



The LETTA Trust

Inclusion Policy

Including:

- Looked After Children
- SEN Information Reports
- Accessibility Plans

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Reviewed by:	Trust Board	Signed:	

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UN Convention on the Rights of the Child: Article 23:

"A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disabilities."

At LETTA, we believe that inclusion is all about belonging. Children and adults who feel like this is 'their place' and these are 'their people' are more likely to achieve highly and to lead happy and fulfilled lives.

We will ensure that all children, including those with special educational needs and disabilities are nurtured, challenged and enabled to be the very best that they can be. We give children encouragement, acceptance and respect for their individuality. We make every effort to understand and meet the needs of all the children in our schools.

1. Aims

Our Inclusion Policy and SEN Information Reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for all pupils including those in receipt of the Pupil Premium, those with English as an additional language (EAL), new arrivals to our school and pupils with special educational needs and/or disabilities (SEND).

It is the aim of the policy to reflect the 5 outcomes of Every Child Matters.

Be Healthy

Pupils are supported through a variety of measures to ensure that they are mentally and emotionally healthy.

Stay Safe

Physical and emotional safety is provided to enable all learners to achieve their full potential.

Enjoy and Achieve

Learners of all abilities are supported to achieve personal and social development and are made aware of what constitutes bullying.

Pupils have the opportunity to achieve their full potential whatever their educational needs.

We provide an environment where all pupils regardless of any physical disability can access the social and educational experiences at school.

We encourage and support inclusive learning; gender, cultural, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

Make a Positive Contribution

Pupils are involved in decisions about their school. We encourage positive behaviour in the community that shows respect for others.

We provide confidence raising opportunities which enable our pupils to deal positively with life's changes and challenges.

Achieve Economic Wellbeing

We provide children with the preparatory life skills to enable independent living and economic well being.

Education

The LETTA Trust is committed to providing outstanding quality education to the children living in our local area. We believe that all children, including those identified as having SEND have an entitlement to a broad and balanced academic and social curriculum which is irresistible and accessible to everyone.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and disabilities (SEND)
- those who are looked after by the local authority (LAC)
- others such as: those who are sick, those who are young carers, and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

We use the term 'Inclusion' to encompass provision for all pupils particularly those who may need something 'extra' to succeed. This may include:

- Pupils in receipt of the Pupil Premium
- Those with English as an additional language
- New arrivals to our school, especially from overseas

- Pupils with special educational needs and disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion leader/SENCO

The Inclusion leader/SENCO will:

- Work with the headteacher and SEND governors to determine the strategic development of the provision in the school
- Have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils including those in receipt of the **Pupil Premium**, those with **EAL**, **new arrivals** to our schools and pupils with **SEN**
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that the pupils above receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (see SEND funding report)
- Be the point of contact for external agencies, the local authority and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing board to meet responsibilities under the Equality Act 2010 for reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor at each school will:

- Help to raise awareness of SEND and Inclusion at local governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing board on this
- Work with the headteacher and Inclusion Leader/SENDCO to determine the strategic development of provision in the school

4.3 The headteacher

The headteacher will:

- Work with the Inclusion leader/SENDCO and SEND governor to determine the strategic development of provision and the implementation of the Inclusion Policy in school
- Have overall responsibility for the provision and progress of learners, including those with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion leader/SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

5. Designated Teacher Policy - formerly the Looked after Children LAC and Previously Looked after Children (PLAC) Policy

The following sections cover our approach to the designated teacher role in LETTA Trust schools.

5.1 Aims

The trust aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children at each school in the trust
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher at their school, how to contact them and what they are responsible for

5.2 Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.
- It also takes into account section 2E of the Academies Act 2010.
- This policy complies with our funding agreement and articles of association.

5.3 Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
 - They appear to the board of trustees to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

5.4 Identity of our designated teacher and other named staff members

The designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

5.5 Role of the designated teacher

Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of school and trust policies to ensure they consider the needs of looked-after and previously looked-after children

- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding

- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education

- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents, carers or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy including the SEND Information Reports appended will be reviewed by the CEO in consultation with Heads **annually**. Reports will also be updated if any changes to the information are made during the year. The policy will be approved by the Trust Board.

7. Links with other policies and documents

This policy links to the following policies and procedures:

- Behaviour & Anti-bullying
- Child protection and safeguarding
- Equality information and objectives
- Exclusions
- Medical needs policy (including Asthma and Intimate Care)
- Pupil Premium Strategy and funding report

Appendix 1: SEN information reports

School	Link to Report
Bygrove Primary School	https://bygrove.org.uk/wp-content/uploads/2026/09/BPS-SEN-Report.pdf
Stebon Primary School	https://stebon.org.uk/wp-content/uploads/2026/09/SPS-SEN-Report.pdf
Virginia Primary School	https://virginia.towerhamlets.sch.uk/send/
Hermitage Primary School	https://hermitage.towerhamlets.sch.uk/wp-content/uploads/2026/09/HPS-SEN-Report.pdf
Columbia Primary School	https://www.columbiaprimarieschool.org/wp-content/uploads/2026/09/CPS-SEN-Report.pdf

Accessibility Plans

Rationale

This Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014.

We value and include all our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As such, we make sure the environment enables full curriculum access for everyone. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion within the school. Through training we raise awareness of equality issues within our school community.

The LETTA schools' Accessibility Plans show how access will be improved for disabled pupils, staff and visitors in a given timeframe at each school. The Accessibility Plans contain actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life, (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This includes the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

Related documents

The Accessibility Plans should be read in conjunction with the following school policies and documents:

- Curriculum Policy

- Equalities Policy
- Educational Visits Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan
- School Brochure

Equality Impact Assessments are undertaken when school policies are reviewed and the terms of reference for all Trust Board committees include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan for physical accessibility was put together following an audit undertaken by the school's Inclusion Leader. It may not be feasible to undertake all of the works listed during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan.

Bygrove Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Time	Outcome	Evaluated by
Training for staff to support and assess learning for children with additional needs.	- Gather staff feedback on strengths & areas for development to inform professional learning plan for 24/25 - Training to ensure all staff are able to delivery quality first teaching - Training to support children with ASC - Training to support children with SEMH needs - Adaptive teaching training - Restorative approaches training	Ongoing Ongoing	Children with additional needs are supported appropriately and successfully included in all aspects of school life. Provision reflects value for money	Termly by Inclusion Leader Headteacher
Learning environments effectively organised to promote the participation and independence of all pupils	- Develop a new learning space to meet the needs of pupils with SEND - Inclusive learning environment checklist - Learning walks - Additional training - Develop the sensory room	Deadline: July 27	Children have ready access to effective learning environments & a range of resources to support their learning	Termly by Inclusion Leader Headteacher
All children can access the curriculum during and after school through effective adult support	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons.	Ongoing	Children who need individual adult support to participate in some activities have access to this support	Termly by Inclusion Leader Headteacher

To make available IT resources which enhance pupils' learning	• Train staff to use Widgit Online • Train staff to use Mathletics	Ongoing	Pupil get access to the curriculum	Termly by Inclusion Leader Headteacher
Improve pupil voice for children with SEND	• Pupil survey to find out their views of inclusion at Bygrove and how they think things could be developed • Continue to ensure that a range of pupils, including those with SEND, participate in the pupil voice section of subject health checks • Ensure that pupils with SEND have the opportunity to experience pupil leaderships roles such as dining hall helpers or leaders in Explorers	Annually	Pupils help shape provision at Bygrove	Termly by Inclusion Leader Headteacher

2. Improving Physical Accessibility

Aim	Activity	Time	Outcome	Evaluated by
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers	• Create individual access plans	Ongoing	All individuals can safely access the school building	Termly by Inclusion Leader Headteacher
Staff can safely move children	• Staff to attend Team TEACH • Organise staff moving and handling training • Work with OT to create individual moving and handling plans	Ongoing	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by Inclusion Leader Headteacher

	• Work with OT to create risk assessments			
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3. Improving provision of information

Aim	Activity	Time	Outcome	Evaluated by
Availability of written material in alternative formats Make available school prospectus, newsletter and other information to parents in alternative formats	• More school information to go on school's website so it can be enlarged • Letters emailed to parents • Support available to parents in reading newsletters • Situations dealt with case by case. • HSLO to support	Ongoing	The school will be able to provide written information in different formats when required for individual purposes	Office team Head teacher
Seek parental views about the quality of communication to seek their opinions as to how to improve	• Parent survey • Include communication in Have Your Say parental questionnaire • Ask parents how the school can improve the provision of information	Ongoing	The school will improve provision of information in accordance with the views of parents	Leader- ship team Head teacher

Columbia Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Time	Outcome	Evaluated by
Strategic direction, monitoring and evaluation.	Evaluate the curriculum to ensure that it includes positive images of people with disabilities.	Ongoing	Curriculum reflects the school demographic.	DHT
	Monitor assemblies/ newsletters/ performances to ensure pupils with disabilities are given equal opportunities to take part.	Ongoing	Clear plan in place to address imbalance	AHT resp for Inclusion
	Monitor children's work to ensure pupils with disabilities are being challenged sufficiently	Termly	Feedback given where necessary and reported to Head.	DHT
	Monitor frequency of bullying related to discrimination and adjust assembly plans accordingly.	Half Termly	Underlying discrimination is tackled at whole school level	HT
Improving access to the school curriculum for pupils with disabilities.	Review pupil tracking to ensure pupils working at P levels are making good progress.	Termly	All children are making good progress.	AHT resp for Inclusion
	Ensure the new school curriculum is accessible and relevant to all pupils.	Half Termly	New curriculum reflects the school demographic.	DHT
	Train new staff effectively so they are confident supporting pupils with disabilities.	Ongoing	Pupils are well supported in class and are making good progress.	AHT resp for Inclusion

2. Improving Physical Accessibility

Aim	Activity	Time	Outcome	Evaluated by
Improving access to the physical environment of school for pupils with physical disabilities.	Improve the playground so there is more to do for pupils with physical disabilities.	Ongoing	Pupils with physical disabilities are engaged throughout lunchtime.	HT

3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
Improving the delivery of information for pupils with disabilities	Set up parent led support groups for pupils with differences.	Ongoing	Parents feel well supported. A greater number of differences are supported.	AHT resp for INclusion
	Improve our procedures for early identification of differences.	Ongoing	Pupil progress meetings show that pupils are flagged up early for additional/ specific support.	AHT resp for INclusion

Hermitage Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Time	Outcome	Evaluated by
To increase the staff confidence and expertise about how to enable disabled pupils to fully participate in the school's curriculum	-Specific training in speech and language support -Training in VAK & learning style learnings -All staff to receive disability training -Continue the development of the common language	Start from Autumn ongoing	More staff confident to support individual pupil's needs	HT and CoG
To set suitable learning challenges for all pupils	-Adults deployed according to the needs of pupils -The school offers a differentiated curriculum for all pupils -Resources tailored to the needs of pupils who require support to access the curriculum -Curriculum resources include examples of people with disabilities -Curriculum progress is tracked for all pupils, including those with a disability -Targets are set effectively and are appropriate for pupils with additional needs -The curriculum reviewed to ensure it meets the needs of all pupils	Each term	All pupils have; access to curriculum, relevant targets according to their needs, work differentiated in pace, style and content. Resources are purchased used effectively. Curriculum policies updated regularly. Policies reflect the inclusive practice	SENCo/ all staff

To respond to pupils diverse learning needs and overcome potential barriers to learning	-To ensure that all teachers are effectively planning for children with disabilities -CPD planned and delivered to ensure staff knowledge and understanding meet all children's needs. -Effective forms of communication to be used to inform parents and others	All year round Once a term Review dates On request	A broad range of teaching styles and strategies are observed in lessons. Improved access to learning for all pupils throughout school. Enhanced pastoral support for specific pupils. Parent survey completed annually on pupils learning	SEN governor + SENCO
To involve pupil in target setting and IEPs	-Pupils involved in target setting with teacher -Pupils attend PCARand/or other SEN meeting as appropriate to take part in sharing their success/ achievement	Termly Annually	Pupils know, understand and achieve their targets	SENCO
To make available computing resources which enhance pupils' learning	-Use computing and SEN budget to buy suitable resources -Train LSAs to make effective use of computing resources to help the pupils with whom they work	Termly	Pupil get access to the curriculum	SENCO
To make effective and accurate assessments of individuals and groups of pupils	-Termly pupil progress meetings for all pupils -NFER tests for Key Stage 1 and 2 -SATs tests for Years 2 and 6 -Target Setting for all pupils	Termly Summer Each term	Pupils achieve at their level. Up-to-date assessment data available for all pupils which is used effectively to ensure good or better progress.	AHTs
To ensure that	-Children with specific	ongoing	All children have	All staff /

all school trips fully consider the needs of all children	medical and behavioural needs given full consideration at planning stage -Where reasonable adjustments are required this is specified in the risk assessment.		access to trips	SENCO
To ensure that all classrooms have resources that include positive images of people that reflect the whole community	-New resources are monitored for positive images and references	ongoing	All classrooms have resources that include positive images of people that reflect the whole community	HT
CPD access for all Staff	-Reasonable adjustments are made when needed	Ongoing	CPD opportunities are accessible to all staff with disabilities	HT
To embed the playground buddy system to support vulnerable and newly arrived pupils	-Newly arrived pupils will be paired with an existing pupil for 1/2 weeks	From Summer When a new child arrives	-Newly arrived pupils settle quickly -Everyone enjoys school life.	Learning Mentor
Admission form to have information about additional needs	-To include specific questions about additional needs on the admissions form' used at all admission meetings	Ongoing	Detailed information included on admissions form	Office
Medical file reviewed and storage of medication reviewed	-To ensure that the medical register is up-to-date and that relevant pupils have a medical care plan which is reviewed in line with statutory requirements	Ongoing	Medical register is up to date	SENCO/ DH

2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
2.1 Progressive planned improvements to the physical environment of the school to improve accessibility	-All 3 Playgrounds to be redevelopment -Ensure wheelchair access throughout ground floor via outside doors and ramps -Provision of external & internal ramps for access around site (classrooms and hall) -Redevelopment of the DT room and the computer suite -Cooking facilities to be accessible to all -The development of ASP for children with Autistic spectrum condition meets the needs of children with ASC -Classroom environment clearly labelled and organised -Hall to have curtains for better acoustics -Tea-boiler need to be adjusted according to the wheelchair person level	Ongoing Ongoing Annually Ongoing Ongoing	Ensure it is safe for use for all Wheelchair access to the whole ground floor. Complete ramps in use. Dining hall to have wheelchair access The redeveloped space to be used by parents, wider local community Disable toilet upstairs Children with specific medical and behavioural needs given full consideration at planning stage Improved accessibility for specific children. Improved accessibility for all users of the premises.	HT PM PM HT HT / Governors Key phase leaders/ SENCO PM PM
	-Renovate the KS2 pupils' toilets on the ground floor (Years 3/4)	Ongoing	Better access to toilet facilities for KS2 pupils	PM

3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled.	-Improved provision of information - Identify materials -Identify providers of 'translation' services -Information about the school to be made available in large print or on computer disc on request	On request	Pupils and parents able to access information in different formats. Register of use of service and satisfaction survey.	Office Manager

Stebon Primary School Accessibility Plan

1. Improving curriculum access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Revised training for all staff in teaching children with a hearing impairment	Attendance at LA training and continued support from the Hearing Support Teacher	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Hearing impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Revised training for all staff in teaching children with a visual impairment	Attendance at LA training and continued support from the Visual Support Teacher including Braille teaching	All staff have clear understanding of the needs of visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Visually impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Training for staff to support and assess learning for children with additional needs	Staff attend appropriate training to match the needs of children Children families and staff have outreach support and provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom Children with additional needs are successfully included in all	Ongoing as required by pupil needs	Children with additional needs or are identified appropriately and successfully included in all aspects of school life.	Termly by INCO and specialist services Annual reviews of EHCPs Head Teacher

		aspects of school life			
Learning environments are effectively organised to promote the participation and independence of all pupils	Staff attend appropriate training to match the needs of children Staff use inclusive environment checklists Use of personal work spaces where appropriate.	Children have ready access to a range of resources to support their learning	Ongoing as required by pupil needs	Increase in access to the National Curriculum	Termly by INCO and SENCO Head Teacher
All children can access the curriculum through effective adult support	Deployment in review meetings with all adults. Establish where support is to be deployed	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons	Ongoing as required by pupil needs	Children who need individual adult support to participate in some activities have access to this support	Termly by INCO and SENCO Head Teacher Phase Leaders
IT resources are available to support and enhance pupils learning	Continue to research and evaluate new and existing IT resources.	IT resources are available to support identified pupils access and engage with the curriculum Staff attend relevant IT training to	Ongoing	Pupils get access to the curriculum	Termly by INCO and SENCO IT Leader Head Teacher Phase Leaders

		enhance learning for all			
Improve pupil voice for children with SEND	Pupil surveys are used to explore children's views of inclusion at Stebon and how things could be developed	Pupil voice for children with SEND is collected and shared All staff have clear understanding of the views of children with SEND	Ongoing	Pupils help shape provision at Stebon	Termly by INCO Head Teacher Phase Leaders

2. Improving access through the physical environment

Aim	Activity	Time	Outcome	Evaluated by
Acoustics improved to ensure acceptable level to maximise inclusion of ASD, HI and VI children	Audio and visual equipment are serviced to ensure they working appropriately Equipment (such as ear defenders) are available to students as and when required.	Ongoing as required by pupil needs	To improve provision for hearing impaired pupils when in the hall	Termly by INCO and SENCO IT Leader Head Teacher
Children with a visual impairment can move around the school safely	Visibility strips on staircases and other steps are installed	Ongoing as required by pupil needs	To safely increase the independence of children with visual impairments, when moving around the school.	Termly by INCO and SENCO Premises Team Head Teacher
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers.	Individual access plans are created	Ongoing	All individuals can safely access the school building and playground	Termly by INCO and SENCO Head Teacher

Staff can safely move children	Staff attend appropriate training to match the needs of children (such as, Team TEACH and positive handling). Individual access plans are created in conjunction with specialist services	Ongoing as required by pupil needs	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by INCO and Head Teacher
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3. Improving the delivery of written information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Availability of written material in alternative formats Make available school prospectus, newsletter and other information to parents in alternative formats	More school information to go on school's website so it can be enlarged. Support available to parents in reading newsletters. Situations dealt with case by case	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents will be improved as the school will be able to provide written information in different formats when required	Office Team Head Teacher
Parental voice is enhanced	Parents are surveyed to evaluate the quality of communication and to seek their opinions as to how to the school can improve	School is more aware of the opinion of parents and action taken accordingly	Termly	The school will improve provision of information in accordance with the views of parents	Head Teacher and Leadership Team

Virginia Primary School Accessibility Plan

1. Improving Curriculum Access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
To increase staff expertise on supporting disabled pupils and those with complex medical needs	Whole-school training (e.g. allergies, asthma, communication) according to pupil needs	Staff confident to support needs of individual pupils	Ongoing	Pupils with medical needs successfully included in school life	Medical Lead, SLT
To support pupils with emotional, social and behavioural difficulties	Employ school counsellor 1 day per week; Train two support staff as ELSAs; Zones of Regulation embedded across school; KS2 self-referral to "The Space"	Children can identify and regulate emotions, and recognise triggers	All year round	Improved emotional wellbeing and self-regulation	AHT Inclusion, SENCo, Emotional Wellbeing Lead
Learning environments promote participation and independence	Staff consider furniture layout, line of sight, and avoid overstimulation; Year group changes if needed; Use inclusive environment checklist	All pupils able to access learning and resources	Ongoing	Inclusive classrooms enable greater access to curriculum	SLT, SENCo
Lessons provide opportunities for all pupils to achieve and be challenged	Differentiated and challenging activities; AfL strategies; Adults deployed by pupil need	Pupils receive appropriate targets and challenge	Ongoing	Broad range of strategies observed; Work differentiated by pace, style and content	All staff

All pupils access the curriculum during and after school	Adult support provided during key times; Risk assessments consider pupil needs	Pupils needing support can access activities	Ongoing	Inclusive participation in curriculum and extracurricular activities	Head, SENCo
Resources enhance learning	Provide concrete resources; Staff access to Widget and Clicker with training; Chromebooks for all pupils; Computer processing for writing support	Pupils can access learning and select resources that support them	Ongoing, monitored termly	Wider access to curriculum through resources	All staff
School visits accessible to all pupils	Consider needs before trips confirmed; Risk assessments include whole class; Parents may support on trips if needed	All pupils access trips and adventure learning opportunities	Ongoing, during planning	All children included in trips	SLT, SENCo
Improve pupil voice for SEND	Ensure SEND pupils represented in Pupil Voice forums and School Council	SEND pupils help shape school provision	Ongoing	SEND voice informs school decisions	SLT, SENCo, School Council

2. Improving Access Through the Physical Environment

Aim	Activity	Time	Outcome	Evaluated by
School aware of access needs of disabled pupils, staff, governors, parents	Create individual access plans	Ongoing	All individuals can safely access building	SENCo, Head

Staff can move children safely	Work with OT to create moving/handling plans; Staff attend Team TEACH; Moving & handling training; OT risk assessments	Ongoing	Staff safely and confidently move children; Risks minimised	SENCo, Head
Parents able to access meetings	Meetings arranged in accessible spaces according to need	Ongoing	All parents/carers can access meetings	Head, Class Teachers
Make upstairs floors fully accessible	Investigate funding for lift installation (Tower Hamlets Disability Team)	Long term (3+ years)	Pupils/adults with physical disabilities can access all parts of school	Head, School Support Lead

3. Improving the Delivery of Written Information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Written material available in alternative formats	Prospectus, newsletter, and other info made available in alternative formats; Website provides enlarging options; Support available for reading newsletters	Parents/carers can access information in a way that suits them	Ongoing	School can provide written info in formats suited to individual needs	SENCo, Head, Support Lead, IT Lead
Website accessible for VI and mobile users	Ensure website is accessible on phones and with immersive readers; Ensure VI users can navigate on devices	Those with VI can access website independently	Ongoing	Inclusive access to school information online	SENCo, Head, IT Lead
Enhance parental voice	Survey parents on quality of communication and improvements	School better informed of parental views and takes action	Termly	School improves provision of info in line with parental feedback	Head, Leadership Team