ACCESSIBILITY POLICY and ACTION PLAN

Policy and Plan template reviewed by: Jonathan Ritchie – Executive Director of Property & Development

Review date: June 2026

Version: v9.0

Policy actioned from: September 2026

Next review date: June 2027

Reviewer's Signature: 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

CHATSWORTH SCHOOLS

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed by
11/01/2018	Policy Approved – Fit for use by schools.	v1.1	RG
01/09/2019	Annual Endorsement	v2.0	RNB
01/09/2020	Annual Endorsement	v3.0	RNB
16/03/2021	Policy review and update	v3.1	RNB
01/09/2021	Annual Endorsement	v4.0	RNB
01/09/2022	Annual Endorsement	v5.0	RNB
25/06/2023	Annual Endorsement	v6.0	CS
01/09/2024	Annual Endorsement	v7.0	JR
08/07/2025	Links to ISSRs added to 'Introduction' heading on page 3. Clause added under 'Management' heading on page 5. Addition of "Related Policies" added to 'Policies' heading on page 8. 'Evaluation and Impact' heading added on page 9. Additional sentence on where the policy is available added to 'Interpretation' heading on page 9. Action Plan clarification added on page 12.	V8.0	JR
25/06/2025	Reference to Schedule 10 of the Equality Act 2010 added under the 'Introduction' heading on page 4. Addition of a 'Regulatory Traceability Matrix' on pages 5 & 6. Sentence added under the 'Objective of the Accessibility Policy and Plan' heading on page 7. Update under 'Principles' heading on page 7. FBV paragraphs added under 'Principles' heading on page 8. Update under 'Management' heading on page 8. 'Delivering Material in other Formats' updated on page 11.	v9.0	JR

	Additional column added to Action Plan entitled : 'Regulatory Reference/Strand/ISSR'. FBV Links added to Action Plan.		

CHATSWORTH SCHOOLS

Accessibility Policy and Action Plan

This policy should be read in conjunction with the school's Disability Policy.

Accessibility Policy

Introduction

This policy supports compliance with the Independent Schools Standards Regulations, particularly Paragraphs 3(g), 5, and 7 (as below), ensuring that accessibility provision enhances quality of education, promotes respect for diversity, and is integrated into safeguarding practice.

- **Paragraph 3(g):** teaching must enable pupils with SEND to make good progress.
- **Paragraph 5(b)(vi):** enabling respect for other, paying particular regard to the protected characteristics.
- **Paragraph 7(a):** safeguarding policy must have regard to KCSIE.

Accessibility planning is an integral part of the school's annual planning cycle. The Accessibility Plan, created in accordance with the planning duties of the Equality Act 2010 (as amended by the SEN and Disability Act 2001 and 2005 (SENDA)), forms part of the whole school development plan while remaining as a permanent agenda item in the SLT (Senior Leadership Team) meetings, ensuring it is a focus of attention.

Original legislation required the plan to cover a fixed 3-year period, as determined by the government. However, recent DfE guidance allows schools to choose any 3-year period. The school's plan covers the 3-year period as specified in its title. The school has adopted the format of planning for a rolling 3-year period; a new year is added at each annual review and the details of the completed year, annotated to record what has been achieved, are archived and made available on request to any appropriate inspection body. The coherence of the plan and its influence upon other developments is monitored by the SLT on an annual basis.

The Accessibility Plan draws on the guidance set out in:

- SEND Code of Practice (2015)
- "What Equality Law Means For You As An Education Provider" (2014)
- "Equality Act 2010: What Do I Need to Know? Disability Quick Start Guide" (2011).

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 & over its 3-year period, the plan aims to:

a) increase the extent to which pupils with disabilities or additional needs can participate in the school's curriculum.
b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities or additional needs can take advantage of education and benefits, facilities or services provided or offered by the school.
c) improve the delivery to pupils with disabilities or additional needs of information which is readily accessible to pupils who are not disabled or do not have additional needs.

Adequate resources will be allocated for the implementation of this plan.

Regulatory Traceability Matrix

This Accessibility Policy and Action Plan has been developed to support compliance with the Equality Act 2010, Schedule 10 and the Independent School Standard Regulations (ISSRs). The matrix below demonstrates how statutory requirements are addresses throughout the policy and action plan.

Statutory Requirement	Requirement Summary	Policy/Action Plan Reference
Equality Act 2010 Schedule 10 – Strand 1	Increase the extent to which pupils with disabilities or additional needs can participate in the curriculum	Introduction; Objectives; Learning and Teaching; Pre-Admission; Post-Admission; Staff Training; Section A Action Plan
Equality Act 2010 Schedule 10 – Strand 2	Improve the physical environment to increase access to education and associated services	Physical Environment; Accessibility Audits; PEEPs; Site Improvements; Section B Action Plan
Equality Act 2010 Schedule 10 – Strand 3	Improve the delivery of information to pupils with disabilities or additional needs	Delivering Materials in Other Formats, Parent Communication; Accessible Resources; Section C Action Plan
Equality Act 2010 Sections 20 - 21	Duty to make reasonable adjustments	Principles; Admissions; Learning and Teaching; Physical Environment; Information Delivery
Equality Act 2010 Section 85	Protection from discrimination in education	Principles; Admissions; Curriculum Access; Pastoral Support
ISSR Paragraph 3(g)	Teaching enables pupils with SEND to make good progress according to their needs	Learning and Teaching; SEND Support; Individual Accessibility Plans; Staff Training; Section A Action Plan

ISSR Paragraph 5(b)(vi)	Encouraging respect for protected characteristics	Principles; Equality and Diversity Activities; Inclusion Initiatives; Pupil Participation Activities
ISSR Paragraph 7(a)	Safeguarding arrangements having regard to Keeping Children Safe in Education	Pastoral Care; Accessibility Risk Assessments; School Visits; PEEPs; Emergency Evacuation Planning
ISSR Paragraph 32(1)(j)	Written accessibility plan prepared and implemented	Entire Accessibility Policy and Action Plan; Annual Review; Monitoring and Evaluation Arrangement
SEND Code of Practice (2015)	Participation of pupils and parents in planning and review	Individual Accessibility Plans; Reviews with Parents; External Agency Collaboration
Fundamental British Values (FBV)	Mutual respect and tolerance of those with difference faiths and beliefs; individual liberty; equality of opportunity	Principles; Equality and Diversity Initiatives; Inclusive Curriculum; Accessibility Planning; Pupil Voice Activities

Definitions of Disability and Special Educational Needs

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day- to-day activities.

For the purposes of the Act, these words have the following meanings:

- substantial' means more than minor or trivial; for example, it takes much longer than it usually would to complete a daily task.
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

The definition of Special Educational Needs in the Children and Families Act 2014 includes pupils with significantly greater difficulty in learning than most children of their age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of his or her age in mainstream schools. Not all pupils are disabled or have additional needs by their SEN and vice versa.

The SEND Code of Practice makes it clear that the definition of disability includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, such as asthma, diabetes, epilepsy, and cancer.

Progressive Conditions Considered to be a Disability

A progressive condition is one that gets worse over time. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

Objective of the Accessibility Policy and Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Accessibility planning applies to current pupils, prospective pupils and members of the wider school community who may have disabilities.

Principles

The school recognises its duties under the Equality Act 2010:

- Not to discriminate against, harass or victimise pupils (or prospective pupils) with disabilities or additional needs in their admission and exclusions, and provision of education and associated services.
- Not to treat pupils with disabilities or additional needs less favourably.
- To take reasonable steps to avoid putting pupils with disabilities or additional needs at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time, as noted in the introduction, above.

The SEND Code identifies a clear focus on the participation of children and young people and their parents in decision-making at individual and strategic levels. The school recognises and

values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles, which underpin an inclusive curriculum:

- setting suitable learning challenges.
- responding to pupils' diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school recognises that accessibility and inclusion contribute directly to the promotion of Fundamental British Values. Through ensuring that pupils with disabilities or additional needs are able to participate fully in school life, the school promotes mutual respect, individual liberty and tolerance of those with difference faiths, beliefs, backgrounds, cultures and abilities. Accessibility planning supports the school's commitment to ensuring that all members of the school community are treated with dignity, respect and equality of opportunity regardless of disability, religion or belief, race, sex, sexual orientation, gender reassignment or any other protected characteristic.

Accessibility planning supports the school's commitment to the promotion of Fundamental British Values by ensuring equality of opportunity, fostering mutual respect, promoting individual liberty, and encouraging tolerance of those with different faiths, beliefs, backgrounds, cultures, abilities and protected characteristics.

Management

The Head is responsible for ensuring implementation of the Accessibility Plan, which is reviewed annually by SLT. Progress against the Plan will be reported annually to the School Advisory Board for scrutiny and sign-off. The School Advisory Board monitor implementation and challenge the SLT to ensure measurable progress.

In formulating the plan, the SLT may co-opt additional members whose expertise in any field would be of assistance.

The SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils with disabilities or additional needs.
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the school's Disability Policy.
- To continue to review the school's Accessibility Action Plan.

Learning and Teaching

The school has:

- Appropriately trained SEND staff in each of its educational settings each equipped to deal with the range of mild or moderate learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- A strong and successful record of supporting children with a range of SEND needs by planning with parents and children, seeking advice from appropriate professionals and training staff regarding any child's specific needs.
- Students are assessed for SEND upon admission and other times when a need is identified.

The school has a procedure for dealing with accessibility in advance of a child's admission or, in the case of the emergence of a disability, the following procedures are in place:

Pre-Admission

A lot of planning takes place before the child arrives at school. This will include:

- Information gathering from parents, the child's current school or nursery and relevant external agencies.
- Writing an individual accessibility and/or education plan tailored to the needs of the child. This will involve meeting with parents and meeting with the child to discuss their preferences. It may also involve meeting with external agencies who specialise in dealing with that disability, who can offer support to the school when planning the appropriate provision for the child.
- Providing adequate training for staff, who will be responsible for that child, so that they feel confident to carry out the plan.
- Providing the correct resources for the child so that he/she has as much access to the curriculum as is reasonably practicable.

After Admission

Planning and undertakings will include:

- Managing and recording the pastoral care of the child through the school's pastoral system and fostering the child's social and emotional development, with appropriate documentation.
- Reviewing the plan with the parents and child and, where relevant external agencies, at appropriate intervals so that planning can be put in place for the following term.
- Communicating with future schools regarding the child's needs.

If the onset of disability occurs during a child's time with us, all the above will be put in place.

Training

The overall planning of staff training is undertaken by the SENCO and Head. Training is given to the whole staff (full-time and part-time) on SEND and Disability on at least a two-year cycle. Training is undertaken on a whole staff basis regarding learning styles, learning differences, learning difficulties and multi-sensory teaching over an extended period.

Training is undertaken on a 'need-to-know' basis regarding, for example, asthma, epilepsy, anaphylaxis, colostomy management, cystic fibrosis and other conditions. Training will continue to be tailored to provision for and understanding of specific conditions as appropriate.

Pastoral Care

Pastoral Care is an agenda item at each meeting of the SLT and forms part of the annual development plan.

A Health and Safety Committee, comprising appropriate members of staff, meets termly to consider all matters of Health and Safety.

Arrangements for Health and Safety on trips and visits are scrutinised and approved by the Head and Educational Visits Co-ordinator.

Physical Environment

The Head has overall responsibility for the school's physical environment.

The school recognises that environmental adjustments cannot readily be made in response to the arrival of a child with a disability and that, therefore, longer-term planning is needed to ensure that environmental factors are improved including access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is where the Action Plan becomes a part of the policy.

The plan below sets out the action being taken by the school as positive steps to promote equality and eradicate discrimination for all.

Disability Policy Review

The responsibility of review is the Senior Leadership Team.

The terms of reference are:

- to review the school's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils with disabilities or additional needs and to prepare an audit of current provision.
- to make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan.
- to review such plans and policies as necessary at least every three years.
- an audit of current provision.

Admissions

Admission to the school is on a non-selective basis (no written assessments are taken). We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities

provided that our site can cope with them. The school's policy is to enrol pupils regardless of any disability of which it is aware, provided that the school can accommodate their needs within the parameters of reasonable adjustments.

The school asks parents of prospective pupils if special needs should be taken into consideration. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The life of the school is enhanced by inclusive policies, but equal importance must be given to ensuring that no pupil's education is impaired.

Delivery of the Curriculum

Through INSET, staff meetings and other initiatives, such as online learning, we train classroom staff on developing inclusive approaches towards teaching.

Classroom Arrangements

Freestanding tables and chairs in most classrooms mean that furniture can be rearranged easily to accommodate pupils with disabilities or additional needs. Where appropriate for learning needs, the school encourages the use of laptops or other portable devices. Most rooms are fitted with blinds, which might be of benefit to students with visual impairment. Lessons provide opportunities for all students to achieve. For example, provision may be made for dyslexic and dyspraxic students to use laptops in lessons and for tests. The school keeps detailed records of pupils' needs and the range of support provided, which it uses to make application for extra provision in public and formal examinations.

Delivering Material in other Formats

Information provided to pupils and parents will be made available, where reasonably required, in alternative formats including large print, electronic format, accessible PDF, symbol-supported text, audio format & other formats appropriate to need.

Visits

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, the school might need to consider the transport and accommodation needs of a wheelchair user.

Policies

Details of the Equal Opportunities policy, including disability, are published in the staff handbook. This policy and plan should be read in conjunction with the following "Related Policies":

- SEND and Inclusion Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Health and Safety Policy
- Behaviour Policy

- Equality and Diversity Policy
- Admissions Policy

School Design: Access to Buildings

Reasonable adjustments have been made to all areas of the school, but some may well require further changes to accommodate individual new students – this will be assessed at the time of application.

Emergency Evacuation

If a pupil with a disability is admitted to the school, relevant staff will be provided with training to support the pupil's emergency evacuation. Within the structure of the current premises, several modifications may be possible to increase accessibility for pupils and parents with disabilities or additional needs.

Should it be beneficial for a pupil with a disability, the school will create a Personal Emergency Evacuation Plan (PEEP), consulting, as relevant, with the pupil's medical practitioner and the emergency services.

In planning for emergency evacuation, if appropriate, the school will consider, for example:

- equipping fire alarms and bells with additional visible signals to meet the needs of any deaf pupils.
- acquiring an 'evac-chair' or similar equipment to facilitate the emergency evacuation of a pupil with mobility difficulties.

Evaluation and Impact

The effectiveness of this Accessibility Policy and Action Plan is evaluated through measurable outcomes, including pupil achievement, attendance, parent/pupil feedback, and access to the full curriculum. Annual accessibility audits and stakeholder feedback inform updates.

CHATSWORTH SCHOOLS

Key Action Areas – Sample Document

The following table provides a summary of the school's priority areas for action.

Key Action Areas	**Timescale**
a) increase the extent to which pupils with disabilities or additional needs can participate in the school's curriculum;	
The school aims to employ a full-time/part-time support assistants in line with the recommendation of the EHCP (Education, Health and Care Plan)	From Sept 2026
The school aims to improve communication between external professionals and GH by designating the appropriate member of staff to attend case meetings of pupils.	From Sept 2026
The school aims to further recognise diversity in our school culture by delivering tailored diversity events (such as assemblies and theme days, etc.) for under-represented groups within the school, so that all pupils feel valued and included in our school community.	From Sept 2026
The school aims to continue to improve the way by which all pupils, including those that have disabilities or additional needs, participate in developing school policies, for example, reviewing the pupil representatives on the 'school council' at the end of each year.	From Sept 2026
b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities or additional needs can take advantage of education and benefits, facilities or services provided or offered by the school;	
To support the medical needs of diagnosed children eg child's classroom on ground floor; bathroom adaptions and seating adaptions both in the hall and in the classroom	From Sept 2026
c) improve the delivery to pupils with disabilities or additional needs of information which is readily accessible to pupils who are not disabled or do not have additional needs.	

For example providing writing slopes, enlarged texts, coloured overlays	From Sept 2026

Accessibility Plan 2026 - 2029

***Note:** In the Resources & Cost Estimate column, the following code is used: £ = £0 to £50, ££ = £51 to £500, £££ = £501 to £5000, ££££ = over £5000.

SECTION A: Increase the extent to which pupils with disabilities or additional needs (including those with special educational needs) can participate in the school's curriculum

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
To manage the care of children with diagnosed need	Liaise with parents and local authority to ensure successful EHCP (Education, Health, Care Plan) application. FBV – Mutual Respect & Tolerance.	SENDCO	Headteacher	Use of 1:1 TA (Teaching Assistant) time SENCO time	September 2026	The children can cope independently with school life, both socially and also academically.	Bucks CC or either named on EHCP or named as Independent setting June/July 2026	Equality Act 2010 Schedule 10 – Strand 1 (Curriculum Access); ISSR 3(g)
To provide sloping boards to support pupils with poor muscle tone and upper body strength.	SEND department to assess long-term needs of children and provide boards where necessary.	SENDCo	Headteacher Headteacher	Boards approx £40 each	Ready for September 2026	Pupils have improved access to the curriculum	Purchase and in place on 1st September 2026	Schedule 10 – Strand 1; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
	FBV – Individual Liberty & Mutual Respect.							
To provide access to laptops and assisted technology to pupils who will benefit by having increased access to the curriculum	SENDCO to assess long-term needs of children and provide laptops where necessary (or parents to purchase laptops). Run touch-typing lessons for children to learn to type at a suitable speed to enable them to use a laptop in lessons. FBV – Individual Liberty & Mutual Respect.	SENDCO	Headteacher	Laptops Software for Touch Typing Text to speech software Read aloud software (already in school)	Reading for September 2026	Pupils with learning needs can demonstrate their understanding effectively. Pupils who need to use laptops can touch type at a speed that is faster than their writing speed.	Children have access to iPad with keyboards for typing and assisted technology. September 2026 Training was given to staff by Apple Training in Summer Term 2026.	Schedule 10 – Strand 1; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
To review the range of learning resources that is accessible for students with different disabilities.	Subject Leads to review resources in their curriculum areas collaborating with the Special Needs Co-ordinator. FBV – Individual Liberty & Mutual Respect.	Deputy Head Academic and SENDCO	Headteacher	Time/Training	Ongoing	Students with disabilities have increased access to curriculum materials.	Ongoing in relationship to the needs of the children	Schedule 10 – Strand 1; ISSR 3(g)
To provide a Reader/ assisted technology reader for tests where children have an identified phonological learning need. To provide extra time for children in assessment with a diagnosis.	SEND Co-ordinator to plan for the availability of a Reader for tests where needed. FBV – Individual Liberty & Mutual Respect.	SENDCO	Headteacher	Possible cost of TA Assisted reader included in Quest Assessment package	Termly	Students with phonological learning needs can access written tests and perform at the level of which they are capable	Sept 1st 2026 and termly	Schedule 10 – Strand 1; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
To enable children with dyslexia or weak working memory to remember instructions and access the curriculum effectively	Teachers provide written instructions / hand-outs of information or adapted activities. Provide access to laptops. FBV – Individual Liberty & Mutual Respect.	SENDCO, class teachers, TAs	Headteacher	Class teachers TAs, Software	Ongoing	Students with dyslexia or weak working memory are supported to retain information and access the tasks in class independently.	From 1st Sept 2026	Schedule 10 – Strand 1; ISSR 3(g)
To ensure that pupils with medical conditions that lead to a high level of absence from school make good progress and can catch up.	Write care plans for pupils with severe medical conditions, such as severe asthma or ME, to include provision of catch-up work, where relevant, for absence or a reduced timetable. Liaise with outside agencies and	SENDCO	Headteacher	SENDCO time Leadership Team	When needed	Children with medical needs can access the curriculum and make good progress despite absence from school.	As and when needed	Schedule 10 – Strand 1; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
	parents to understand the provision needed. FBV – Mutual Respect & Tolerance.							
To enable children with learning needs to make good progress and attain in line with their underlying ability.	Provide intervention with members of staff. Review the attainment for all SEND pupils. Provide group support using individualised computer programmes. Provide group curriculum support. FBV – Mutual Respect & Tolerance.	SENDCO and all class teachers	Headteacher	SENCO time Leadership Team Dedicated INSET time	Termly	The progress across the curriculum of disadvantaged pupils, pupils with disabilities or additional needs and those with special educational needs currently on the school roll matches or is improving towards that of other pupils with the same starting points.	Reviewed on a termly basis based on assessments	Schedule 10 – Strand 1; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
To increase the confidence and skills of all staff in noticing and supporting pupils with learning needs	Provide training for all staff in supporting and noticing the needs of pupils with SEND. FBV – Mutual Respect & Tolerance.	SENDCO, & class teachers	Headteacher	SENCO time Leadership Team	Training in Summer term 2026 ready for September 2026	Staff are confident to identify and support children with learning needs and disability.	31st July 2026	Schedule 10 – Strand 1; ISSR 3(g)
To liaise with external assessors to ensure that pupils are assessed where needed and that provision is made for exam access arrangements.	Arrange assessments. Apply for external access arrangements for external exams. Make provision for exam access arrangements, e.g. extra time, lap top use, readers.	SENDCO	Headteacher	SENDCO	September /October 2026 June 2027	Pupils can access exams and teachers have the best understanding of how to support pupils with their learning.		Schedule 10 – Strand 1; ISSR 3(g)

SECTION B: Improve the physical environment of the school to increase the extent to which pupils with disabilities or additional needs are able to take advantage of education and benefits, facilities or services provided or offered by the school:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
Improve signage	Install clear and, where needed, illuminated signage to identify school entrances and access route better	Site Manager & SBM	Headteacher	SBM & Site manager to establish	September 2026	Clear signage directing pupils, staff and visitors around site	Ongoing	Schedule 10 – Strand 2
Reduce external trip hazards	Ensure external pathways and steps are accessible to all and hazards are clearly marked	Site Manager & SBM	Headteacher	Bursar & Facilities managers to incorporate into weekly tours of inspection and rolling maintenance	July 2026	Pathways and stairs are free from hazards and maintained as part of routine maintenance programme	July 2026 and ongoing when needed	Schedule 10 – Strand 2; ISSR 7(a) where linked to safeguarding and safety

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
				programme				
Differentiate doors and corridors	When re-decorating corridors and doors ensure high contrast between walls and doors to assist visually impaired			Facilities Manager to incorporate into rolling maintenance programme and to ensure new buildings meet requirement	Summer 2026	Doors and corridors easily differentiated	July 2026	Schedule 10 – Strand 2
Stairs	Ensure all stair nosing's are secure and	Site Manager and SBM		Bursar & Facilities managers	July 2026	Minimise risk on stairs	July 2026	Schedule 10 – Strand 2; ISSR 7(a)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
	handrails are fitted where required		Headteacher	to incorporate into weekly tours of inspection and rolling maintenance programme				

SECTION C: Improve the delivery to pupils with disabilities or additional needs of information that is readily accessible to pupils who are not disabled or do not have additional needs:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
To review and adjust revision and curricular materials to improve the accessibility for all the children	Develop a responsive-web based version of revision materials that is accessible for all children. Maintain on-line revision materials while the development progresses. FBV – Individual Liberty & Mutual Respect.	SENDCO & class teachers	Headteacher	Appoint a DHT Academic with responsibility for this development	Termly	Responsive-Web based version of revision materials.	Ongoing	Equality Act 2010 Schedule 10 – Strand 3 (Accessible Information)
To plan and deliver workshop sessions for parents to help them our curriculum provision.	DHT Academic and SENDCO to liaise with relevant teachers to plan event. FBV	DHT Academic	Headteacher	SLT Time	Termly	Successful events take place and become regular embedded events as part of school annual calendar.		Schedule 10 – Strand 3; ISSR 3(g)

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off	Regulatory Reference/Strand/ISSR
	– Mutual Respect & Tolerance.							
To provide information to parents about Special Needs provision. To provide information to parents about the external help available to them.	Individual needs policy to be updated annually and to be kept on the school website. FBV – Mutual Respect & Tolerance.	SENDCO	Headteacher	SENDCO	Autumn 2026	Up to date policy live on website	1st September 2026	Schedule 10 – Strand 3

Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is St Botolph Building, 138 Houndsditch, London EC3A 7AR. Any enquiries regarding the application of this policy should be addressed to the Executive Director of Property & Development at the above address.

This policy is published on the school’s website and is available on request. It complies with ISSR Paragraph 32(1)(f).