

Accessibility Policy

Signed:

Chair: S. Gribbin

CEO: R. Swindells

Date: 16th October 2025

Review date: October 2028

Statement of intent

This policy applies to all schools within Collective Vision Trust.

Collective Vision Trust is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures each school has taken to ensure the school is accessible are outlined within the Appendices

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. 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 all other Trust and School policies.

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

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.

3. Accessibility Plan

The school’s Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors. The plans are presented in the appendices to this policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans 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 where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4. Equal Opportunities

We strive to ensure that all existing and potential pupils are given the same opportunities, and are 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 in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND 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.

5. 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 in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

6. 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 will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The person in charge of each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be 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.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way 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 in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

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. The ultimate aim is for no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Appendix 1 Accessibility Plan – Chesterton Community Sports College

School Context

Chesterton Community Sports College is an 11 – 16 school in an ex-mining village near Newcastle Under Lyme. It is part of Collective Vision Trust. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have problems with acquiring literacy or numeracy. There is a small group identified by the school as having social and emotional needs.

Accessibility at Chesterton Community Sports College

We try to ensure that every child has the best opportunity to achieve. We make ‘**reasonable adjustments**’ to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- Ramps available to access side and front of school
- 2 disabled toilets.
- External handrails
- Painted lines on the edges of steps
- Adapting staff workstation to meet individual need
- Care plans or risk assessments where required (staff and pupils)

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

- We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.
- Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- CCSC does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.

Key Objectives for 2025-2028

- Continue to develop the physical environment and make reasonable adjustments when necessary
- Identify and implement training needs to staff for pupils with serious medical conditions
- Consider and look at different ways to improve the accessibility around the school (if required)

Appendix 2 Accessibility Plan – Churchfields Primary School

School Context

Churchfields Primary School is a 3 – 11 school in an ex-mining village near Newcastle Under Lyme. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have problems with acquiring literacy or Numeracy. There is a group identified by the school as having social and emotional needs.

Accessibility at Churchfields Primary School

We try to ensure that every child has the best opportunity to achieve. We make **‘reasonable adjustments’** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- A disabled toilet.
- External handrails
- Adapting staff workstation to meet individual need
- There is a lift so pupils with mobility issues can access the school from the main entrance and a lift within the school, so all areas of the downstairs are accessible. We currently can only access the main playground via the external gate.

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Churchfields Primary School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.
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Key Objectives for 2025- 2028

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary
- ✓ Review key texts to ensure disability is portrayed in a positive way
- ✓ To develop the medical room to ensure that it meets the changing needs of our children

Appendix 3 Accessibility Plan – Chesterton Primary School

School Context

Chesterton Primary School is a setting for children aged 2 – 11 years located in an ex-mining village near Newcastle-under-Lyme.

Accessibility at Chesterton Primary School

We try to ensure that every child has the best opportunity to achieve. We make **‘reasonable adjustments’** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- A disabled toilet.
- External handrails where needed
- Adapting staff workstation to meet individual need
- Yellow lines for visual impairment
- There are ramps around the outside of school so pupils with mobility issues can access all parts of the school

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

- We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.
- Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Chesterton Primary School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.

Key Objectives 2025-28

- Continue to develop the physical environment and make reasonable adjustments when necessary
- Continue to seek support from the visual impairment service to look at needs of children

Appendix 4 Accessibility Plan – Crackley Bank Primary School

School Context:

Crackley Bank Primary School is the 3 – 11 school in an ex-mining village of Chesterton, near Newcastle Under Lyme. It is part of Collective Vision Trust. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have problems with acquiring Literacy or Numeracy. There is a group identified by the school as having social and emotional needs.

Accessibility at Crackley Bank Primary School

We try to ensure that every child has the best opportunity to achieve. We make ‘reasonable adjustments’ to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- Disabled toilet.
- Separate medical room.
- External handrails where needed.
- Adapting staff work station to meet individual need.
- A lift so that members of the school community can access all parts of the school.
- A ramp to the main reception so that members of the school community with mobility issues can access all parts of the school.

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

Access to the curriculum

- We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments.
- Lesson observations include aspects of inclusion in teaching and learning.
- Schemes of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve.
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Crackley Bank Primary School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside the directors will:

- Continue to assess the impact of existing and proposed policies.
- Monitor the success of initiatives undertaken.

- Review and revise the scheme.

Key Objectives for 2025 - 2028

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary.
- ✓ Continue to seek support from outside agencies to support the needs of specific children.

Appendix 5 Accessibility Plan – Bursley Academy

School context

Bursley Academy is a 3 – 11 school in an ex-mining village near Newcastle Under Lyme. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have an average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have problems with acquiring literacy or Numeracy. There is a group identified by the school as having social and emotional needs.

Accessibility at Bursley Academy:

We try to ensure that every child has the best opportunity to achieve. We make **‘reasonable adjustments’** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- A disabled toilet
- External handrails
- Adapting staff workstation to meet individual need
- All rooms are accessible by wheelchair from given routes
- Playground access is wheelchair accessible
- We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

- We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments.
- Lesson observations include aspects of inclusion in teaching and learning.
- Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Bursley Academy does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

Key Objectives for 2025- 2028

- Continue to develop the physical environment and make reasonable adjustments when necessary
- Review key texts to ensure disability is portrayed in a positive way
- Review access to Disabled toilet facility and see if this can be improved.
- Review fire escape routes from Nursery for wheelchair users.

Appendix 6 Accessibility Plan – Cheswardine Primary and Nursery School

School Context

Cheswardine Primary and Nursery School is a 2 – 11 school and Nursery in a Shropshire village 3 miles from Market Drayton. Our NOR is small presently. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have Communication and language difficulties as well as an increased number of dyslexia diagnoses. We also have pupils with disabilities such as Downs Syndrome and Severe deafness. There are also a number of pupils recognised to be on the autistic spectrum.

Accessibility at Cheswardine Primary and Nursery School

We try to ensure that every child has the best opportunity to achieve. We make **‘reasonable adjustments’** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- A disabled toilet.
- External handrails
- Adapting chairs and work area for pupil with additional need in accordance with Occupational Health advice.
- Accessible motorised changing table to accommodate larger children
- A ramp into Nursery and widened staircase with handrail to accommodate movement between levels for child with mobility issues.

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum. Those with more severe barriers to learning due to disability are given support and a bespoke curriculum according to external advice, e.g. the teacher of the deaf and Reach for Inclusion.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Cheswardine Primary and Nursery School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.
- Ensure training is ongoing and up to date for feed pump use in school by key members of staff

Key Objectives for 2025- 2028

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary
- ✓ Review key texts to ensure disability is portrayed in a positive way
- ✓ Engage with Occupational Health, SSLIC and Shropshire Nursing team to ensure facilities meet specific needs.

Appendix 7 Accessibility Plan – Hinstock Primary

School Context

Hinstock Primary and Nursery School is a 2 – 11 school and Nursery in a Shropshire village 3 miles from Market Drayton. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have Communication and language difficulties as well as an increased number of dyslexia diagnoses. There are also a number of pupils diagnosed with autism.

Accessibility at Hinstock Primary School

We try to ensure that every child has the best opportunity to achieve. We make **‘reasonable adjustments’** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve, and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- Two disabled toilets.
- External handrails
- A ramp into Key Stage 1 and Nursery with all of the school and Nursery on one level.
- All areas are wheelchair accessible throughout the school and playground areas.

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On ‘access to the curriculum,’

We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum. Those with more severe barriers to learning due to disability and diagnosis are given support and a bespoke curriculum according to external advice.

Monitoring

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Hinstock Primary School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.
- Ensure training is ongoing for staff to manage difficulties effectively and inclusively.

Key Objectives for 2025- 2028

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary
- ✓ Review key texts to ensure disability is portrayed in a positive way

- ✓ Review fire escapes from Key Stage 2 for those with mobility issues or using a wheelchair.

Appendix 8 Accessibility Plan – Woore Primary

School Context:

Woore Primary and Nursery School is a small, rural village school located in the village of Woore in North Shropshire, closely bordering the counties of Cheshire and Staffordshire. It is part of Collective Vision Trust. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with SEND. The school building is single story and there are no stairs to upper levels.

Accessibility at Woore Primary and Nursery School

We aim to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA for staff, visitors and pupils. We do recognise that there is always room to improve and continue to monitor and develop our practice. Our mental health lead takes an active role to support both pupils and staff who may have additional needs and required adjustments. Individual risk assessments are drawn up where required to support specific members of staff.

Physical environment:

- Disabled toilet x2
- Level access to the main corridor from the playground
- Level access through the reception area
- Adult sized chairs for visitors and volunteers
- A ramp fitted from the R/1 classroom to the outdoor area
- Access to a sensory circuit
- Continued provision of sensory friendly spaces, including a separate sensory/calm room
- Neurodiverse friendly classroom environments

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

Access to the curriculum

- The curriculum is adapted to meet the needs of all pupils
- Additional staffing is provided to support and enhance the learning of those pupils with additional needs
- Specialist equipment, furniture and resources are provided to individual pupils, such as standing desks, wobble cushions, fidget toys and pencil grips etc.
- Use of coloured paper/overlays/text size/visual timetables/backgrounds on PPTs
- We have incorporated inclusive developments through national strategies such as the PINS programme
- We promote neurodiversity and disability through special visitors, special days, books and resources
- We ensure effective transition arrangements (between classes and children going to Y7) with additional transitions and specific arrangements for SEND pupils
- We provide scribes/readers/additional time for optional and National SATs where pupils are eligible

Identification & Monitoring

- We conduct home visits to children prior to starting in reception and discuss any educational needs/specific provision for children
- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We establish a close liaison with parents through monthly SEND meetings

- We establish and maintain close liaisons with outside agencies for pupils with additional needs
- We ensure children with additional needs have a clear PCP including a 'Plan, Do, Review' document from which class teachers work from
- We ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs of pupils
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion
- Woore Primary and Nursery School does not discriminate against any employee
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside the directors will:

- Continue to assess the impact of existing and proposed policies
- Monitor the success of initiatives undertaken
- Review and revise the scheme

Key Objectives for 2025 - 2028

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary
- ✓ Continue to seek support from outside agencies to support the needs of specific children
- ✓ Ensure a ramp is fitted to the nursery classroom to support a new child due to join the setting
- ✓ Provide specialist furniture to support the needs of a child with additional physical needs in the nursery
- ✓ Recruit additional staffing to support a nursery child with physical needs