

Accessibility Plan

Document Control:

This document has been approved for operation within:	Apex Collaborative Trust		
Status	Statutory		
Owner	Lord St Primary School		
Date effective from	Sept 2025	Date of next review	Sept 2026
Review period	Annually	Version	3

Version	Changes identified
	Please note that this document is reviewed annually but is a three year plan – running from 22/23 till 25/26



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School Vision and Ethos

Lord Street School believes that all children are equally important and that all should be given an education that allows them to have ambition and opportunities they would not find anywhere else. The learning environment creates a thirst for learning in all pupils which enthuses, inspires and motivates children to achieve their potential and are set up for their future.

Our school values of **Ambition, Respect and Collaboration** are deeply embedded into all areas of school life from walking through the school to learning in the classroom. Lord Street strive to ensure Ambition for all, Respect and working together to ensure a warm, friendly, happy school.

Apex Collaborative Trust's mission statement encapsulates our approach and what we prioritise daily.

Make a difference in our communities by placing learning at the heart of all we do

To achieve this, we work to ensure no child is left behind. By working alongside external agencies, this ensures that all children receive the relevant support they need to thrive.

Our aims

- Develop a curriculum that is knowledge rich and broad and balanced
- To provide leadership opportunities
- To build confidence, perseverance and resilience
- To provide a safe learning environment
- Develop a love of learning
- To enable and encourage children to become ambitious
- Instil confidence where children are asking questions and taking risks
- To individualise learning
- To help children develop effective social skills which will help them to become 21st Century learners
- To equip everyone with the skills, knowledge and attitudes they will need to take their place in the wider world

Statement of intent



This plan outlines how Lord Street Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA and MAT will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

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

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014



- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- 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 plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- 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' 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.
- Ensuring they have oversight of the needs of pupils with SEND attending the school and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing body will undertake an Annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.



Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **September 2027**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning Duty 1: Curriculum



	Issue	What	Who	When	Outcome	Review
Long Term	Some Staff struggle to have the skills to support children with SEND or EAL	Teacher's planning will provide opportunities for all pupils to take part and achieve	SLT	Ongoing	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy.	Documents based on the five a day (EEF research) have been produced for staff with examples of strategies that can be used when planning
	Pupils with SEND or EAL cannot always access lessons	Learning aids to be produced and used effectively in the classroom	SENCO		Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils	
	Some Staff do not understand about making reasonable adjustments for SEND or EAL pupils	Training for teachers on differentiating the curriculums for disabled children as required.	EAL Co-ordinator		Raised confidence of staff in use of differentiated techniques, enabling increased pupil participation.	
	Not all Staff have high aspirations and expectations of pupils with SEND or EAL	Increase confidence of teaching (and support) staff in differentiating the curriculum and implementing individualised teaching programmes			Improved staff understanding of potential barriers to learning.	
	Staff struggle to understand that the EAL new arrivals will				Newly arrived children accessing an English programme – which allows them to progress rapidly	

Next steps - to ensure staff are using scaffolds, concrete apparatus

In over 50% of classes, we have seen an increase with the of scaffolds being used for children. Staff are also looking at all aspects of the curriculum. Widget programme has helped with the



	<p>need to follow a programme to learn English and an EAL assessment is required to set a baseline</p>					<p>scaffolding of work</p> <p>Developing individual learning programmes that support the children who's access to the curriculum is challenged</p> <p>Increase the number of EHP applications – ensure that Lord street have provided LCC with accurate, current information about the child</p> <p>Number of EHCP applications has increased 3 – 2024 to 2025. Aim for 2025 – 26 will be to complete 7 applications to ensure funding is secured for</p>
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						<p>our children with high level of need</p> <p>Next Step – to look at purchasing further reading pens to support children who are EAL learners – currently have 1 and need to purchase a further 4</p>
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	Issue	What	Who	When	Outcome	Review
Medium Term	Not all SEND and EAL pupils making appropriate progress – gap widening and not narrowing	Tracking analysis identifies groups and monitors progress for parity with school averages	SLT SENCo EAL Co-ordinator Core subject co-ordinators	Termly following every data drop	<p>All children make appropriate progress.</p> <p>Evidence of 'closing the gap' in attainment and progress.</p> <p>To use the Bell Foundation Assessment Grid to identify progress for Newly arrived children when learning English</p>	<p>The number of SEND children not making progress has reduced and with the correct identified intervention</p> <p>2024 – 25 trend has been narrowed further with high number of SEND pupils making Accelerated progress – Next Steps to look at the NFER Maths data and to identify gaps and plug with an appropriate research based intervention</p> <p>School have been tracking termly the SEND data-identifying the key children</p>



						<p>who require support</p> <p>Currently done in reading – quicker to identify children who require support</p> <p>Next step – to roll out for Grammar and Punctuation , Spelling and Maths</p> <p>The Maths Nfer test has been rolled out in 24-25 academic year and the Next step will be the SPAG NFER test to be used</p>
Short term	Not every child is being able to attend school trips and having to stay in school with another year group	Ensure that all school visits are made accessible to all pupils and all pupils have the opportunity to attend	<p>SLT</p> <p>Class Teachers</p> <p>EVC</p>	As and when a trip occurs	<p>Discussion with lead staff of extracurricular activities, trips and residential visits.</p> <p>Identify potential</p>	<p>The number of pupils not being able to attend school trips has reduced and the EVC co-ordinator has set out new</p>



					<p>areas of difficulty</p> <p>Organise additional activities for SEND pupils.</p> <p>All pupils in the school able to access all activities, receiving full educational entitlement.</p>	<p>guidelines for staff</p> <p>Next Steps = to look at the children who struggle with emotional regulation and how they can experience the most out of a school visit</p> <p>School has looked at the curriculum for different year groups – identifying trips that will be required and set out clear dates</p> <p>Next Step - To continue to monitor for patterns and to ascertain if it is specific children that are not attending</p> <p>It has only been a</p>
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						<p>couple of children missing out on school trips and the reasons have been monitored. Next step is to plan for children who do not always get to go. Looking at the staffing and adult ratios</p> <p>Next step – to ensure the trip is planned well in advanced and that SEND and all other groups are accounted for on the Risk assessment</p>
	Issue	What	Who	When	Outcome	Review
	Not all faiths festivals being identified, acknowledged or celebrated	Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	SLT Subject co-ordinators Teachers	ongoing	All subjects have intercultural elements Children have a balance of experiences which reflect the	Children in the last academic year have celebrated Christian and Islamic festivals, need to expand to



<p>Long Term</p>		<p>Build in opportunities to explore practices and celebration of different faiths and cultures</p>	<p>RE co-ordinator</p> <p>Assembly rota</p> <p>Co-ordinator</p>		<p>diversity of our society</p> <p>Ongoing Children can talk about relevant key festivals and practices of different faiths and cultures</p>	<p>other religions</p> <p>Next Steps – increased awareness of other Religious festival planned into the Assembly rota</p> <p>To continue as above</p>
<p>Short Term</p>	<p>Resources are not being planned in that reflect a range of lifestyles and need to ensure that we are not sub-consciously teaching stereotyping</p>	<p>Monitor curriculum to ensure resources chosen to celebrate different lifestyles.</p>	<p>Class Teachers</p> <p>Subject Co-ordinators</p> <p>Assistant Headteachers</p> <p>CW</p>	<p>ongoing</p>	<p>Curriculum and classroom opportunities value children with different lifestyles</p>	<p>This requires further monitoring to ascertain whether staff are providing resources which reflect a wide range of lifestyles</p> <p>Next Steps = greater in depth look at resources being chosen and discussing it a part of CPD cycle</p>



						Continue as above
Long Term	Ensuring that the curriculum does not favour a certain sex	Equal opportunities in the curriculum for boy/girl participation	Class Teachers Subject Co-ordinators Assistant Headteachers	ongoing	Boys and girls equally engaged in a range of activities	This requires further monitoring to ascertain whether staff are providing opportunities for both Sexes Next Steps = greater in depth look at resources being chosen and discussing it a part of CPD cycle Next step as above
	Issue	What	Who	When	Outcome	Review
Short Term	Specific activities encourage greater attendance from a particular sex than another Children with SEND are not able to access	Out of school activities to promote idea that anyone can participate regardless of gender or ability	CD KT SLT	When a new extra-curricular activity is planned and set up	A range of activities which are equally appealing to boys and girls	Concerns have been raised by pupils with SEND are unable to attend clubs as they require support to do them Patterns from the data suggest that



	after school activities				<p>there has started to be a shift towards a greater mix of both sexes in after school activities</p> <p>Next Step = continue to monitor the attendance the breakdown of extra-curricular groups into % of boys and girls</p> <p>More girls are participating in certain activities e.g. scouts – SLT have discussed developing after school that are linked to subjects e.g. science – astronomy</p> <p>To carry out pupil voice and identify the number of SEND</p>
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						<p>children accessing extra-curricular activities</p> <p>Increase in the number of SEND pupils attending after school clubs – need to focus on EAL this academic year</p>
<p>Medium Term</p>	<p>Planning in the need to ensure that resources celebrate a diverse selection of cultures and not just relying on the British culture</p>	<p>Monitor curriculum to ensure resources chosen to celebrate cultural diversity</p> <p>Raise awareness of cultural diversity through visits and visitors as appropriate</p>	<p>Class Teachers</p> <p>Subject Coordinators</p> <p>Assistant Headteachers</p> <p>CW</p>	<p>ongoing</p>	<p>Children understand that children have different faiths and beliefs and this diversity is celebrated at Lord Street Primary School</p> <p>Children can talk about relevant key festivals and practices of different faiths and culture</p> <p>All subjects have</p>	<p>Next step – to develop opportunities to invite a variety of visitors into school</p> <p>During Careers week, we have seen an increase in the number of visitors from very different backgrounds – aiming high and showing sky's the limit. Need to look at the Curriculum and identify placed where a</p>



					intercultural elements	<p>visitor can be invited in to discuss their experiences</p> <p>Assemblies have been planned to cover different cultures – worldwide</p> <p>Next step to encourage classes to explore this and develop ideas that can be shared across the school</p>
	Issue	What	Who	When	Outcome	Review
Short Term	With new staff joining the school – important that they are able to access all aspects of software the school has to create positive learning experiences	Ensure all staff are aware of and able to use relevant software and resources	<p>Subject Co-ordinators</p> <p>SENCo</p>	<p>Teacher induction</p> <p>As and when required</p>	<p>Audit SENDCO resources and analyse for relevance</p> <p>Run training sessions of use of relevant software.</p> <p>Wider use of SEND software to improve accessibility of learning in lessons</p>	<p>Gradual response requires further tightening up and evidencing</p> <p>Next steps – Create a guide for new staff of all the software we have or use</p> <p>Next Step – to revisit ILP software</p>



						<p>and widget. Encourage staff to look at them and share development time with senco through coaching session</p> <p>Provision map – further training required and monitoring to ensure that the Gradual response is being carried out</p> <p>Overhaul required on the ILP process and model required process – from an ECHP to the completion of an ILP</p>
	Children not participating in PE – especially swimming due to their disability and	Continue to review PE curriculum to ensure SEND pupils continue to have access to	<p>CD</p> <p>PE Lead</p> <p>SLT</p>	As and when problem arises	<p>Ensure there is PE provision within the school for all SEND students</p> <p>Use of TA to deliver</p>	<p>Number of children not participating in PE due to their individual needs has reduced. There are</p>



<p>Long Term</p>	<p>individual needs</p>	<p>physical education e.g. Swimming</p>			<p>physiotherapy as part of the PE curriculum</p> <p>All pupils able to access physical activities</p> <p>All pupils to participate in swimming</p>	<p>still a few children who require the curriculum breaking down further to allow them to have an active participation</p> <p>Further work needs to be on understanding of need and working on individualised adaptations</p> <p>Swimming – one child required support and that was supported by home to ensure that he got the opportunity to participate</p> <p>Next Steps – to work with the PE coach to offer Sports like Boccia</p>
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						<p>and to show clear planning for children with specific disabilities</p> <p>Sports coach attended course on Boccia and offered as part of PE curriculum</p>
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Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	No suitable changing facilities for children with a toileting need	Ensure the changing facilities for children with toileting issues are well kept and appropriate.	<p>SENCo</p> <p>Site manager</p> <p>Kitchen Staff</p>	September 2026	<p>Toilet not used as a locker room for Kitchen staff</p> <p>To have a mat for children to use when changing</p> <p>To ensure the environment is welcoming and pleasant for the changing of the children</p>	<p>For short period of time – Disabled toilet was not used as a locker room and staff had lockers elsewhere which improved conditions for short period.</p> <p>Next Steps – to improve the environment and purchase a changing mat for all areas</p>



						<p>Next step – seen an increase with the number of children with toileting issues throughout KS1 and KS2 – need to look at the quality of the care for these children and what they are offered. Need to work with home to ensure child is toilet trained</p>
<p>Medium Term</p>	<p>Children with mobility issues are unable to access classrooms on second floor</p>	<p>to change classrooms for students who have physical disabilities that prevent them from climbing stairs</p> <p>moving classes from upstairs to downstairs</p>	<p>SLT KH SENCo</p>	<p>As an when required</p>	<p>Children being able to access areas of the school</p> <p>Make changes to classing to allow children access to their year group, which allows to be actively included – moving year</p>	<p>This has been looked at with the Headteacher and site supervisor complete risk assessments for individual children as and when required</p> <p>Next step – to plan for a child who</p>



		<p>ensuring the child can move around the classroom unaided and safely without objects blocking their pathway</p>			<p>group from upstairs to downstairs</p>	<p>has to wear leg splints and risk assess Motability around the building – making reasonable adjustments as required</p> <p>Next step to look at how the two children with leg splints move around the school building</p> <p>Work on staff removing objects of detritus from room to allow space and movement</p> <p>Work on risk assessment with staff about the dangers of having objects on the floor which are a hazard for</p>
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						the children
Short Term	To ensure that children with SEND are evacuated from the building safely when the fire alarm sounds	<p>Ensure all disabled people can be safely evacuated in the event of an emergency</p> <p>To be aware of the access needs of disabled children, staff and parent/carers</p>	<p>SENCo</p> <p>SLT</p>	Autumn Term	<p>All PEEPs in place for SEND pupils and all staff aware of all pupils' access needs</p> <p>Ensure the access needs of all adults regularly on site are met</p> <p>All stakeholders able to access fully all Academy activities.</p>	<p>Children with SEND have a PEEP, that allows safe access out of the building</p> <p>Next Steps</p> <p>- procedures will have to be reviewed in light of a child wearing leg splints and planning an evacuation route with an identified member of staff supporting</p> <p>Completed</p>
	Issue	What	Who	When	Outcome	Review
Short Term	<p>Staff have disabilities that may impact on the role that they do in the school</p> <p>To ensure that staff feel</p>	Consider all adult needs individually e.g. poor eyesight, hearing conditions, poor literacy skills and respond appropriately.	SLT	As an when required	<p>to have appropriate risk assessments in place</p> <p>to identify any equipment staff may need</p>	<p>Staff have identified needs and reasonable adjustments are made</p> <p>To look at the room acoustics of certain rooms to</p>



	<p>supported and that reasonable adjustments are being made to support meet these needs</p>				<p>to identify cpd needs for staff and ascertain how these are going to be met</p> <p>to support staff with identified barriers and ensure they receive appropriate support</p> <p>to ensure that policies cover Staff as well as pupils</p>	<p>ensure they are supportive for staff with hearing impairments</p>
<p>Long Term</p>	<p>Staff and students struggling to hear what is being said due to the acoustics of the room and materials being used.</p> <p>Pupils struggling to hear what is being said and</p>	<p>To ensure that the acoustics in every room promote positive learning experiences for hearing impaired pupils</p>	<p>SENCo</p> <p>SLT</p> <p>KH</p>	<p>Summer 2026</p>	<p>To have children sat in the optimum place to be able to hear all conversations</p> <p>Not to have HI children sat near the door or windows</p> <p>To use HI strategies to teach the</p>	<p>On going</p> <p>Currently 1 child with HI Needs and 1 teacher</p> <p>Staff are more aware of where the child is positioned in the room</p>



	missing key gaps in learning				child, which allows them to have optimum hearing.	
Long Term	Pupils not knowing when the fire alarm has gone off due to hearing impairment	Emergency systems to have visual alarms	SENCo SLT KH Governors	Autumn 2024	For all students to be able to know when the fire alarm is going off. To use a visual – flashing light as well as the alarm sounding – allows all students to be evacuated safely	On going Visual bell required
	Issue	What	Who	When	Outcome	Review
Medium Term	Issues relating to classrooms being tidy and accessible friendly	To maintain the physical environment to enable good access for pupils	Class teachers TA;s KH	December 2022	All pupils can access a full timetable and appropriate teaching spaces.	On going To teach the children the importance of cleaning up

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	To identify what additional needs the	Access needs when joining school and how they would like to	BH	As an when required	Children's needs identified prior to	Transition work being done with the



	<p>child has prior to starting the school</p> <p>Allowing us to plan for the child before we start</p>	<p>receive information</p>	<p>SENCo</p> <p>SLT</p>	<p>starting at school</p> <p>To have provision in place prior to the child starting at the school</p> <p>To have all records transferred to Lord Street prior to starting</p> <p>Details shared with staff and they are prepared prior to starting</p>	<p>Nurseries has improved on the whole. School is getting some information but not all</p> <p>Next Steps – to follow up with LCC when children are awaiting the outcomes of EHCP assessments and ensuring that the data has arrived prior to summer relating to funding and support</p> <p>Four children have now received their funding – 1 backdated. Next step to</p>
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						demonstrate from going from EHCP to ILP
Short Term	Children with SEND more likely to have time off school and be below the national average of 95% attendance	<p>Monitor attendance data to ensure that trends do not indicate any group is attending less than any other</p> <p>Home visits from the family support manager</p> <p>Support plans in place for children to improve attendance</p>	Attendance Lead	weekly	To have SEND children in school more often with an increased attendance which is more in line with the national average	<p>On going</p> <p>Children with SEND attendance has increased but the area of SEND that has decreased is SEMHD pupils – many struggling with EBSA</p>
	Issue	What	Who	When	Outcome	Review
Short Term	Having a clear understanding of the dietary requirements of the child and ensuring that they have no contact with that food	<p>List of children who have special dietary needs.</p> <p>List of children who have special medical or toileting needs.</p>	SENCo	September 2024	<p>To have list and photographs of students with allergies and medical conditions</p> <p>To have information accessible to staff within the staffroom</p>	<p>Whole school list has been created and shared with staff</p> <p>Next step</p> <p>Children with identified allergy parents to have meeting with medical lead and go through</p>



					To have clear and precise information accessible to all staff	<p>any care plans and the administration of medicine</p> <p>Ensure that staff understand the importance of passing on the relevant information</p> <p>Children to remember to wear their allergy bands so kitchen staff are aware</p>
Medium Term	To develop communication channels with parents and improve the sharing of information relating to the gradual response	<p>Continue liaison with feeder schools/pre - schools</p> <p>To meet termly with parents to discuss SEND pupils and review targets</p>	SENCo Class Teachers	As required	<p>To have termly meet the SENCo session with parents and discuss issues and provision</p> <p>To hold termly planning</p>	Parents are still not receiving the ILP, or meeting termly with the teacher to review the provision that has been in place for that



					<p>and review meetings as part of the gradual response programme</p> <p>To discuss SEND needs with parents and encourage them to have an active role within gradual response</p>	<p>particular term</p> <p>Next Steps –</p> <p>To complete CPD on a 1:1 basis with staff on provision map and the legal requirements of the Gradual response</p> <p>Ongoing</p>
<p>Medium Term</p>	<p>Not everyone is accessing information about SEND and the gradual response</p>	<p>To have CPD on the gradual response and expectations of SEND</p> <p>To use edukey to record Gradual response</p>	<p>SENCo</p> <p>Class teachers</p> <p>TA</p>	<p>As required</p>	<p>To have termly reviews</p> <p>To follow the Gradual response of assess, plan do and review</p>	<p>On going</p> <p>Staff are accessing Edukey but only to write and review an ILP</p> <p>They are not accessing it at other times to keep abreast of information relating to particular children's individual needs or to record</p>



						interventions Next Step – to provide 1:1 training on how to use provision map effectively Increased number of CPD sessions on SEND and to ensure new white paper is implemented in Autumn Term
	Issue	What	Who	When	Outcome	Review
Medium Term	To ensure that the Gradual Response is being followed and that EHCP;s are being updated by the LEA, having pupils in year 4 with EYFS plans	<p>Ensure that Annual reviews are placed on the calendar</p> <p>Ensure that they are at a time which suits the parents</p> <p>Ensure they receive and complete the parents review forms</p>	<p>SENCo</p> <p>Parents</p> <p>Teachers</p> <p>LEA</p>	Annual review meeting and 6 weeks preparation prior to meeting	<p>To ensure that annual reviews are completed and all SEND paperwork is forwarded to the local authority SEND office</p> <p>Follow up with LEA regarding the</p>	<p>On going - LEA are still 3 years behind and EHCP's have not been updated</p> <p>Review paperwork is all sent to the LEA and has been praised for its in</p>



		Take an active role in the review process			<p>updating of EHCP</p> <p>Ensure the paperwork is current and meet the needs of the child</p>	<p>depth information</p> <p>Next steps – to work with staff to develop their role in the process and have them participate in the review meeting</p> <p>Staff completed education advice this year and helped in the process. Lancashire starting to process previous year's annual review paperwork</p> <p>2024- 25 all EHCP's through in under 20 weeks</p>
	To have SEND pupils	Monitor staff recruitment and retention procedures to	SLT	As an when	to have SEND pupils	On going



<p>Medium Term</p>	<p>involved in the recruitment of SEND teaching assistants</p>	<p>ensure equality of opportunity for all</p> <p>Monitor promotion procedures to ensure equality of opportunity for all</p> <p>Monitor staff exit surveys to ascertain any equal opportunities issues</p>	<p>HW</p>	<p>recruiting</p>	<p>participate in the SEND TA lesson observations</p> <p>to ask the children what they think of the candidates and whether they think the candidate would be a good choice</p>	
<p>Medium Term</p>	<p>Staff do not understand how to support children with medical conditions</p>	<p>Staff training to meet the individual medical needs of pupils where applicable</p>	<p>SENCo</p>	<p>As and when required</p>	<p>To have a clear medical list</p> <p>Staff have a good understanding of the medical needs of their class</p> <p>They are able to identify when the child is having issues with their medical condition</p>	<p>Clear medical list in place and whole systems have been reviewed and altered to meet needs of children</p> <p>Next step – retrain staff to support children with asthma, epilepsy and allergies</p>



						<p>Ensure that the lists of training are up to date and current</p> <p>Training completed on 29/8/25</p>
Medium Term	Not all pupils can read what is given to them or understand it	<p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	<p>SLT</p> <p>SENCo</p>	As an when required	<p>Children to have materials presented in picture form using communication tools</p> <p>To provide information in a variety of medium</p> <p>To produce material that is visible to students with Visual Impairment needs at a size which is clear to them</p>	<p>On going as part of the reasonable adjustments work</p> <p>Parents are able to come in to school and ask for staff to explain the documentation they have received</p>
	Children unable to read cannot understand	Ensure signage is suitable for non-readers, is	<p>SENCo</p> <p>Site manager</p>	As required	To use visual images in signage for	Next Steps – use widget to teach children



Medium Term	d what signs mean around school	clear and well situated	DJH		non-readers	what the signs mean Help the children understand and identify what the picture means – especially newly arrived children Widget is being used in school, and it is having a positive impact on the SEND Children
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Green – review September 2025

Blue – review September 2024

Black – review September 2023