

## ACCESSIBILITY POLICY and ACTION PLAN

**Policy and Plan template reviewed by:** Jonathan Ritchie – Executive Director of Property & Development

**Review date:** July 2025

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**Next review date:** June 2026

**Reviewer's Signature:** 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

**POLICY AMENDMENT PAGE**

<b>Date</b>	<b>Key Amendments</b>	<b>Version Number</b>	<b>Reviewed by</b>
11/01/2018	Policy Approved – Fit for use by schools.	v1.1	RG
01/09/2019	Annual Endorsement	v2.0	RNB
01/09/2020	Annual Endorsement	v3.0	RNB
16/03/2021	Policy review and update	v3.1	RNB
01/09/2021	Annual Endorsement	v4.0	RNB
01/09/2022	Annual Endorsement	v5.0	RNB
25/06/2023	Annual Endorsement	v6.0	CS
01/09/2024	Annual Endorsement	v7.0	JR
08/07/2025	<p>Links to ISSRs added to ‘Introduction’ heading on page 3.</p> <p>Clause added under ‘Management’ heading on page 5.</p> <p>Addition of “Related Policies” added to ‘Policies’ heading on page 8.</p> <p>‘Evaluation and Impact’ heading added on page 9.</p> <p>Additional sentence on where the policy is available added to ‘Interpretation’ heading on page 9.</p> <p>Action Plan clarification added on page 12.</p>	V8.0	JR


## Accessibility Policy and Action Plan

This policy should be read in conjunction with the school's Disability Policy.

### Accessibility Policy

#### Introduction

This policy supports compliance with the Independent Schools Standards Regulations, particularly Paragraphs 3(g), 5, and 7 (as below), ensuring that accessibility provision enhances quality of education, promotes respect for diversity, and is integrated into safeguarding practice.

- **Paragraph 3(g):** teaching must enable pupils with SEND to make good progress.
- **Paragraph 5(b)(vi):** enabling respect for other, paying particular regard to the protected characteristics.
- **Paragraph 7(a):** safeguarding policy must have regard to KCSIE.

Accessibility planning is an integral part of the school's annual planning cycle. The Accessibility Plan, created in accordance with the planning duties of the Equality Act 2010 (as amended by the SEN and Disability Act 2001 and 2005 (SENDA)), forms part of the whole school development plan while remaining as a permanent agenda item in the SLT (Senior Leadership Team) meetings, ensuring it is a focus of attention.

Original legislation required the plan to cover a fixed 3-year period, as determined by the government. However, recent DfE guidance allows schools to choose any 3-year period. The school's plan covers the 3-year period as specified in its title. The school has adopted the format of planning for a rolling 3-year period; a new year is added at each annual review and the details of the completed year, annotated to record what has been achieved, are archived and made available on request to any appropriate inspection body. The coherence of the plan and its influence upon other developments is monitored by the SLT on an annual basis.

The Accessibility Plan draws on the guidance set out in:

- SEND Code of Practice (2015)
- "What Equality Law Means For You As An Education Provider" (2014)

- “Equality Act 2010: What Do I Need to Know? Disability Quick Start Guide” (2011).

Over its 3-year period, the plan aims to:

- a) increase the extent to which pupils with disabilities or additional needs can participate in the school’s curriculum.
- b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities or additional needs can take advantage of education and benefits, facilities or services provided or offered by the school.
- c) improve the delivery to pupils with disabilities or additional needs of information which is readily accessible to pupils who are not disabled or do not have additional needs.

Adequate resources will be allocated for the implementation of this plan.

## Definitions of Disability and Special Educational Needs

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day- to-day activities.

For the purposes of the Act, these words have the following meanings:

- ‘substantial’ means more than minor or trivial; for example, it takes much longer than it usually would to complete a daily task.
- ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- ‘normal day-to-day activities’ include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

The definition of Special Educational Needs in the Children and Families Act 2014 includes pupils with significantly greater difficulty in learning than most children of their age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of his or her age in mainstream schools. Not all pupils are disabled or have additional needs by their SEN and vice versa.

The SEND Code of Practice makes it clear that the definition of disability includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, such as asthma, diabetes, epilepsy, and cancer.

## Progressive Conditions Considered to be a Disability

A progressive condition is one that gets worse over time. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

## Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

## Objective of the Accessibility Policy and Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## Principles

The school recognises its duties under the Equality Act 2010:

- Not to discriminate against pupils with disabilities or additional needs in their admission and exclusions, and provision of education and associated services.
- Not to treat pupils with disabilities or additional needs less favourably.
- To take reasonable steps to avoid putting pupils with disabilities or additional needs at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time, as noted in the introduction, above.

The SEND Code identifies a clear focus on the participation of children and young people and their parents in decision-making at individual and strategic levels. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles, which underpin an inclusive curriculum:

- setting suitable learning challenges.
- responding to pupils' diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## Management

The Accessibility Plan is reviewed annually by SLT and presented to the School Advisory Board for scrutiny and sign-off. The School Advisory Board monitor implementation and challenge the SLT to ensure measurable progress.

In formulating the plan, the SLT may co-opt additional members whose expertise in any field would be of assistance.

The SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils with disabilities or additional needs.
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the school's Disability Policy.
- To continue to review the school's Accessibility Action Plan.

## Learning and Teaching

The school has:

- Appropriately trained SEND staff in each of its educational settings each equipped to deal with the range of mild or moderate learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- A strong and successful record of supporting children with a range of SEND needs by planning with parents and children, seeking advice from appropriate professionals and training staff regarding any child's specific needs.
- Students are assessed for SEND upon admission and other times when a need is identified.

The school has a procedure for dealing with accessibility in advance of a child's admission or, in the case of the emergence of a disability, the following procedures are in place:

### Pre-Admission

A lot of planning takes place before the child arrives at school. This will include:

- Information gathering from parents, the child's current school or nursery and relevant external agencies.
- Writing an individual accessibility and/or education plan tailored to the needs of the child. This will involve meeting with parents and meeting with the child to discuss their preferences. It may also involve meeting with external agencies who specialise in dealing with that disability, who can offer support to the school when planning the appropriate provision for the child.
- Providing adequate training for staff, who will be responsible for that child, so that they feel confident to carry out the plan.

- Providing the correct resources for the child so that he/she has as much access to the curriculum as is reasonably practicable.

## After Admission

Planning and undertakings will include:

- Managing and recording the pastoral care of the child through the school's pastoral system and fostering the child's social and emotional development, with appropriate documentation.
- Reviewing the plan with the parents and child and, where relevant external agencies, at appropriate intervals so that planning can be put in place for the following term.
- Communicating with future schools regarding the child's needs.

If the onset of disability occurs during a child's time with us, all the above will be put in place.

## Training

The overall planning of staff training is undertaken by the SENCO and Head. Training is given to the whole staff (full-time and part-time) on SEND and Disability on at least a two-year cycle. Training is undertaken on a whole staff basis regarding learning styles, learning differences, learning difficulties and multi-sensory teaching over an extended period.

Training is undertaken on a 'need-to-know' basis regarding, for example, asthma, epilepsy, anaphylaxis, colostomy management, cystic fibrosis and other conditions. Training will continue to be tailored to provision for and understanding of specific conditions as appropriate.

## Pastoral Care

Pastoral Care is an agenda item at each meeting of the SLT and forms part of the annual development plan.

A Health and Safety Committee, comprising appropriate members of staff, meets termly to consider all matters of Health and Safety.

Arrangements for Health and Safety on trips and visits are scrutinised and approved by the Head and Educational Visits Co-ordinator.

## Physical Environment

The Head has overall responsibility for the school's physical environment.

The school recognises that environmental adjustments cannot readily be made in response to the arrival of a child with a disability and that, therefore, longer-term planning is needed to ensure that environmental factors are improved including access, lighting,

acoustic treatment and colour schemes, and more accessible facilities and fittings. This is where the Action Plan becomes a part of the policy.

The plan below sets out the action being taken by the school as positive steps to promote equality and eradicate discrimination for all.

## Disability Policy Review

The responsibility of review is the Senior Leadership Team.

The terms of reference are:

- to review the school's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils with disabilities or additional needs and to prepare an audit of current provision.
- to make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan.
- to review such plans and policies as necessary at least every three years.
- an audit of current provision.

## Admissions

Admission to the school is on a non-selective basis (no written assessments are taken). We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. The school's policy is to enrol pupils regardless of any disability of which it is aware, provided that the school can accommodate their needs within the parameters of reasonable adjustments.

The school asks parents of prospective pupils if special needs should be taken into consideration. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The life of the school is enhanced by inclusive policies, but equal importance must be given to ensuring that no pupil's education is impaired.

## Delivery of the Curriculum

Through INSET, staff meetings and other initiatives, such as online learning, we train classroom staff on developing inclusive approaches towards teaching.

## Classroom Arrangements

Freestanding tables and chairs in most classrooms mean that furniture can be rearranged easily to accommodate pupils with disabilities or additional needs. Where appropriate for learning needs, the school encourages the use of laptops or other portable devices. Most rooms are fitted with blinds, which might be of benefit to students with visual impairment.



Lessons provide opportunities for all students to achieve. For example, provision may be made for dyslexic and dyspraxic students to use laptops in lessons and for tests. The school keeps detailed records of pupils' needs and the range of support provided, which it uses to make application for extra provision in public and formal examinations.

## Delivering Material in other Formats

ICT and photocopying facilities are available to produce large print information.

## Visits

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, the school might need to consider the transport and accommodation needs of a wheelchair user.

## Policies

Details of the Equal Opportunities policy, including disability, are published in the staff handbook. This policy and plan should be read in conjunction with the following "Related Policies":

- SEND and Inclusion Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Health and Safety Policy
- Behaviour Policy
- Equality and Diversity Policy
- Admissions Policy

## School Design: Access to Buildings

Reasonable adjustments have been made to all areas of the school, but some may well require further changes to accommodate individual new students – this will be assessed at the time of application.

## Emergency Evacuation

If a pupil with a disability is admitted to the school, relevant staff will be provided with training to support the pupil's emergency evacuation. Within the structure of the current premises, several modifications may be possible to increase accessibility for pupils and parents with disabilities or additional needs.

Should it be beneficial for a pupil with a disability, the school will create a Personal Emergency Evacuation Plan (PEEP), consulting, as relevant, with the pupil's medical practitioner and the emergency services.

In planning for emergency evacuation, if appropriate, the school will consider, for example:

- equipping fire alarms and bells with additional visible signals to meet the needs of any deaf pupils.

- acquiring an ‘evac-chair’ or similar equipment to facilitate the emergency evacuation of a pupil with mobility difficulties.

## Evaluation and Impact

The effectiveness of this Accessibility Policy and Action Plan is evaluated through measurable outcomes, including pupil achievement, attendance, parent/pupil feedback, and access to the full curriculum. Annual accessibility audits and stakeholder feedback inform updates.

## Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is St Botolph Building, 138 Houndsditch, London EC3A 7AR. Any enquiries regarding the application of this policy should be addressed to the Executive Director of Property & Development at the above address.

This policy is published on the school’s website and is available on request. It complies with ISSR Paragraph 32(1)(f).

## Key Action Areas – Sample Document

The following table provides a summary of the school's priority areas for action.

Key Action Areas	Timescale
a) increase the extent to which pupils with disabilities or additional needs can participate in the school's curriculum;	
The school will improve the availability for SEND support by employing a specialised TA to support the SENDCO.	September 2026
The school aims to further recognise diversity in our school culture by improving the admissions process for pupils and parents with English as an Additional Language.	December 2026
The school will make better use of staff members who speak additional languages in supporting EAL pupils, especially when they first join the school.	May 2026
The school will invest in assessment materials so that the SENDCo can carry out screening for dyslexia, weaknesses with comprehension and other processing difficulties.	June 2026
The SENDCO will make use of the Atom Quest data to help identify pupils who may not be achieving to their potential and put appropriate support in place.	
b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities or additional needs can take advantage of education and benefits, facilities or services provided or offered by the school;	
The SENDCo will continue to develop the school's sensory room, replacing broken equipment with new, age appropriate, resources for the benefit of pupils with ASD, sensory difficulties and ADHD.	June 2026
The school will continue to encourage teaching staff to view their classrooms through an 'inclusive' lens to ensure it is not	June 2026

over stimulating, and is equipped with a calm space for pupils who may need it.	
c) improve the delivery to pupils with disabilities or additional needs of information which is readily accessible to pupils who are not disabled or do not have additional needs.	
<p>The school will continue to develop the use of visual support aids in lessons and around the school to support pupils with SEND and EAL pupils. These may be for general, whole class use, or for a specific child. Staff will be confident using these.</p> <p>The school aims to instil in all teaching staff a 'teaching for SEND is teaching for all' outlook through lesson planning, classroom environment and INSET/CPD sessions.</p> <p>The SENDCo and class team will ensure suitable adaptations are made for a visually impaired pupil, such as coloured dry wipe board, accessible number line and adjustments to ensure he can access IT correctly.</p>	<p>June 2026</p> <p>June 2026</p> <p>Ongoing as pupil moves through the school and his needs change</p>

## Accessibility Plan 2025-2028

Targets should be SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) for each action. In the “Time Frame” column, the school should aim to add a timescale which is finite and measurable, to facilitate the action point being signed off as achieved. As far as possible, timescales such as “ongoing” or “termly” should be avoided. Instead of “ongoing” or “termly”, be specific e.g. “By December 2025, install illuminated signage at all site access points.” If an overarching timescale of “ongoing” is appropriate, this should be broken down into interim milestones which are measurable and can be signed off as achieved. Once achieved, ensure you reference the **evidence sources** or **baseline references** (e.g., pupil voice surveys, accessibility audits) in the “Outcomes” column.

**\*Note:** In the Resources & Cost Estimate column, the following code is used: £ = £0 to £50, ££ = £51 to £500, £££ = £501 to £5000, ££££ = over £5000.

**SECTION A:** Increase the extent to which pupils with disabilities or additional needs (including those with special educational needs) can participate in the school's curriculum

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To increase the confidence and skills of all staff in identifying and supporting pupils with learning needs	SENDCo to provide regular INSET training on a variety of needs specific to the needs of our pupils, as well as regular communication between teachers, teaching assistants and SENDCo to	SENDCo	Head Teacher/ Deputy Head Teacher	Time during INSET sessions  Cost £	Ongoing – termly sessions to be planned	All staff working with children will be more confident in the early identification of difficulties and supporting pupils with SEND.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
	assist with immediate difficulties as they arise.						
To review the range of resources that is accessible for students with different disabilities. Outdated items to be replaced as appropriate.	Heads of Department & SENDCo to review resources in their curriculum areas	SENDCo, Heads of Departments, Head Teacher	SENDCO/ Head Teacher	Time/Training & replacing outdated or broken resources  Cost £-£££	Dec 2025	Students with disabilities have access to appropriate support materials across all areas of the curriculum.	
To provide access to relevant software for pupils who will benefit by having increased access to the curriculum	SENDCO to investigate the pupils who would benefit from using various IT to support their learning, such as speech to text or	SENDCo/ Head of ICT	Head Teacher/ SENDCO	Computer reader Dragon Dictate  Time to work with pupils	June 2026	Pupils who find recording work in writing, or who find it hard to read text will gain better access to the curriculum.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
	computer reading software, and to teach pupils to use it effectively.			£-££			
To continue to build links with external assessors and professionals to ensure parents are able to access reliable professionals and pupils can be assessed when needed, leading to appropriate, personalised provision in school.	Building and maintaining relationships with ADHD/ASD assessors, speech and language support, dyslexia assessors and educational psychologists in the local area.	SENDCO	Head Teacher	Time spent online and speaking to relevant professionals £	Ongoing – continuous updating of links	Professional assessment of needs leading to expert guidance being provided to teaching staff. Exam access arrangements put in place when appropriate. Mutually respected relationships between school, parents and external professionals.	
To ensure that staff working with children are aware of how the use of	During INSET training, SENDCo will share this information and also let staff know	SENDCo	Sendco/ Head teacher	Time in INSET/meetings £	As and when	Staff working with children will recognise when a device may help a child and will have the	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
items such as wobble cushions/writing slopes and assistive technology can support pupils in class, and that they know how to access these items	where these items can be found in school. This information will be updated in weekly briefings when new resources become available.					confidence to find it, or to discuss with SENDCo.	
To embed the Sensory Circuits recently introduced for pupils with sensory processing or self regulation difficulties to aid their regulation in class, and to teach a selection of other staff to run these sessions.	The SENDCo and a selection of staff from across the school will be trained to deliver these sessions. Pupils who would benefit will be invited to the sessions.	SENDCo	SENDCo/ Head Teacher	Time for training  Equipment for running the sessions  Cost £	June 2026	Pupils with sensory difficulties or who find it hard to self regulate will remain calmer in class, aiding their learning and reducing incidents of undesirable behaviour.	



Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To enable children with learning needs to make good progress and attain in line with their underlying ability.	Provide individual or small group lessons with specialised members of staff. Review the attainment for all SEND pupils.	SENCO, Heads of Departments & class teachers		SENCO time Leadership Team Dedicated INSET time	Ongoing, data to be analysed termly to ensure pupils are identified and making progress.	The progress across the curriculum of disadvantaged pupils, pupils with disabilities or additional needs and those with special educational needs currently on the school roll matches or is improving towards that of other pupils with the same starting points.	

**SECTION B:** Improve the physical environment of the school to increase the extent to which pupils with disabilities or additional needs are able to take advantage of education and benefits, facilities or services provided or offered by the school:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
Lift will be maintained to a safe standard so that it is always ready to be used.	There will be regular maintenance of the lift, including external inspections	Facilities and Compliance Manager/ Maintenance team	Facilities and Compliance Manager/ Maintenance team	Time Cost £-££	Ongoing	Lift is compliant, reliable and ready to provide access to the second floor of the Prep building when required	
Accessible toilet facilities will be available when needed	Ensure existing and future facilities meet DDA requirements	Facilities & Compliance Manager, Maintenance team	Facilities & Compliance Manager, Maintenance team	Facilities Manager to incorporate into rolling maintenance programme and to ensure new buildings meet requirement		Accessible facilities will be available for all pupils, staff or visitors who need it.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
Reduce external trip hazards	Ensure external pathways and steps are accessible to all and hazards are clearly marked	Facilities and Compliance Manager	Facilities & Compliance Manager, Maintenance team	Facilities managers to incorporate into weekly tours of inspection and rolling maintenance programme		Pathways and steps are free from hazards and maintained as part of routine maintenance programme	
Access ramps	Ensure all wheelchair access ramps are serviceable and meet the 1:15 gradient	Facilities and Compliance Manager	Facilities and Compliance Manager	Bursar & Facilities Managers to assess and build into holiday works programme. Facilities and Compliance Manager to ensure new builds meet the requirement.		Access ramps are serviceable and compliant	
Stairs	Ensure all stair nosing's are secure and handrails are fitted where required	Facilities and Compliance Manager & Bursar	Facilities and Compliance Manager	Bursar & Facilities managers to incorporate into weekly tours of inspection and rolling maintenance programme		Minimise risk on stairs	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide designated disabled parking	Ensure disabled parking is clearly marked and used appropriately	Facilities & compliance manager/maintenance team	Facilities & compliance manager/maintenance team	Cost £	Ongoing	Improved access for staff, parents, pupils and visitors with disabilities	

**SECTION C:** Improve the delivery to pupils with disabilities or additional needs of information that is readily accessible to pupils who are not disabled or do not have additional needs:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide information regarding SEND & EAL provision to parents and potential parents	SEND policy to be reviewed and updated annually and to be accessible on the school website	SENDCo/Head Teacher	Head teacher	Time	Ongoing	The policy available on line will be no more than 12 months old.	
Children in school are made aware of what SEND is and what it might look like, as well as what inclusivity is and how it can benefit all of us. To understand we all have strengths and weaknesses.	Regular assemblies for children on what barriers may be and what a special need is.	SENCO	SENDCO/Head Teacher	Time	June 2026	Children will be more tolerant of each other and have an awareness that we all need help sometimes.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide information to parents about the external help available to them.	List available of Speech and Language Therapists, Sound Therapists, Optometrists, Audiologists, and Educational Psychologists.	SENCO		SENCO	Ongoing	Parents have access to the information necessary to ensure full access to the curriculum for their children.	

