

Burlington Junior School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan: Autumn 2026 -2029

Statement of intent

Burlington Junior School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions. This policy must be adhered to by all staff members, pupils, parents and visitors

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Relational Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors partake in training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as part of this document.

Accessibility Plan will be structured to complement and support the school's Special Educational Needs (SEND) Policy and the Equality Information and Objectives Policy. More information about the latter can be found at the following link, including our Equality Objectives and Action Plan <https://www.burlingtonj.kingston.sch.uk/page/?title=Equality&pid=170>.

The plan has the following key aims:

- **To increase the extent to which pupils with disabilities can participate in the curriculum**
- **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
- **To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2029. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The LA will also provide auxiliary aids and services where necessary (following a successful application) to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they

need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils to facilitate advanced planning. Prospective parents of EHCP pupils and pupils with SEND, are invited to a transition meeting prior to the pupil starting school to discuss the pupil's specific needs. We work closely with feeder infants and local secondary schools to support transition to KS3.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.

Class teachers and the SENCO will work together to adapt a pupil's personal support plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Subject leaders will support with resources and adaptations within their subject.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such a large print eBook and use of iPad to enlarge text. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

The school is split over two buildings. The Hive was completed in 2025 and the Honeycomb that has been refurbished in 2025 . As a result of this work, classrooms in The Hive have been designed to be low arousal with limited displays and magnetic working walls, air ventilation to keep the temperature consistent, the lighting is anti-glare, with soft settings, sensor lighting , blinds and external grills to prevent bright sunlight entering the windows, and sound proof corridors to prevent distractions, and the acoustics survey completed on The hive to make it compliant with current regulations – this means there is minimal noise from next door classrooms aiding concentration. All classes have sinks and access to drinking water in the rooms. In The Hive building there are cloakroom areas for children's coats and open lockers. These spaces are also actively used for breakout and calming and movement breaks. There is a large sports indoor sports hall with separate changing facilities and toilets. There is a new large car park with 3 parking bays for disabled access.

There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

All entrances to the school are flat and wheelchair users can access school. There are lifts in both buildings.

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

Monitoring and review

This policy will be reviewed every three years by the full governing body and annually with the link SEND governors and SENCO.

Introduction to Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has three key duties towards pupils with a disability, under Part 4 of the DDA:

- not to treat pupils with a disability less favourably for a reason related to their disability.
- to make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage.
- to plan to increase access to education for pupils with a disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability by:

- ensuring the rights of pupils with disabilities are upheld.
- developing a culture of awareness, acceptance and inclusion.
- creating a positive attitude to disability and challenging negative perceptions.
- increasing the extent to which pupils with a disability can participate in the school curriculum.
- improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.
- improving the delivery to pupils with a disability of information which is provided in writing for pupils who are not disabled.

Attached is a set of action plans 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

Burlington Junior School is committed to ensuring that all its employees, pupils and others involved in the school community, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

DISABILITY DEFINITION

A person with a disability includes

- a visually or hearing-impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, MS, HIV, a mental health condition, cancer and any other ongoing condition such as colitis.
- a person with an autistic spectrum condition
- a person with Downs syndrome
- a person with dyspraxia and/or ADHD
- a person with dyslexia

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006)

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs. The school is committed to the removal of barriers to the progress of pupils with a disability. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's Relational Behaviour and PSHE Policies (within the Teaching and Learning Policy) promote equality and respect for all regardless of gender, race, colour, creed or impairment.

1B: Information from pupil data and school audit

Burlington Junior School is a four-form entry school with 478 children on roll. At present (2026) there are 106 children on the SEND register (22.18%) 89 children (18.6%) at SEND support and 17 EHCP's (3.56%) The school caters for children with the following disabilities: diabetes, HI, (Hearing Impairment) VI (

Visual Impairment) , ASD (autistic spectrum disorder) , dyslexia, ASD and ADHD (Attention Deficit Hyperactivity Disorder). . We have a range of medical needs 33 pupils with known conditions, ranging from allergies, asthma, epilepsy to diabetes.

Within the staff, we currently have two staff members that are diabetic and several that have ADHD or ASD.

1C: Views of those involved during the review of the plan

SEND Governors

Parent of a child who has ASC and ADHD

Parent of a child who has visual impairment

Parent of child who as diabetes and ADHD

2. The main priorities in the school's plan

2A: Increasing the extent to which pupils with a disability can participate in the school curriculum

- **Visual prompts for vocabulary** and resources including visual timetables are used to facilitate access for all pupils deemed in need of them.
- Staff working with pupils with disabilities receive appropriate training where possible: TAs are involved in Speech and Language training, HI or VI teacher from the LA to support staff with the learning and teaching of individuals, OT and Physios to support staff to deliver programmes.
- Training will follow a medical diagnosis enabling staff and parents to feel secure in meeting the needs of the child. Staff have regular asthma, epi pen training and epilepsy and diabetic training (particularly administering medication).
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. a named adult (or relative) will provide 1 to 1 support as necessary, especially on school trips. The school will aim to develop the child's independence by not taking a family member on a trip if the support provided is deemed suitable and covered in the risk assessment.
- Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.
- Provision of chrome books for individual pupils if needed.
- Wider use of prepared visual aids and prompts.
- Disability equality issues are incorporated into the planning and learning in Citizenship, PHSE and the RE curriculum when appropriate.
- Promoting positive images of people with disabilities and promoting well-known personalities/ artists/sports personalities/ or those with sporting talents who have disabilities, so disability is not seen as a barrier to achievement. Promoting them in assemblies, PSHE and in PE lessons and in the wider curriculum.

- Diversity week every year to further raise awareness of different needs and cultural backgrounds for example workshop sessions for whole school, signing assembly visit from a partially sighted adult with her guide dog, autism awareness workshops and fact finding on finding positive role models for disabilities.
- Parent workshops on different aspects of SEN to support the parental community e.g. SEN local offer, ADHD, autism, anxiety, emotion coaching to support the parents.
- Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators , Curriculum leader and the Inclusion manager regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, accessibility is also checked.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources. E.g. environmental audits from specialist habilitation officers for VI and accessing VI support to develop independent travel skills for child with VI
- Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, slope board, move-sit cushions to improve posture when using a chair, lights) when appropriate.
- Access to movement breaks and sensory support to enable pupils to self-regulate and co-regulate with adults modelling
- Staff working with children with disabilities receive appropriate training and support to enhance children’s access to the curriculum, develop their independence and promote social interaction. Training is adapted to the needs of the children.
- The school seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips.
- Teaching of zones of regulation to help all children become aware of strategies to self-regulate and adults able to assist children to co-regulate using emotion coaching strategies.
- Offering a range of extracurricular activities to support pupil mental health and well-being from sports clubs and access to arts and music
- Offering quiet spaces at lunchtime for games and drawing and for those that need it providing more structured play or
- Providing access to ELSAs for children that need additional mental health and well-being support
- MHST – we work closely with this team to provide support for families and access additional therapeutic support on a rolling programme.
- Drama therapy – is provided for 4 children to access in school therapy to support a range of emotional and mental health needs.

2B: Improving the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services:

- Time-tabled sessions or ad hoc access in quiet areas are available to these children during the school day to provide them with a retreat from the main classroom whilst still providing them with full access to the curriculum.
- Corridors and classrooms are accessible for frames and wheelchairs.
- Door furniture is easy to use i.e. height of door handle as far as possible.
- Door widths are adequate to accommodate a wheelchair.

- We have toilets suitable for wheelchair users.
- We have a lift to take adults and children with a disability to reach the upper floors.
- Playground and corridor routes are kept clear.
- There is an area that is clean and private for injections (MEDICAL ROOM).
- Visitors and people with mobility needs can access the disabled parking bays in the carpark if required.
- Sensory tents or wellbeing rooms for calming with a range of sensory aids in class calm boxes to help children self-regulate.
- Access to quiet areas at lunchtime e.g. huts outside on the field, and indoor games and drawing in Lovelace room.
- Access to quiet areas to eat for pupils with HI or ASD or those that need it for a short time to reduce anxiety so they can have quiet down time and reduce anxiety.

2C: Improving the delivery to pupils with a disability of information that is provided in writing for pupils who are not disabled:

- There is the facility to enlarge school documents as necessary.
- School to remain updated regarding the services available for visually and hearing-impaired children and children with Downs syndrome and other disabilities
- The school will be using technology to support visual impairment
- The school uses individual amplification equipment for HI children.
- The school can:

: Record information for pupils with learning difficulties or hearing impairments

: Enlarge print for visually impaired

: Simplify language

: Contact parents in a variety of ways to their needs.

: Use picture symbol language for children with communication difficulties. e.g. widgit online

3: Making it happen

Impact Assessment The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- In addition, the school will evaluate the effectiveness of this policy by the careful monitoring of this action plan once a term in SLT

- To discuss at a Full Governing Body meeting in the Autumn term 2026

3A: Management, coordination and implementation

Lead Responsibilities

Head teacher: Mrs Pip Utting

Deputy Head teacher: Mr. Matt Blow

Assistant Head teacher & Inclusion Lead: Mrs Caroline Case

3B Access to the plan

The governors will report on the school’s Accessibility and Disability Equality Scheme via the school website. This will be linked to other reporting requirements in respect of disabled pupils, including admission arrangements and the annual review of the SEND policy.

People who have contributed to this plan

Name	Role
Mrs Pip Utting	Head teacher
Mr Matt Blow	Deputy Head teacher
Mrs Julie Hickman & Mrs Uteem	SEND Governors
Mrs Caroline Case	Assistant Head teacher & Inclusion Lead
Mrs Natalie Yendole	Assistant Head teacher for Curriculum
Mrs Davison	Parent

Mr & Mrs Ottaway	Parent
Jemima Harris	Staff governor

1. Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

	Priority	Action	Responsible person	Timescale	Outcome/impact
1.1	Increasing pupil awareness of self-regulation strategies so that they can calm, reduce anxiety by using cloakrooms, toolkits and sensory spaces	<p>Concentration/ work stations in classes</p> <p>Calm boxes and corners/ cloakrooms in classrooms</p> <p>Use of well-being rooms</p> <p>Quiet calming spaces</p> <p>Quiet calm corridors</p> <p>Lights/ extra cushions/ sensory equipment/ sensory tent</p> <p>Fidget tools and sensory exercises</p> <p>Staff can use a variety of strategies to help pupils co-regulate and learn to self-regulate.</p> <p>Use of regular sensory breaks for some pupils to reduce anxiety levels</p>	Mrs Case/ SLT	July 2029 – reviews every year depending on cohort needs	<p>Pupils can access break out space to reduce challenging behaviour in the classroom and other areas.</p> <p>Children are equipped with range of strategies to self-regulate.</p> <p>Pupil voice is positive about the calming & sensory equipment.</p> <p>Pupils can use the language of zones of regulation to identify which zone they are in and can identify one or two strategies that help them to calm.</p>

		<p>Whole school use of zones of regulation to enable all pupils and adults to have a common language to discuss regulation</p> <p>Visibility of zones of regulation and regular assemblies to ensure all pupils are able to use language of zones and know a range of strategies to support self regulation.</p> <p>Using Jigsaw PSHE programme to develop mindfulness / calming activities in the school</p>			
1.2	<p>Develop staff confidence in OPAL play and share with children and parents the benefits of creative OPAL play. Staff supervision at break time and lunch times</p>	<p>Staff visible to all children with high vis tabards. Use of walkie – talkies to aide communication on large playground. SLT visible at play. Regular assemblies on OPAL play for pupils to raise awareness of safe and respectful play. Regular staff training. Involvement with parents in benefits of OPAL play</p> <p>Ensuring staff that are supporting pupils some high needs 1:1 in play supervision have a range of skills to help manage unstructured times. OPAL play to support children with a range of activities</p> <p>Access to quiet spaces at lunch time eg games club. Pre teaching of games to support play Access to quieter eating places with reduced distraction e.g. table in the atrium with</p>	<p>Mr Blow/ Mrs Case.</p>	<p>Ongoing Staff training in OPAL training</p>	<p>Children have a more social, creative and active play and they have enjoyable break and lunch times. Pupil voice reflects the joy in play any support that has been provided</p> <p>Children building better friendships and relationships with the adults supervising them.</p> <p>Overtime there is reduction in anxiety/ behaviour incidents for key pupils: this is monitored termly through CPOMS system and regular meetings with parents and child</p>

		<p>adults to support and encourage social skills and eating. Use of visual timetables to help structure lunchtime activities for some children with autism that need this.</p> <p>Clear communication so that all staff are aware of the needs of individual children, who may not require 1:1 at lunch/ break but need close monitoring.</p> <p>SLT training on distraction and de-escalation techniques.</p> <p>Staff training on zones of regulation so that there is an understanding and common language of emotional zones to help support all pupils with their emotions. Visuals of zones of regulation and repair in main hall and playground to provide support in developing key social skills</p> <p>Staff able to use emotion coaching language to provide co-regulation for pupils to enable them to regulate, relate, reason and repair</p> <p>Staff training on restorative justice strategies so that all sides are heard and situations are repaired.</p>		<p>Ongoing emotion coaching training</p> <p>Parent workshops 2026</p> <p>Repairing key part of relational behaviour policy</p>	
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		Regular review of playground set up and pupil needs, providing support to those who need it			
1.3					

2. Curriculum

Increasing access to the curriculum

This covers curriculum content, differentiation, teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible person	Timescale	Outcome/impact
2.1	Support in the broader curriculum eg In PE accessible to all.	<p>To ensure children receiving 1:1 support are assisted in PE and other lessons. Eg 1 to1 or 1 :2 skills work rather than large group game.</p> <p>To ensure staff are aware of children’s specific needs in the broader curriculum and they know how to support them by making reasonable adjustments and adaptations</p> <p>Ensure that the curriculum allows opportunities for over learning and key aspects of knowledge and vocabulary are identified in curriculum maps. Pupils can access a broad curriculum</p>	<p>C Case and M Blow Mrs Yendole</p> <p>PE leads</p>	Ongoing	<p>Extra adult support is not only directed to the core lessons but also the broader curriculum.</p> <p>Pupils with SEND access sporting events and clubs.</p>
2.2	Sports Day/ Fitness week/ Special events are designed to support all pupils/ these weeks also consider promoting disability and positive role models	<p>Staff plan special event weeks to include the needs of all children.</p> <p>Staff work with parents and child to plan for visual timetabling with</p>	<p>Class teachers C Case</p>	Ongoing	<p>Children can access the full curriculum including special activity weeks.</p> <p>Children enjoy and take part in the special weeks.</p>

		<p>children and predicting where challenges may be faced.</p> <p>Children can use their exit passes when taking part in a themed week or day.</p>			<p>Children can experience new activities adapted or differentiated to meet their needs.</p> <p>Pupil voice shows a high level of engagement in a variety of weeks</p>
2.3	<p>Access to technology for SEND to support learning and adjustment to school to cater for a child with VI in Y5 & HI in Y6</p>	<p>1. Transition programme in place for TA and CT to observe & discuss.</p> <p>2. Regular meetings with ESSI VI specialist to ensure technology and support is suited to meet child's learning needs:</p> <ul style="list-style-type: none"> -access to laptop and ipad to support learning needs -access to move sit cushion & slope board -register with RNIB for access to books -enlarge texts to N36 - access to quiet spaces at playtime when needed <p>3 Specialist habilitation officer to come in to look at school environment and suggest adaptations</p> <p>Develop a programme of support for independent travel for VI</p> <p>4. School assemblies on VI and needs to ensure pupils are also supportive and caring</p>	<p>Caroline Case</p> <p>CT</p> <p>Support from ESSI service</p> <p>Guide Dogs for Habilitation work</p>	<p>1. Summer term 2027 transition to KS3</p> <p>2. Ongoing</p> <p>3. Habilitation team to support parents & staff sighted guiding and child accessed independent skills with AFC guide dogs habilitation officer</p>	<p>Child transitions smoothly to year 6 and then to Year 7</p> <p>Staff are aware of needs and know how to support</p> <p>School environment is suitable for child</p> <p>Pupil voice shows that child is happy in school and can learn</p>

2.4	Curriculum design to support overlearning, identification of key vocabulary	Identification of key vocabulary in subjects to support key knowledge acquisition Use of Widgit online to create visuals to support access for all Pre teaching of vocabulary	N Yendole – curriculum lead & subject leaders SENCOs C Case		
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3. Information

Ensuring the availability of information to disabled pupils and their families

	Priority	Action	Responsible person	Timescale	Outcome/impact
3.1	Families have easy access to clear information regarding the support available for children with SEN/ Mental health or disability in school and in the local area. All communications are clear and easy to read	SEN information report is clear and answers key question parents may have and it is reviewed annually. Links to the local offer are accessibility on the school website signposting events and support. SEN coffee mornings promoting local offer –SEN newsletter to further promote SEN information SENCO and SENCO assistant to directly email families of courses and events that maybe relevant. Promotion of MHST services and parent coffee mornings, webinars and	C Case SEND governors collect pupil voice	Annually Termly SEN news letters Termly SEN workshop or coffee morning	Parents able to access support in local area

		<p>referral process – all on school website and in newsletter. Target different groups within the school community</p> <p>Promotion of Support for parents e.g. family links parenting classes; CAMHS sleep clinics ; ASD support groups ; Early birds</p>			
3.2	<p>Children with SEN or a disability have a voice and a way of communication their wishes, views and aspirations in an empowering and accessible way.</p>	<p>Person centred reviews for pupils with SEN – where possible access to part of the meetings.</p> <p>Use of a range of tools to support pupil views. (widigt cards)</p> <p>Pupil views sought on pupil plans on provision mapper with class teachers in termly SEN reviews.</p>	<p>Class teachers SENDCO</p>		<p>Children’s views are expressed</p>

This plan will be reviewed and its impact evaluated every 3 years

Increased awareness of staff and governors on issues relating to disability:

- Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for pupils with a disability? **Yes**

- Have all school policies revised in the last three years been checked for their impact on disabled pupils? **Yes**

In addition, the school will evaluate the effectiveness of this policy by the careful monitoring of this action plan once a term in SLT and it will also be discussed at a full Governing Body meeting in the Autumn terms 2026 -2029

Reviewed : Autumn 2026

Next review : Autumn 2029