Special Educational Needs and Disability (SEND)

Policy for the Developing and Reviewing of Holy Family Catholic Primary School Accessibility Plan

Author(s):	CM & ST
Policy Agreed by Governing Body:	Autumn 2021
Responsibility: ▪ Shared with Governing Body ▪ Shared with All Staff ▪ Shared with Parents / Carers	Autumn Term 2026
SEND Policy for the Developing and Reviewing of Holy Family Catholic Primary School Accessibility Plan to be reviewed again in:	October 2027

Holy Family Catholic Academy Trust is a charity and a company limited by guarantee, registered in England and Wales with company number 8954620 whose registered office is at Kirton Lane, Stainforth, Doncaster DN7 5BL

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish

information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed. An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
    i. within a reasonable time, and
    ii. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:
Children & Families Act (2014)

- The Special Educational Needs & Disability Regulations (2014)

- The SEND Code of Practice (revised April 2015)
- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES "Accessible Schools: Planning to increase access to schools for disabled pupils" Health Standards (England) Regulations 2003

The School's Context

Holy Family Catholic Primary School is a mainstream one form entry, Primary School for children aged 4 to 11 years. We also have a Foundation Stage Nursery for children (the term following their birthday) from the age of 3 years old.

The School Building comprises of 1 building:

- The entrance to the school is designed for disabled access.
- The Foundation Unit, the Hall and Enrichment zone are on the ground floor - all of which are accessible via step free access.
- FS1, FS2 and year one are on the ground floor.
- Years two, three, four, five and six are located upstairs.

The School's Aims

Holy Family Catholic Primary School Mission Statement:

> "Holy Family School is a place that is committed to create challenging, stimulating and effective learning. We know that God's love surrounds us and we are all values, gifted and unique."

To fulfil our Mission Statement, our values are:

- To be a safe, happy, caring community of learners
- To help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their full potential in a rapidly changing world
- To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life
- To encourage an enjoyment of life-long learning
- To encourage positive parental and community involvement
- To promote healthy lifestyles
- To provide a curriculum that is stimulating, broad, balanced, innovative and creative
- To celebrate achievement
- Put our values into practice everyday

- Use our best endeavours to achieve maximum inclusion and success for all our children
- To discover and provide the best learning conditions for each child
- To enable the children to develop their understanding, social maturity and independence
- Encourage high levels of participation from children, parents and carers
- Have a clear focus of steps towards positive life-long learning outcomes
- To enable the children to value their own abilities and achievements
- To provide an accessible school curriculum through differentiation and support
- Explain what we do, when, why and how
- Meet our statutory duties

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of**:**

Lead Governor for SEND: Jemma Neal
Chair of Governors: Paul McKay
Head Teacher: Clair McFadden
SENCo: Samantha Tomlinson

This latest Accessibility Policy, Audit and Plan and its revision has been created by the SENCo, Samantha Tomlinson, and overseen by the Senior and Executive Leadership Teams.

Process

Our accessibility plan has been developed as follows:

1) Access audit and review of current activities completed
2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3) Goals and targets set which can be measured & include time frames.
4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
5) The Plan's contents checked.
6) Publication of the plan (and included it in the governors' report to parents).
7) Implemented the plan and allocated adequate resources.
8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;
• continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people so that we can improve the access for both individuals and groups;
• work to provide an atmosphere where all children/young people feel safe and valued;
• promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.

• examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school's Accessibility Plan is available on our school website www.holyfamily.doncaster.sch.uk/policies/ and paper copies are available on request.

Other linked School Policies and Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement
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The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS – ALL AUDITS AND ACTION PLANS HAVE BEEN NEWLY INCLUDED

Access Audit

Date of Original Plan: October 2021
Date of first Revision: October 2026

Lead member of staff: Samantha Tomlinson

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have been trained to teach and support disabled		**X**		Teachers and teaching assistants have had access to training on a range of SEND and mental health needs between

children / young people. Staff are confident about meeting the needs of children / young people with a disability.				2025-2026. Training on specific disabilities is delivered by agencies who directly support children with specific disabilities and needs whenever a young person with those needs joins the school. The training programme for the academic years 2024-2027 will focus on supporting specific disabilities and conditions.
All school staff and the governors have had access to training on disability equality and inclusion.		**X**		The school's Governing Body has significant experience at supporting schools and will ensure that the school will comply with all legislation and make all reasonable adjustments necessary. Training is attended as and when necessary and available. All staff will have SEND Code of Practice updates, etc. which incorporates disability, equality, equity and inclusion. This will need to be frequently updated in response to new staff joining the school.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	**X**			The school takes advice from external organisations that specialise in different areas of disability support. For example, services for children with hearing impairments and occupational therapy services are consulted. The school integrates recommendations from these agencies into its Accessibility Plan where financially feasible, to improve accessibility for students and staff. The school ensures that classrooms are designed with clear access, making sure they are accessible for all pupils and staff.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		**X**		When making new purchases of resources and equipment, all staff are mindful of prioritising those which contain images representative of all cultures, needs and abilities. This will take time to renew all resources, but steps have been taken as the provision develops.

Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	**X**			Teachers adjust their lesson plans to ensure that students who require specific support, such as those with disabilities, can fully participate in learning activities. When teachers face challenges in making activities accessible due to a student's disability, they seek guidance from the Special Educational Needs Coordinator (SENCo). If necessary, the SENCo reaches out to external agencies for additional support, advice, and recommendations. These agencies provide expertise in areas related to specific disabilities, and their input helps refine lesson plans to meet the needs of the students. The recommendations from these outside agencies are integrated back into the teachers' planning to ensure that the activities are accessible and inclusive for all students.
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	**X**			The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEND are included in all lessons. This should be recorded in the teachers' planning so that support is deployed effectively within each lesson.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.		**X**		The Senior Leadership Team are informed of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities. Those with significant disabilities have a key worker who will be predominately with the identified pupil in class. Provision is made for support to continue over breaks where necessary. It is stated clearly that all efforts are made towards pupils' independence and their

				key worker is there to assist where necessary.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. processing time for children / young people with Social Communication Difficulties.	**X**			For pupils identified as needing more time to process information, this requirement is documented in their SEND Support Plans. This ensures that their needs are formally recognised and addressed. Pupils may be given questions in advance, allowing them extra time to process and prepare their responses. These classroom accommodations mirror the access arrangements provided during formal tests and assessments, ensuring consistency and fairness in how students with processing needs are supported.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology.		**X**		As funds become available to update the school's IT equipment, new purchases will include touch screen technology. At this time, any specific technology will need to be purchased as and when pupils arrive on roll. This also means funds are not used unnecessarily to purchase equipment when it is not required – allocating funds to purchase the most up to date equipment when it is needed.
Provision of laptops or e-devices are considered to aid recording and / or communication.		**X**		Where resources and equipment are available, these will be directed towards pupils who require electronic means to communicate their thoughts and ideas, especially where writing is physically challenging and where writing can cause anxiety and distress. Due to limited resources, these may be required to be shared and cannot be allocated exclusively to individual pupils.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	**X**			All destinations/ venues are visited by the class teachers prior to the visit. The accessibility for all pupils is taken into account with the details recorded in the Exeant programme which records all out of school visits. Where there are inaccessible areas at a venue to children with any disability, a meeting is held

				with the venue's staff to discuss all alternative provision.
The school links with other schools to share good practice.	**X**			The school works in collaboration with the other schools as part of the Executive Leadership. The SENCo attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice. The SENCo attends all SEND and Inclusion Networks provided each term by the Local Authority. All information is shared within the requirements of the GDPR.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		**X**		Where possible, all individuals should have access to the curriculum with adaptions made as necessary. Curriculum units try to include all examples of disability as part of an inclusive community.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	**X**			A range of Access Arrangements are trialled throughout a number of tests over each Key Stage. The most effective, specific Access Arrangements for each pupil identified are recorded on their SEND Support Plan as part of the Assess, Plan, Do Review documents.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.		**X**		The school is developing a SEND Local Offer promotion which is to be accessible for SEND Families. This will signpost families to the key Local Authority services which support those with an experience of a child/ young person who has SEND and/ or disability. This information will be replicated on the school's website.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		**X**		The SEND Governor meets with the SENCo and the Chair of Governors regularly and is aware of the responsibilities and duties of schools for disability awareness and inclusive practice.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	**Fully**	**Partly**	**Not**	**Plan Prompt**
The size and layout of areas allow access for all children / young people, including wheelchair users.		**X**		Key Stage Two classrooms can only be accessed by the stairs. Foundation and Year One can be accessed via their own doors. Where future renovations and restructuring take place in the future, the access for people with all abilities and disabilities will be incorporated into the design.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	**X**			The SENCo will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager of the Senior Leadership Team. The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		**X**		This information is recorded by the Business Manager and the Senior Leadership Team in the School Improvement Plan. All projected works and projects must be regularly reviewed in order to reflect increases in estimates for completing developments.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	**X**			The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager and Site Manager have all documentation securely recorded following each visit. The Business Manager and the school's Site Manager routinely check all equipment and facilities.

				The school ask that all staff, including cleaners, report any defects immediately to either the Business Manager or Site Manager.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.		**X**		The fire alarm system has auditory and visual components. Fire and emergency evacuation drills are held each half term. Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.
With regards to *'Supporting pupils at school with medical conditions (2014)',* there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	**X**			All medicines are stored in a locked cupboard in the office area. If the medicine requires refrigeration, they are stored in a refrigerator in the Meeting Room next to the office area. Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school's Medicines Policy. The Medicines' Record must be completed by the family member on the day the medicine is brought into school. Changing facilities have been incorporated within toilet areas in classrooms. This is within a room, enabling changing to take place discreetly.
Pathways of travel around the school site and parking arrangements are safe.	**X**			Access to the school from the public highway to the paths around the school and the school's car park are in place; provided visitors and the parents/ carers of all pupils

Disabled parking spots are available.				within school abide by the parking guidelines and markings. The school's car park has two disabled parking bays.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	**X**			Specific reference is made in the school's and the Diocesan Policies for recruitment.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	**X**			The school works closely with outside agencies who provide advice and support in the most effective ways to adapt classrooms, furniture and accessibility. These services include Special School's Outreach Service, Occupational Therapy and Physiotherapy, etc.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	**X**			The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calm atmosphere. Visual timetables are used, such as 'now and next' approaches. Strategies such as Social Stories and Comic Strip Conversations are used. Where possible, software programmes are

				used which generate the picture and the word.

Section 3: The school delivers materials in other formats**.**

Statement	**Fully**	**Partly**	**Not**	**Plan Prompt**
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		**X**		The school has used Widgits and similar symbols to communicate clearly to pupils who require routine and structure to their day through visual timetables and 'now and next' approaches. Additional work will be necessary to prepare for prospective pupils with visual impairments and other disabilities.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		**X**		Currently, the school responds to the specific needs of the pupils, presenting information in the format that best suits their needs. Effective strategies are often recommended by outside agencies, such as Educational Psychologists, Early Years Intervention Team, etc.
ICT facilities are used to produce written information in different formats as appropriate.		**X**		At this time, further development of IT is necessary in order to produce in different formats beyond printing in a larger font. IT is used by class teams to produce bespoke resources to meet individual pupils' needs. Those with visual stress have access to coloured overlays and reading rulers and will have copies of texts produced on coloured paper to support their needs.
Staff are familiar with technology and practices developed		**X**		At this time, further development of IT is required.

to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors…				IT is used by class teams to produce bespoke resources to meet individual pupils' needs. External agency support from the Local Authority and Doncaster NHS Services has been vital in developing practices by offering advice, support and training. The school has developed very good links with these agencies.
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	**X**			The School's Complaints Policy is in place for any family to raise their concerns. The school uses many ways for families to communicate their feedback to the school, including opportunities at drop off and collection and Dojo. SEND Reviews are also an opportunity for families to share their concerns and comments. The SEND Family Coffee Meetings are opportunities for feedback. The yearly questionnaires are being introduced where families of children with SEND can communicate their negative and positive feedback.

Access Planning Template for Period 2023/24 – 2026/27

Lead member of staff: Samantha Tomlinson **Date:** 05.10.2026

First revision date: October 2025
Second Revision Date: October 2026

Recommended Revision Date: October 2027

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Holy Family Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	**Action**	**People Involved**	**Timeframe**	**Cost**	**Outcome/Review Evaluation**
Short Term	To lower levels of anxiety for all pupils with a range of needs and conditions through the use of Visual Timetables.	Training has been delivered on the Spectrum of Social Communication Difficulties. Each class should create their own Visual Timetable which becomes part of the daily routine. A number of identified pupils should have 'Now and Next' personal timetables.	SENCo/ Class Teams	*To complete for the academic year 2026-2027*	Production of materials and resources.	Each class should have its own Visual Timetable. A number of identified pupils have Now and Next personal timetables. A consistent approach throughout the school has been adopted so that as each cohort moves up each academic year, this will be a familiar system. Any further strategies to establish routine, structure and predictability are strongly recommended.
	To take early action in identifying the emotions of pupils by providing different ways of communicating these emotions	Training has been delivered on how to support pupils to communicate their feelings and how taking early action can reduce disruptive behaviours. Each class should have a range of strategies, from emotional check-ins, emotions cards, fans and postcards to 5	SENCo/ Class Teams	*To complete for the academic year 2026-2027*	Production of materials and resources.	Each class should have strategies to support the communication of emotions. A consistent approach towards emotions throughout the school has been adopted so that as each cohort moves up each academic year, the expectations will be familiar. Any further strategies to establish emotional

		point scales. Class Teams to consider break-out areas for each room where pupils can regulate.				communication are strongly recommended.
	To create effective classrooms to develop skills in listening, attention and communication.	Training has been delivered on how to support pupils to become good listeners and how to communicate their ideas. Ideas have also been shared as to how to follow instructions, breaking tasks down to help with the completion of tasks. Each class should have a range of strategies.	SENCo/ Class Teams	*To complete for the academic year 2026-2027*	Production of materials and resources.	Each class should have strategies to support the development of listening and communication. A consistent approach towards listening and communication throughout the school has been adopted so that as each cohort moves up each academic year, the expectations will be familiar. Any further strategies to establish listening and communication are strongly recommended.
	To ensure that all equipment is available to those pupils who require support.	The appropriate support equipment should be in place to help pupils access their learning.	SENCo/ Class Teams/ Outside Agencies	*To complete for the academic year 2026-2027*	Individual costs	Advice has been sought from Outside Agencies, including Occupational Therapy and Behavioural Outreach Support to ensure the purchasing of equipment to best support needs.

	To ensure that all staff have a thorough knowledge of teaching young people with a range of needs, difficulties and disabilities.	A programme of staff training will be extended and delivered to teachers and teaching assistants, focussing on a range of disabilities and conditions.	SENCo with Outside Agencies as necessary	*To complete for the academic year 2026-2027*	Production of training materials and resources.	All staff have a shared knowledge of meeting SEND needs, focussing on disabilities. This includes SEND Code of Practice updates, etc. which incorporates disability equality and inclusion. Particular attention will be given to newly qualified staff.
Medium Term	To ensure that the design and layout of furniture and equipment across the school enables access for anyone requiring a wheelchair to move about the premises.	To measure all access points to ensure that there is sufficient width for a wheelchair to pass through. Asking Class Teams to move furniture and equipment to enable clearance.	SENCo/ Business Manager/ Site Manager/ Class Teams	*To complete for the academic year 2026-2027*	No costs incurred	The design and layout throughout the school should mean that whether a new-to-roll pupil or a visitor to the school can access all areas without the support of someone to move furniture to enable movement.
	To have IT equipment which can support young people with a range of needs, responding at this time to the needs of those currently on roll.	As IT equipment is renewed, machines and software are chosen to support a range of needs. Information produced in alternative formats, brail, audio etc.	Senior Leadership Team with Business Manager as part of this Team	Developed over the next 3 years.	Purchases discussed on an individual basis as and when required.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs. Pupils can record their answers using other means than handwritten.
	To have visual representations of people from different cultures, needs and abilities as part of regular resources,	All new resources will have as a priority that they contain images of all cultures, needs and abilities.	Senior Leadership Team with Business Manager as part of this Team	Developed over the next 3 years.	Purchases discussed on an individual basis	Having people with different needs and abilities represented as part of the community should become an

	materials and displays.					intrinsic part of our school life, rather than the exception.
Long Term	Software and Hardware renewal	Software renewal for vocalising brailling, touch screen, assistive technology	SENCo, Business Manager and Senior Leadership Team.	*To complete for the academic year 2026-2027*	Costs dependent on projected costs at the time.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs.
	Accessibility to the physical environment, particularly the classrooms upstairs	Accessibility in the classroom to involve elevators	SENCo, Business Manager and Senior Leadership Team.	Developed over the next 3 years or if the need arises sooner	Costs dependent on projected costs at the time.	To date, access to the upstairs classrooms has not been an issue – the School is aware that it could be in the future. As a school, ways of looking into making this accessible are being sought.