjustments have been made to ensure better access to written material:

➢ Work sheets are differentiated by content and colour (simplified).
➢ Sans Serif/Ariel or Comic Sans fonts are generally used as a matter of good practice.
➢ The school website and network is simple and easy to access.
➢ Leaflets and handouts to parents to be made available in a variety of media on request.
➢ Examination papers photocopied onto coloured paper

The school has set the following priorities for providing information for disabled students:

- To improve readability of information given to students
- All staff to be provided with up to date training to ensure they are enabled to match text to individual reading ability.
- To increase the availability of alternative formats (Braille, Audio, Large print)
- To increase opportunities to present work in a variety of media (Audio, visual, Kinaesthetic)
- To improve access to the internet via Browsing software and research voice activated software.
- To ensure departments have both pictorial clues and keywords on display
- Colour coded timetables for students
- To train staff on Phonics-ongoing
- Whole staff training on Literacy every fortnight.

3A: Management, Co-ordination and Implementation

The "Disability Equality Scheme and Accessibility Plan" will be formally adopted by the Governing Body.

Progress towards the Action Plan will be reviewed as part of the School's annual evaluation of its Improvement Plan in the Autumn Term. The results of that evaluation will be reported to the Governors' Teaching & Learning Committee and to the Full Governing Body.

Evidence for the evaluation will include: actions taken; resources deployed; scrutiny of school communication systems; lesson observations; and a judgement of the impact on teaching and learning.

The plan will be co-ordinated by the Headteacher although other lead staff are identified in the plan.

The DES/AP is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with the school's policies on:

- Admissions
- Attendance
- Assessment for Learning
- Bullying

- ➢ Child Protection
- ➢ Differentiation
- ➢ Equal Opportunities
- ➢ Health & Safety
- ➢ Behaviour and Rewards

The School will work closely with the Local Authority, Inclusion Team and Special Educational Needs Support Service and where appropriate enlist the support of the Primary Care Trust and Social Services.

The School has set the following priorities for the management, coordination and implementation of the accessibility plan:

- ➢ Adapting existing evaluation cycle to include all aspects of DES/AP
- ➢ Publishing annual reports through the School Profile

3B: Publication and dissemination of the School's Plan

The School makes its Disability Equality Scheme and Accessibility Plan available in the following ways:

- ➢ Publishing it on the School web-site
- ➢ The policy can be made available in alternative formats on request.

Aims:

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the the physical environment of the school, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting targets.

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
To further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	To audit staff, parents, pupils and visitors to the school. To continue to audit future parents to ensure adjustments are made for physical access and access to written materials Lesson observations to show differentiation continue as part of the evaluation schedule	SENCO (SLT) Supported by SLT team and staff	To be considered at each progress review throughout the year. Annual audits.	Audits updated and plan amended to suit needs of the stakeholders Lesson observation shows differentiation

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	Schemes of work (new for 2016/17) to show differentiation			
	Workbook assessment by SLT to show differentiation			SOW are differentiated
	Pupil/parent voice.			
	Regualr review points and reports to evaluate impacts of support and adjustments			
	Ensure careplans are updated annually			
	Ensure that pupil passports are updated			Record of views recorded
				Careplans up to date

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	Ensure that Access, Plan Do and review meetings take place			Passports completed and updated regularly Records of meetings in files
Further development of systematic procedures that collect views of the impact of reasonable adjustments by pupils with disability, their parents and advocates.	Annual audits to address and analyse stakeholder views and act on the areas identified through a working party. Pupil views obtained throughout the school year Set up a new working party to include pupils, staff and possibly parent views	SENCO (Working Party)	Yearly and at varoius data collection points throughout the year.	Whole school parent views obtained and the plan informed /amended Pupil views collected and use of year councils

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
To further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Governor.	Annual report to governors provided with data on key groups. Identify adjustments made and measure the impact on progress/attainment Stakeholders voice	SENCO	Annual Review Reviewed at progress points	Report to governors at each reviewing cycle
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Website updated and reports to parents produced to appraise the support offered. Report to governors	SENCO SLT	Website updated annually Report produced annually	Website updated

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
The 3 key areas are outlined below and these are to be included in the school Improvement Plan 2016/17. Resources are to be identified and implemented.				
To Increase access to the curriculum by:	• Continued researching of differrent media to support pupils e.g voice activated software/ipads • DTLs audit books and written work for readability with new books • Continued improvement of signage/directions around the school • Keep right signs on the floor to be reconsidered • • Continue to provide a homework club	SENCO/SLT/teahcers/TA	September 2016	Measure would show increase in laptops/ipads/software to accomodate needs. All reading books suitable for pupils Updated signs

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	afterschool with Teaching Assistants to support pupils • TA Training and whole staff training on the successful deployment of a TA- new criteria for 2017 • Staff training on Autism and ways to support pupils • Weekly TA and Inclusion meetings to inform best •Practice to continue • Ensuring a diverse curriculum for all • Continued improvement in Schemes of Work to ensure differentiation • Annual update for staff on learning difficulties and medical training			Consider line on corridor floors Register shows pupils attending Folder of evidence to support training updates over the year Minutes of meetings

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	• Provide awareness of disabilities through assemblies and the PSHE programme. • Ensure Access Arrangements are considered for all year groups • Ensure access using coloured IAWB and paper to accomodate Dyslexic students			Pupils have good attendance, option meetings logged and adapted timetables Training records indicate update of training needs

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Action	Success Criteria	Lead person	Timescale	Possible evidence to use
				Assembly rota
				Register of exam access arrangements
				Up to date pupil passports
				Observations
To increase access to the physical environment by:	• Audit accessibility for a wheelchair and produce a plan to move the school forward-ongoing • Redecoration and lighting-ongoing • Get Fire exits to DDA approval • 6% disabled parking • Rolling programme of introducing more ramps. • Ensure transition work is undertaken to be able to	SENCO/SLT	Rolling programme	Disabled pupils audit of the school More disabled spaces provided if possible

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	timetable classes on the ground floor etc.			
				All needs identified and planned for
To increase access to written materials by:	- Audit all written resources for reading age - Consider E Readers/Ipads/software - Testing on entry in year 7 to inform best intervention - Update the school website ensure that it is dyslexia friendly, alternative font sizes, audio policies and a choice of screen colour backgrounds.	SENCO/SLT	September	All resources are accessible for pupil use Pupils observed using differnent methods of recording information Staff aware of baseline data All stakeholders able to access information in a suitable format

Action	Success Criteria	Lead person	Timescale	Possible evidence to use
	• Training programme for peer reading mentors continues • Access Arrangements • Dyslexia update/reverification			Increased peer mentoring schemes Staff/parents and pupils aware of access arrangements Dyslexia reverification

Evaluation of DES/AP Action Plan 2013-2016 Year 3 (Start date May 2013)

Aims:

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the the physical environment of the school, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting targets.

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
To further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	To audit staff, parents, pupils and visitors to the school. To audit future parents. Lesson observations to show differentiation Schemes of work to show differentiation	SENCO (SLT)	To be considered at each progress review throughout the year.	Audits carried out and the policy updated. Lesson observation and book scrutiny indicate work is differentiated by both input and output. SOW are differentiated and new SOW are due for renewal.

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Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
	Workbook assessment by SLT to show differentiation Pupil/parent voice. Regular review points and reports to evaluate impacts of support.			Pupil views obtained and acted upon. Regular coffee mornings provide opportunity for discussions with parents.
Further develment of systematic procedures that collect views of the impact of reasonable adjustments by pupils with disability, their parents and advocates.	Annual audits to address and analyse stakeholder views and act on the areas identified through a working party. Set up a new working party	SENCO (Working Party)	Yearly and at varoius data collection points throughout the year.	Whole school parent views obtained. Still need to improve working party.
To further develop systematic processes for evaluating the impact	Annual report to governors provided with data on key groups.	SENCO	Annual Review Reviewed at progress points also	Reviewed at governors and placed onto the website.

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
of reasonable adjustments on cohorts with a disability and report annually to Governor.	Stakeholders voice			
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Website updated and reports to parents produced to appraise the support offered. Report to governors	SENCO SLT	Website updated annually Report produced annually	Annual report on the website
The 3 key areas are outlined below and these are to be included in the school Improvement Plan. Resources are to be identified and implemented.				
To increase access to the curriculum by:	• Researching different media to support pupils e.g voice activated software/ipads	SENCO/SLT	September 2014-16	20 ipads provided with software to improve access to the curriculum. Readability audit completed and due

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
	• DTLs audit books and written work for readability • Improve signage/directions around the school • Keep right signs on the floor • Provide a homework club afterschool with Teaching Assistants to support pupils • TA Training and whole staff training on the successful deployment of a TA • Weekly TA and Inclusion meetings to inform best •practice. • Ensuring a diverse curriculum for all			for renewal with new work books in 2016/17 Not done on the floor, placed on the wall Homework club every Wednesday with two Teaching Assistants to provide support Completed training and ongoing TA and SLT meet weekly to plan, communicate and train.

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
	• Continued improvement in Schemes of Work to ensure differentiation • Train Staff on Phonics • Provide awareness of disabilities through assemblies and the PSHE programme.			Curriculum is adapted to meet the needs of pupils as required Completed 2014 Frequent assemblies with a focus on disability and learning needs
To increase access to the physical environment by:	• Audit accessibility for a wheelchair and produce a plan to move the school forward •	SENCO/SLT	Rolling programme	Significant improvements to all exits. Ramps provided, stairclimber, cricket and hoist purchased.

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
	• Redecoration and lighting • Get fire exits to DDA approval • 6% disabled parking • Rolling programme of introducing more ramps. • Ensure transition work is undertaken to be able to timetable classes on the ground floor etc.			Lighting all updated. Disabled parking still an area to improve Ramps completed Transition visits completed every year and additional dates for most vulnerable
To increase access to written materials by:	• Audit all written resources for reading age • Consider E Readers/Ipads	SENCO/SLT	September	Completed but continues as new resorces introduced Ipads and laptops used

Action	Success Criteria	Lead person	Timescale	Monitor/Evaluation 2016
	• Update the school website ensure that it is dyslexia friendly, alternative font sizes, audio policies and a choice of screen colour backgrounds. • Training programme for peer reading mentors			Dyslexia update/reverification 16/17 Continue to adapt the website policies Rolling programme for peer mentoring

Moorside High School DES/AP audit

Disability is primarily associated with; **P** Physical impairment, **S** Sensory impairment, **LD** Learning difficulty. **MC** Medical condition, **MI** Mental illness, **SpId** Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, **SEBD** Social, emotional and behavioural difficulties, **Sp&L** Speech and Language Difficulties. **EAL**- English is not the first language

Disability	P	EAL	Sp&L	S	LD	MC	MI	SpLD	SEBD	Total pupils
Pupils Whole school	4	0	10	2	38	175	0	31	2	262
Employees/ Volunteers	3	0	0	0	0	5	0	1	0	4
Parents/ Visitors	0	0	1	0	0	0	0	0	0	1
Year 7 Pupils	2	0	2	1	13	31	0	5	1	55
Year 8 Pupils	1	0	4	1	9	40	0	9	1	65
Year 9 Pupils	1	0	2	0	6	35	0	8	0	52
Year 10 Pupils	1	0	1	0	6	30	0	3	0	41
Year 11 Pupils	0	0	1	0	4	34	0	6	0	45