



# Kimberley Primary and Nursery School

## ACCESSIBILITY POLICY, AUDIT AND PLAN 2024-27



Date: May 2024

Approved by Governors: 15/05/2024

Revision Due: May 2027

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Kimberley Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

Kimberley Primary School is a Primary Academy Co-educational Day School for pupils aged 3-11 years and part of the East Midlands Education Trust.

Our building, on Swingate, is modern, having been completed in 2002. The building has received a number of additions since, in order to facilitate increased cohort sizes and the developing needs of the children. Nevertheless, it still retains that traditional community feel which has developed from when the original school building was opened in 1883 closer to the centre of Kimberley.

We have 210 places available for full-time school children and we also have a nursery which has places for a further 52 part-time children. We accept children into our Nursery at the beginning of the term after their third birthday. You can apply for a Nursery place at anytime and your child's name can be put on a waiting list if we do not have space. We are currently offering flexible 15 hours care and top-up sessions or 30 hours care. Our School is unique to Kimberley because of our facilities for Nursery places.

At Kimberley Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. The vision for our school is to be a thriving community where every child reaches their full potential. We nurture and develop all of our children by challenging, stimulating and inspiring young minds,

enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence.

**At Kimberley we are:**

- Kind – we nurture an environment of kindness and respect to all children, adults and staff.
- Prepared – we teach our children to take responsibility for their choices, work carefully and be organised for their tasks and daily routine.
- Safe – we encourage children to think of their own and others safety when making choices.

**Our curriculum drivers are:**

- Creativity
- Diversity
- Possibility

Our aim is to provide a creative curriculum for all, whatever their sex, disability, race or religion. We want our children to know about and celebrate the world and people around them, and know that they have possibilities beyond those on their doorstep.

1. Kimberley Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Kimberley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. 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, support and awareness within the school.

4) Kimberley Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely 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 as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in out door play and learning, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- ☐ Improve and maintain 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 within a reasonable timeframe.
- ☐ 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 within a reasonable timeframe.

5) Kimberley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: ☐ Asset Management Plan ☐ Behaviour Management Policy ☐ Curriculum Policy ☐ Equal Opportunities Policy ☐ Health & Safety Policy ☐ School Prospectus ☐ School Improvement Plan ☐ Special Educational Needs Policy ☐ Staff Development Policy.

8) The Accessibility Plan for physical accessibility relates to the **Access Audit of the School**, which remains the responsibility of the governing body and the school business manager, Karen Eardley. It may not be feasible to undertake all of the works 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 covering this plan in order to inform the development of a **new Accessibility Plan** for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Complied by: Mr Jon Beresford (SENCo)**

**Approved by: Mr Darren Rungapadiachy (Chair of Governors)**

**Date: May 2024**

## **2. Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below.

### **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about open day events.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities and residential provision. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction difficulties, extra curricular activities for pupils with physical impairments, school trips for pupils with medical need. There are no parts of the school to which disabled pupils have limited or no access at the moment, following the school building audit.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal intimate care.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

**4. Accessibility Audit** The school has undertaken a full access audit using an audit tool. The school business manager (premises) and premises manager have undertaken the audit and routinely reviews the premises in relation to access and identification of potential barriers towards SEND.

The school is a one storey building. The school has wide corridors and several access points from outside. EYFS, KS1 and KS2 areas are all on the ground level floor with wide door access to all rooms made available. The school has internal emergency signage and escape routes are clearly marked.

A detailed review of the audit is described below:-

## **Physical Environment**

Travel to the site by public transport is easily accessible as the school is on a bus route. The majority of school pupils arrive and leave on foot or by car and it is anticipated that visitors to the school would either arrive by car or on foot also. All pupils arrive and leave school escorted by parents/carers.

Upon entry to school in the morning and leaving at night, EYFS, KS1 and KS2 children arrive at their designated perimeter gate, where they queue and are welcomed onto the school grounds by a staff member. Where it is deemed necessary, the main entrance to the school is used for pick up and drop off, e.g. a child on a part time timetable, or for a child who may find busy transition point difficult and unsettling. The entrance to the EYFS unit is at the front of the school. It is clearly signposted for parents and used for pick up and drop off. There is signage to direct pedestrians, along with signage at the entrance to direct vehicles to the main reception. There is a designated dropping off/loading/unloading area and parking is available on site for school staff and visitors in the car park to the right of the main building.

There are currently no designated disabled parking spaces situated in the carpark however, following review, it was agreed that flexible arrangements would be implemented to facilitate the needs of any visitors, staff or children. Further details are contained within the action plan below.

## **Routes and Level Change**

The pathways from the car park and gate to the principal entrance of the school are adequate and lit. There are no kerbs around the school building and therefore no restriction to individual wheelchair users. There are no external steps. The principal entrance is easily located. The entrance is accessed by double doors to a covered portico and further double doors into the main foyer.

## **Classrooms**

Access into the classrooms is via a single door. All have vision panels fitted. There are additional external doors to the Y1, 2, 3, and 4 classrooms to access the playground. The Y5 & 6 classrooms are in a separate building. Both have an internal single door leading to a shared entrance hall, then directly outside. There is a single door at the rear of both the Y5 & 6 classroom, leading to a shared office room, where there is a single door leading to the back of the building, and a walkway leading to the main playground.

## **Additional Learning Environments**

During the summer of 2024 the school will undertake planned building works to revise the space available with the building to support the increasing numbers of children with additional needs, specifically those who's needs prevent them from accessing the main curriculum. Space will be created to facilitate the implementation of a new SEN Unit where children with additional needs will be provided with a bespoke curriculum and focused learning environment. Construction of this additional space will take specific consideration of the needs of the children who will use it most and has been designed provide flexible working environments that also features dedicated outdoor space.

### **Dining Room**

The dining room is situated off the main entrance to the school in the main hall. There is a double door to enter the hall. Double fire doors are on the right hand side of the hall. All areas are single level.

### **Horizontal Movement and Assembly Areas**

Corridors throughout the buildings are of adequate width for a wheel chair user and other people to pass through. Floor surfaces are either carpet or non-slip vinyl floor coverings. Assembly areas are generally acceptable with loose furniture throughout, which can readily be adapted to meet most needs.

### **Doors**

Fire doors in all the corridors have vision panels.

### **Lavatories and Changing Facilities**

There are sets of ambulant toilets for both pupils and staff, one toilet has grab rails fitted to benefit any ambulant disable persons.

### **Seating and Tabling**

The seating and tabling throughout the school is acceptable. Consideration is given to providing a range of seating in a variety of heights for use throughout the school when required. Referrals to PDSS for specialist seating are made when needed.

### **Lighting, acoustics and decoration**

Lighting and acoustics are generally acceptable. Decoration within the school is good. Neutral colours of a calming nature have been used throughout.

## **Main School Kitchen**

The kitchen facilities within the school are adequate and meets the required health and safety requirements.

## **Information and Controls**

Visitors are generally escorted around the school although signage to the rooms exists.

Pupils with impairments would require assistance when first attending the school, but would quickly familiarise themselves with the layout of the property.

## **Means of Escape**

There are numerous escape routes throughout the site. Escape signage is good but there is no tactile signage for the benefit of any pupils, staff or visitors with visual impairments. Should this be necessary, we would arrange for this to be fitted.

The fire alarm system is auditory.

All children with significant needs that would impact their capacity to leave the building in an emergency have a Personal Emergency Evacuation Plan (PEEP)

## **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced, these include the PDSS, SFSS and Health teams.
- The business manager (premises) alongside the premises manager continue to do daily routine checks in relation to the building and whole school premises to reduce any potential barriers of excluding pupils, staff or visitors who may have a disability as recognised in the 2010 equality act.
- The Governors and Senior Leadership Team will work closely with the Trustees and all staff within the school to make sure that the implementation of the action plan is clearly identified within practice.

## 6. Action Plan

### **Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b><u>Target (Short Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT & SLT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents / carers	To ensure collaboration and sharing between school and families	Ongoing	HT & SLT All class teachers / TAs/	Clear collaborate working approach.
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT & SLT All class teachers / TAs	Clear collaborate working approach and evidence of individual care plan/ medical plans where needed.
To ensure full access to the curriculum for all children.	Collaboration with specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A broad curriculum with alternatives offered.</li> <li>• The use of B Squared to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants at Level 3 or above.</li> <li>• Multimedia activities to support most curriculum areas</li> </ul> Use of interactive ICT equipment. Specific equipment sourced from OT, Speech &	Ongoing	HT & SLT All class teachers / Tas/  SENCO's	Advice taken and strategies evident in classroom practice.          ASD children and complex behavioural needs supported and accessing curriculum.

	Language.			
To implement the redesigned SEN and Support Plans (One Page Profiles), monitoring their use and effectiveness improving outcomes for children.	Teachers to work with all professionals involved, with the child and devise appropriate outcomes to need the individual needs of the child.	Ongoing  Scheduled annual reviews, supported by ad hoc reviews where required (e.g. significant change in need/academic progress)	Class Teachers  SENDCo	Completion of the individual SEN and Support plans that provide a holistic view and individual viewpoint of the child.

<b><u>Target (Medium Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
To promote the involvement of disabled students in classroom/ whole discussions/activities using pupil voice to decide on how the school can adapt the environment. To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• School Council and pupil voice.</li> <li>• SALT (speech and language therapy) training for relevant support staff and teachers</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons.</li> <li>• Creating positive images of disability within the school so that pupils</li> </ul>	Ongoing	SENCO Trust SALT therapist Teachers/TAs	An inclusive curriculum throughout. All pupils have a voice

	grow into adults who have some understanding of the needs of disabled people.			
To provide access to a learning environment and bespoke curriculum for children with needs that prevent them from accessing the curriculum in the existing classroom settings.	<p>Collaboration with specialist advisory teachers in the design and delivery of:</p> <p>A of new space to house the new learning environment. Redeployment of staff, with existing skills sets, to design, deliver and support the required bespoke curriculum.</p> <p>CPD for staff.</p>	<p>Beginning in the 2024/25 academic year, with an expectation that the provision will run as currently planned until at least the 27/28 academic year.</p> <p>The use of the space and the offering provided will be reviewed on an annual basis.</p>	<p>HT &amp; SLT</p> <p>SENCO</p> <p>Teacher &amp; TA's delivering provision.</p>	Children will make increased levels of small step academic progress, be provided with opportunities to develop key life skills relevant to their needs and have experiences that support their SEMH.

<b><u>Target (Long Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
To evaluate and review the above short and long term targets annually	Targets above identified	Annually	SLT / Class teachers and Governors	Identification that all children are making progress.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meeting	Annually Termly SEN Governor / SENCO meetings	SENCO HT SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b><u>Target (Short Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Improve physical environment of school environment	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties, sensory impairments and risk assessments linked to children's SEMH risk assessments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings</p> <p>Referrals to external services to support with our physical environment will be made as necessary.</p> <p>The school will designate a parking space that will be mark for disabled parking on a flexible basis (supported by a sign indicating adaptability of space – subject to procurement).</p>	<p>Ongoing</p> <p>Beginning of 2024/25 academic year.</p>	<p>SLT and Governors</p> <p>Business Manager</p>	Enable needs to be met where possible.
Ensure visually calming and stimulating environment for all children	Natural, calming, colourful and purposeful displays in classrooms and inviting role play areas inside and outside of	Ongoing	Class Teacher and TA's	Displays show evidence of children's learning and vocabulary that

	school.			supports learning. Displays to not distract the learners from their learning or induce sensory overload.
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Ensuring all with a disability are able to be involved in all aspects of daily school life	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of Individual Support Plan process.</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and with immediate effect, to be constantly reviewed</li> </ul>	Ongoing	SLT and Governors Business Manager.  All class teachers / TAs  SENCO	Enable needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>Staff training for administration of Medicines and tube feeding is updated, with additional training undertaken where</p>	<p>With immediate effect, to be constantly reviewed</p> <p>Annual review / refresher training</p>	SLT SENCO Governors Business manager All class teachers / TAs Health Professionals.	Ensure medical needs and children receive medical care following procedures linked to medical car plan.

Ensuring disabled parents have every opportunity to be involved	<p>required.</p> <ul style="list-style-type: none"> <li>• Utilise flexible disabled parking spaces for parents to drop off &amp; collect children</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Undertake a proactive approach to identifying the access requirements of disabled parents.</li> </ul>	With immediate effect to be constantly reviewed	<p>SENCO SLT Governors Business manager All class teachers / TAs</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b><u>Target (Medium Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
To improve community links	<p>School to continue to have strong links with other primaries in the trust and family of schools.</p> <p>School to maintain strong link with secondary school</p>	Ongoing	All staff	<p>Improved awareness of disabilities/the wider community Kimberley and Nottingham,</p> <p>Improved community cohesion</p>
<b><u>Target (Long Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Continue to maintain playgrounds, outdoor learning and EYFS facilities	Continue to maintain playgrounds, outdoor learning and EYFS facilities	Ongoing	HT – School business and premises manager	Identification of inclusive child friendly outdoor play / learning areas
To ensure driveway, roads, paths around school are as safe as possible.	<p>Communication with parents via safety messages /letters/walk to school week for local children</p> <p>Bikeability for KS2 children.</p> <p>Continuation of crossing patrol.</p>	<p>Ongoing</p> <p>Ongoing</p>	HT – School business and premises manager	No/less incidents / accidents recorded

**Aim 3: To improve the delivery of information to disabled pupils and parents**

<b><u>Target (Short Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Child or Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	HT SENCO Class teachers	Direct and written or verbal communication to take place.
To ensure all children with ASD or complex SEMH difficulties have access to the curriculum	Regular parental communication Individualised teaching strategies used for ASD children, Attachment training for staff, Mental health training for staff. Mental health in children and young adults' qualification for SENCO. Access to SBAP counselling services for children. Access to sensory provision and learning breaks. Access to ELSA, Drawing and Talking and other therapy based interventions.  Creation, implementation, and operation of SEN Unit to support the needs of children otherwise unable to access learning opportunities in their current classroom setting.	Ongoing	SLT Class Teachers & TA's	Children with identified complex difficulties and diagnosed ASD able to successfully access the curriculum.
To enable improved access to written information for pupils,	<ul style="list-style-type: none"> <li>Raising awareness of font size and page</li> </ul>	ONGOING	SLT Class Teachers	Evidence of a range of strategies to make

parents, carers and visitors	<p>layouts will support pupils with visual impairments.</p> <ul style="list-style-type: none"> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the school to ensure that is accessible to all</li> </ul>		SENCO	written information more accessible used in school
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**Aim 4: To improve the staff awareness of children we have in school with a disability.**

<b><u>Target (Medium Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
To review children's administration and SEND records ensuring school's awareness of any up-to-date disabilities	<p>Information collect about new children.</p> <p>Records passed up to each class teacher.</p> <p>End of year class teacher meetings</p> <p>EHCP Annual reviews</p> <p>SEN One Page Profile reviews</p> <p>Medical forms updated at least annually for all children.</p> <p>Personal health care plans</p> <p>Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</p>	On going, termly and annual checks	<p>SLT</p> <p>Class Teachers</p> <p>SENCO</p> <p>Administration Staff</p>	All Staff members aware of disabilities of children in their classes
<b><u>Target (Long Term)</u></b>	<b><u>Strategies</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
In school record system to be reviewed and maintained. (Records on Arbor/ My	Record keeping system to be reviewed.	Continual review of improvement	<p>SLT</p> <p>Class Teachers</p> <p>TAs</p>	Effective communication of information about

Concern/ Network/ Individual SEN plans and EHCPs.)	Continuation of CPOMS for records.		Administration Staff	disabilities throughout school.
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**Completed by: Mr Jon Beresford – SENDCo, May 2024**

**Approved By: Darren Rungapadiachy - Chair of Governors**

**Approved BY: Mrs. Rebecca Clarke - Headteacher**