Weldon C of E



Primary School

Accessibility Audit and Plan

Date audit review carried out 10.03.2026
Audit review carried out by Lesley Middleton and Stephanie Awbery
Renewal date due (every 3 years) 1st April 2027

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1. Purpose of the Audit

This audit outlines the school's current position in identifying and meeting the requirements of the Equality Act 2010, with a focus on promoting accessibility for all our children, staff, and visitors through access to **accessible information, the physical environment (buildings, grounds) and curriculum participation.**

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) Equality Act 2010: advice for schools

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2015)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the *Equality Act 2010,* to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

This audit provides recommendations where current processes do not fully meet legislative requirements or best-practice standards. These recommendations may include physical adaptations to the site and revisions to policies and procedures.

All Schools are required to have an Accessibility Plan, which is made available on request, and should be updated every 3 years or sooner, where required.

This audit allows for reviewing progress against existing actions and identifying any new recommendations that emerge.

Evidence for this audit has been gathered from:

- The previous documented audit (2023)
- Fact-finding from a physical school visit (10.03.2026)
- A review of the information published on the school and Trust website
- Discussion with school staff
- Feedback from children, parents and visitors about how they need to be supported.

2. Limitations to the Audit

The information contained in this report has been developed using appropriate care and diligence, but no assurance is given regarding its accuracy. It is also expressly noted that the documents and information supplied for the audit have not been independently verified.

The content of this report is based on the information available and the access provided at the time of the audit. All recommendations and advice are informed by the evidence observed. While every effort has been made to accurately interpret current Acts, Regulations, and Approved Codes of Practice, only the Courts can provide authoritative interpretations. Implementing the recommendations in this report may help support compliance with the Equality Act 2010 and the Disability Discrimination Act (DDA), but does not guarantee compliance.

The school's capacity to address areas identified for improvement may be limited by various factors beyond the control or influence of the management and leadership team.

Existing buildings cannot be considered fully compliant with the Equality Act or DDA. Unlike new buildings, which must include features such as disabled access and accessible toilets, existing structures are expected to make "reasonable adjustments" to improve accessibility. Since the legislation does not prescribe specific measures, compliance cannot be used as a definitive measure of a building's accessibility.

It may not be feasible to inspect every occupied room during a school site visit. In larger schools, a representative selection of teaching spaces and staff or visitor work areas will be reviewed. Spaces not used for educational purposes, along with any rooms not accessed during the audit, are excluded from this report.

This report includes externally sourced images for best practice recommendations, which are provided for illustrative purposes only.

3. Contextual Information of the School

Weldon Church of England Primary School serves the local community with a focus on nurturing individual worth through values such as love, respect, and forgiveness. As a church school, it emphasises an inclusive environment that encourages students to fulfil their potential and make a positive impact on the world. The school caters to primary-aged children.

Weldon is a suburban village and civil parish on the eastern outskirts of Corby, Northamptonshire, England. It is two miles away from Corby.

The village is listed in the Domesday Book as 'Weledene', in the Corby (*Corbei*) Hundred. The head of the manor before 1066 is listed as 'Weldon', likely Anglo-Saxon. The Lord in 1066 is listed as 'Northmann', perhaps an unnamed Viking or Dane. The Lord, and Tenant-in-Chief, in 1086 was Robert de Bucy (Buci), a Norman.

The village's name means 'hill with a spring / stream'.

Weldon Pocket Park offers a restored medieval fishpond, while the nearby Weldon Woodland Park provides trails, a BMX track, a skateboard park, and fitness areas.

Accessibility: The region is well-connected, with easy access to major transport links, making it a convenient location for commuters and families.

Weldon village, located in North Northamptonshire, benefits from strong connectivity via the A6003 and A427, providing direct routes to the A43 and A14 strategic road networks. The village is situated west of Corby, granting residents convenient access to the town centre, healthcare facilities, and the Corby train station. Local infrastructure, including Weldon Village Academy, features dedicated pedestrian and cycle links.

The village is served by the A6003 (running north-south) and the A427 (running west-east), which facilitate easy transit to major regional highways. These road networks provide efficient connections to the A43 and A14, supporting travel to wider destinations. Weldon is located near Corby, ensuring that public amenities, shopping, and essential services are within a short distance.

Public Transport

Bus: Weldon village is primarily served by the Stagecoach X4 bus route, which provides connections between Northampton, Corby, and Peterborough. Local bus stops, such as Church View and Hillside Crescent, also accommodate services including the 2, 2C, 601, and CB1.
You can find detailed timetables on the North Northamptonshire Council website.

Rail: Weldon village does not have its own railway station. The nearest rail connection is Corby Railway Station, located approximately two miles away. You can travel between Weldon and Corby station using the Stagecoach X4 bus service, which includes stops at Weldon (Church View) and the Corby railway station forecourt.

Air:

- **London Luton Airport (LTN):**
  - **Train:** Take a local bus (such as the X4) to Corby railway station. From Corby, East Midlands Railway operates direct, roughly hourly services to Luton Airport Parkway (approx. 48-minute journey).
  - **Taxi/Private Hire:** Local taxi services or pre-booked airport transfers (e.g., departing from Weldon Industry/Arkwright Road) can take approximately 1 hour 12 minutes.
- **London Stansted Airport (STN):**
  - **Train:** A typical route involves traveling by train from Corby, changing at London St Pancras International and Tottenham Hale (approx. 2h 50m).
- **East Midlands Airport (EMA):**
  - **Bus/Coach:** While no direct public transport exists, options typically involve traveling to Leicester or Nottingham to catch the Skylink service.

Weldon Church of England (CE) Primary School is located on Chapel Road in the village of Weldon, Corby, Northamptonshire.

Address: Chapel Road, Weldon, Corby, NN17 3HP.

Location details: The school building is situated in a rural setting and it's rear access gate is near to the Weldon Village Hall.

Parking and Access: Weldon CE Primary School does not provide dedicated on-site parking for parents, and parking in the immediate vicinity is extremely restricted due to the narrow streets. Concerns

regarding road safety, speeding, and traffic congestion on local roads like Oundle Road (A427) and Bears Lane are ongoing. Families are strongly encouraged to walk or cycle to school to minimise traffic and ensure student safety, where possible. The accessible entrance is at the front of the school. The school has good sized outdoor spaces including a playground and field accessible directly from the far side of the school playground. The school is built mainly on one level. Most areas of the school are accessible.

There are good pedestrian routes around the site.

Limited parking is available for staff and there is space for one disabled parking space for anyone other than staff, near the front of the school building.

Pupils on roll	210	One form entry
PAN	30	
All year groups full?	YES	
Pupils with Special educational needs	19	9%
Pupil Premium	13	6%
English as an additional Language (EAL)	35	17%

Our school vision, Train up a child in the way they should go,
and when they are old they will not depart from it.

Proverbs 22:6

We seek to nurture the infinite worth of every unique individual through love, respect and forgiveness, fostering an enduring passion for learning and an ability to live life in all its fullness. Our inclusive school community aims to enable our students to fulfil their true potential, developing people who make a positive impact on the world.

3.1 Special Educational Needs Co-Ordinator (SENCo)

Lesley Middleton is the SENCo at the school, and is also the Headteacher, having been appointed in September 2025. Lesley Middleton works full time and has no teaching commitment. Lesley has a good understanding of the SEND needs within school to ensure this remains a high priority. This Year, Amy Hooton Nash has taken on the role of SEND assistant, with a focus on 'The Graduated Approach'.

An Accessibility Audit of Weldon CE Primary school took place on 10.03.26, in order to update to the plans for the school and determine a course of action necessary to support our pupils. This visit was also used to review any actions from the previous accessibility plan.

The audit was carried out in conjunction with the Headteacher (Lesley Middleton) with additional information utilised from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and curriculum.

Actions since the previous Audit:

- Epipen training has been completed
- Yellow markings around the school site have been updated

The updated Accessibility Plan details recommended improvements to be made over time. Although updating the Accessibility plan is an on-going process, a further audit will be completed in one year (April 2027) to identify additional progress made and next steps to further promote accessibility.

4. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: **accessible information, the physical environment (buildings, grounds) and curriculum participation.** Our school is committed to working with our families to make reasonable adjustments that enable every child to take part in all areas of school life and to eliminate barriers to learning.

The main priorities in our accessibility plan focus on:

- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled
- Improving the accessibility of the school's physical spaces to support disabled children and young people in engaging with their education and associated services
- Increasing the extent to which disabled children / young people can participate in the school curriculum.

Weldon CE Primary will monitor the implementation of the plan and will carry out on-going reviews of the access needs of the school.

Feedback from pupil, parents, visitors to our school, and external agencies will be sought as part of the review of this audit. Any feedback received will be considered, when devising the next accessibility plan for our school due in 2027.

Schools to populate this table in conjunction with the Head of Estates, after completing an accessibility audit.

	Focus / Objective	Action	People Involved / Responsible	Timeframe	Budget considerations	Outcome / Review Evaluation
Short Term	Staff development	• Recommendation for all staff to complete Equality and Diversity Awareness training to support gaining a wider understanding. • If needed the school can provide support to access the online training • Staff to complete PEEP training • EVC training to be updated	SENCO / HT	By term 3 2027	N/A	Knowledge and understanding for supporting disabled children has improved
	Access to information	• Recommendation to keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required • Recommendation to have an accessibility tool to be added on the website	HT / Operations	By term 5 2026	N/A	Safeguarding information more accessible
	Access	• Recommendation to add signage to the entrance gate to direct to the accessible parking bay and add signage to the bay. • Recommendation to add colour contrast door handle to front entrance • Recommendation to paint the front entrance threshold yellow for contrast	HT	By term 1 2026	Nominal	Accessible parking is available to visitors Front entrance is accessible
	Signage	• Recommendation to add signage of route to nearest access point	HT	By term 2027	N/A	Signage is accessible to children and visitors

Medium Term	Staff area	• Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability, when needed	HT	When needed	£200 approx	Supportive accessible furniture available for person that require it
	Sense of belonging	• Recommendations that links with community social groups and community initiatives be created and developed • Recommendation that a 'Buddy bench' to be identified- signage to be added	HT / SENCo	By term 3 2027	N/A	Sense of belonging in school is strengthened

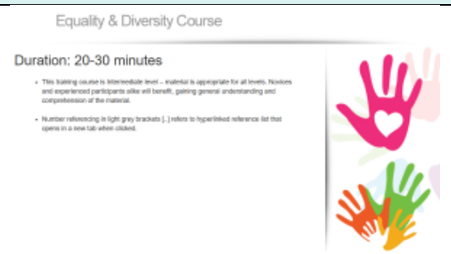
5. Audit Outcomes

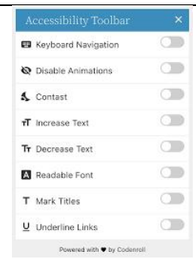
PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

6. Site Information

PDET Schools minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary, adjustments will be made, where reasonably practicable
All internal flooring must be secure and free from trip hazards. Damaged areas should be clearly marked and repaired promptly	

7. Accessible Information

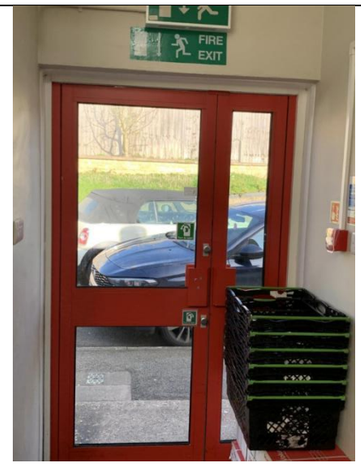
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• All staff have a sound awareness of how to support an individual child/visitor with their needs • Relevant medical training is sourced for individual children, where needed, for example, Epi-pen training, First Aid training, and Diabetes training which has been provided and updated for relevant staff. This is provided by NHS specialist Nurses or suitably qualified persons. • SEND CPD is offered to staff as new medical/health needs arise and new disagnoses are shared with school. SEND CPD is a standing item on the staff meeting agenda, with ongoing termly SEND updates, where needed. All TAs have a weekly staff meeting to share updates	Improvement recommended	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding.	 Online training available https://sl.safesmart.co.uk/ SafeSmart- Smartlog Training Or https://nationalcollege.com/courses/certificate-in-equality-diversity-inclusion
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children, where needed. This training is provided from the VI teacher from the Visual Impairment - This is documented on the individual pupils passport, which is readily available to all staff in the classroom • Hearing Impairment team have trained our staff around hearing impairment support and the use a radio mic to support a pupils learning/hearing. This support is ongoing and is revisited throughout the year, where needed. • Some staff have limited experience with working with children with both vision and hearing impairments, due to not working directly with the pupil that needs the support. The Visual Impairment team visits school every term to support and to revisit training for identified children, with a care plan • Support strategies are reinforced through whole staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support, if this is needed.	Compliant		
Arrangements for providing adaptive materials and resources e.g. large print, digital	• This is provided as required, resources are accessed online, where possible, large print material is used for one pupil. Reading books are adapted and provided with large print/bigger numbers etc. • There is currently one child with a visual impairment, who has access to a sloping desk who is supported with adapted materials and resources as needed. • There is currently one child with hearing impairment who has access to a radio mic. • Advice and support are sought from the sensory impairment team, where needed to ensure staff are suitably skilled. • Enlargements can be made using the Interactive whiteboard in classrooms and pupils have access to an IPAD to take a picture of the board/transpose the board information to the IPAD, which is then placed on the pupils desk , so the pupil doesn't need to look at the board • The use of Pictorial or symbolic representations are utilised, where appropriate. • Staff can provide enlargement of any school information / policy, if needed for visitors and use tools such as google translate to help parents or visitors with English as an additional language. • The school website has been updated and includes accessibility functions to translate the language to a large numbe rof different languages	Improvement recommended	Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required.	

Website and social media platform communications	• The website is clearly organised and has headings to support content organisation. • Information, documents and policies can be found easily. • Policies relating to SEND and the SEN information report are available.	Improvement recommended	The website colour schemes and contrast have been considered and are under review and forms have been designed for accessibility, with support options available. Recommendation: An accessibility tool on the website (see good practice example).	
Complaints Procedure	• Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

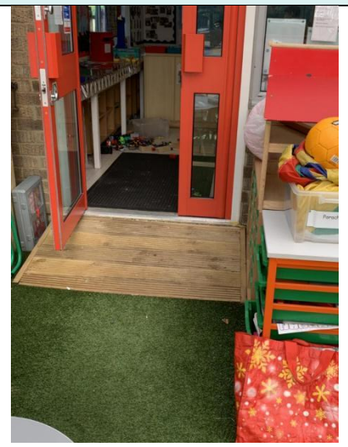
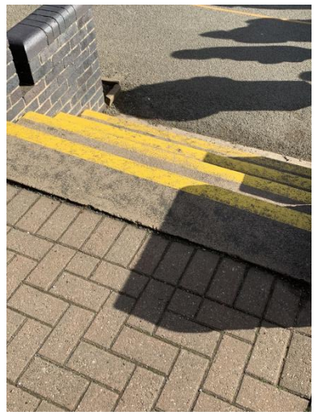
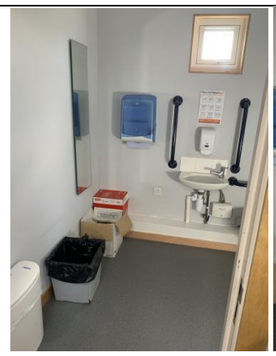
8. The Physical Environment (Buildings and Grounds)

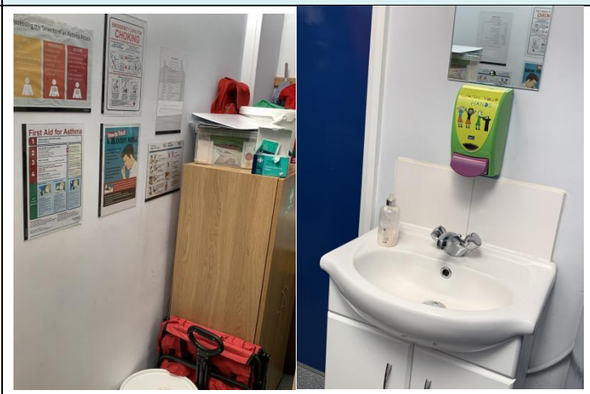
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• Road markings are clear at the front entrance • This footpath to the school site is separate to the vehicle access • There is a public transport routes, namely a bus, directly into the village • The access to the car park is wide and clear.	Compliant		 
Disabled parking facilities	• There is no disabled parking on site for staff or visitors. If disabled parking was required, contact can be made with the school to provide space in the staff car park. • Arrangements are currently being made with staff on site to open the gate to allow a parent to drive into the car park and the side door is used to support the parent that is disabled to help child into school.	Improvement recommended	Designate appropriate area, for ease of accessibility to school building for a parking space, considering any obstacles and surfacing. Update website to share how to access parking space. Add signage to the entrance gate to direct to the parking bay and add signage to the bay.	

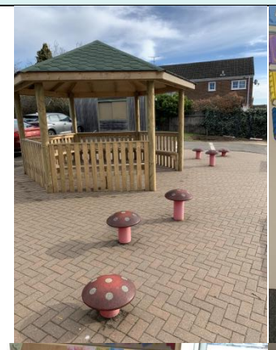
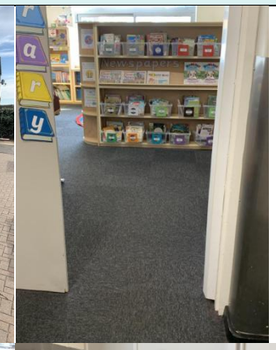
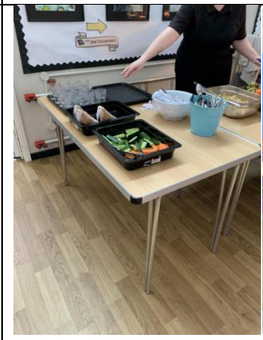
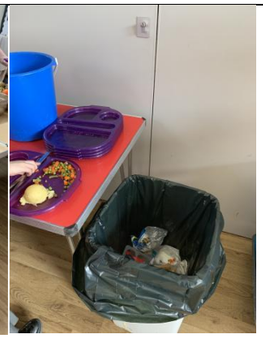
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
			 EXAMPLE	
Main Entrance	• Entry to the front of the school is adjacent to the vehicle access. The front entrance approach is via a gated entrance with an intercom • The front gate has an intercom at height appropriate level on entry • The front door is clear of clutter • Inside the front entrance the reception area has an accessible desk for visitors to sign into school.	Improvement Recommended	• The intercom for use for 'exiting' the site is set at a high level. Signage to direct persons to call to office for support to be added • Add colour contrast handle to front entrance door, and paint the threshold yellow EXAMPLE 	
Other access areas	• School has vehicle access for deliveries and or Ambulance access. This entrance is not used by pedestrians to access the site.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
School perimeter	• Entire school site is surrounded by high security fencing, with gates with an intercom connected to school office at a wheelchair accessible height.	Requires Improvement	Recommendation to add signage of route to nearest access point EXAMPLE 	
Signage	• Clear signage is used to show emergency evacuation points, and accessibility support. All signage has a light background and dark font and is height appropriate.	Compliant		
General site areas	• All walkways and doorways are kept clear of obstruction, tidy, and have appropriate lighting.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				 
Ramps	• An access ramp is located at the front of the year 6 building onto the play area, to support evacuation onto the outside space. This ramp is clear, obstruction free, and is in a good state of repair. • An access ramp is located at the back of the 14utside14n class onto the outdoor play area, to support evacuation onto the 14utside space. This ramp is clear, obstruction free and is in a good stare of repair	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Steps / Stairs	• This site is mostly on one level except the ks2 rear exit in the main building (over looking the field), and the year 6 building, which is elevated and is part of a mobile module. There are evacuation steps at the rear of the building, with a refuge / rescue area. • Alternative exits are available at the side doors of the classrooms via a small lip on the threshold. • When appropriate, Fire Marshalls are named on identified pupil PEEPs. • Steps around the school site have been painted in yellow to highlight the step front edge clearly.	Compliant		
Toilet facilities	• The Year 6 building has an identified accessible toilet. The toilet is uncluttered, ready for use and has clear signage	Compliant		 

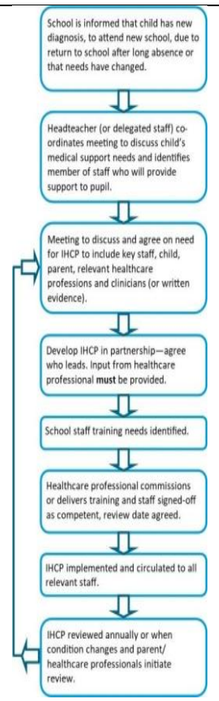
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Medical facilities	• An area has been identified to store medical support equipment, which is close to a hand wash sink and toilet • First Aid is administered in the medical equipment area or in the main school office area, and privacy and dignity are considered when supporting a child. • The area is ready for use, uncluttered and accessible.	Compliant		
Teaching spaces	• All classrooms are regularly checked to ensure they are uncluttered, and easily accessible • Areas around the whiteboard / teaching space is uncluttered to avoid overstimulation and support focus • Opportunities to maximise the use of natural lighting and sound absorption are utilised • All classrooms have suitable window blinds to reduce sun glare and some external doors have window flm to reduce sun glare • Teaching / learning opportunities are provided at an accessible height so all pupils can access.	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Social spaces	• There are some identified areas within school to offer social spaces for pupils to support positive interactions and inclusion of all, both inside and outside of the building. • Staffroom has tables of differing heights to allow all persons to access the table • Staff room has a window blind installed to reduce sun glare • Staffroom is uncluttered for ease of access to the table and worktop area	Improvement recommended	Recommendation of links with community social groups and community initiatives to be created and developed (Opportunities for children to develop sense of belonging within the community to be further explored) Buddy bench to support social interaction whilst playing outside  Recommendation that there is a chair in the staffroom with supportive arms at each side, to support a visitor/ staff stability.	
Lunch area	• Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the main corridor. Reception classroom is accessed directly into the hall area • The serving areas is at a height that can be accessed by a wheelchair user. The dining tables are height appropriate to allow both wheelchair users and non-chair user to access. • Food waste area is height accessible to support all children to access this and be independant • The area around the hall during lunchtime is clear and uncluttered • Adapted cutlery is utilised, where a pupil has an identified need to support the child to grip the handle securely, to support all children to be independent. The pupils are encouraged and supported to use cutlery consistently by the lunch staff, where appropriate	Compliant		
Doors	• There are some doors that are double doors, the double doors within school open widely to allow easy access. Some door handles are at an accessible height, although the higher handles are in place for safeguarding purposes • Front gate which leads to the office door, has an intercom to alert office staff to open the door for any visitor to enter • Doors are clearly signed as fire doors • Transition areas between classroom and corridors around the site are kept clear and unobstructed to support pupils and visitors with a visual impairment.	Compliant		
Emergency Evacuation, Rescue	Some staff have experience of supporting children with evacuation needs. Identified children have PEEPs to support safe evacuation for VI and HI.	Compliant	Ensure all staff are trained in the PEEP, where needed	

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
space and lockdown procedures. PEEP	• PEEPs are formed as part of a co-production with children / parents / carers to ensure all children feel safe and supported. Advice taken from Sensory impairment team for recommendations for evacuation for identified pupils • Staff have annual training on emergency evacuation and their roles within this. • Evacuation is practised termly and recorded • Lockdown procedures are in place, and all children's support / access needs are taken into account when planning refuge • All children have had opportunities to practice their 'Fire drill' evacuation procedures.		All staff that are supporting a child that needs to be evacuated to have a copy of the PEEP document to clearly show their responsibility within this process.	

9. Curriculum Participation

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Suitable qualifications / experience of staff	• The SENCo (Lesley Middleton) has the SEND certificate with Northampton University since 2007 and SENCo assistant is currently undertaking the NPQ SEN qualification and both have experience teaching and supporting children with additional needs • All staff receive ongoing updates within staff meetings.eg how to support Autism, Dyslexia, Bucket training • On-going relevant CPD training for support staff is in place, depending on the needs of the children. SEND support and child updates are shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Compliant		Department for Education Education Endowment Foundation National Professional Qualification (NPQ) for SENCOs
School leadership and staffing deployment	• Our SEND provision forms part of the Academy improvement plan (AIP) and is regularly discussed to seek improvements. The SENCo is also the Headteacher and can undertake direct decision-making and ensure timely processes around SEND and support for a child, to include staffing allocation and funding to support this. Where additional support is deemed necessary to support a child to progress the SENCo will consider the schools provision map and staffing allocation and possible funding streams that might be needed. A provision Map is in place to review the quality of the provision.	Compliant		
Admissions and Transitions	• Peterborough Diocese Education Trust (PDET) are responsible for admissions for our school. All places are allocated in accordance with our Admissions Policy, which is available to view and download on the school's website. Children are supported with transition meetings prior to starting at the school where appropriate, to ensure a smooth, safe and supported journey into our school. Visits are encouraged to our school. The children commencing Early Years have a home visit with the EYFS Lead and class teaching assistant as part of the transition process. • Transitions are supported by our school staff having a good relationship with our feeder schools to be able to liaise with them early on in the child's journey, to the next stage of their education. This will support a positive transition and ensure that the children's needs are supported in readiness for their arrival and they are supported to alleviate any fears or worries about them moving on.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	• Our school also works with the local Pre-school settings, as they have a close working relationship with them, where they visit the school often so the relationships with children and parents begins early, to gain a good understanding of future children's needs and how we can best support them. This helps with our future planning.			
Safeguarding	• All children are safeguarded in accordance with our Safeguarding policies, which are available to view on our school's website. All children are encouraged to share their views of the support they receive and where they wish to be supported differently. Pupil voice(voice monitored by the school forum) is also gained via pupils being represented on school council and Eco committee. All staff receive safeguarding training and national updates annually with additional termly updates throughout the year. Where new staff join the school, additional traning is put in pace before they commence the role.The school site is secured by a secure fencing. Visitors to the site can enter via the main entrance where they are expected to sign in and be given a safeguarding leaflet and an ID badge, clearly identifying them as a visitor. (A lanyard is used to show they are a visitor, in addition to own badge (for professionals) is always worn. • DBS is checked in advance if needed to be present with child unsupervised. If the visitor does not have a current DBS certificate they will be accompanied by a member of staff throughout their visit.	Compliant		
Pupils with Medical and / or Health needs	• Children are supported with a transition plan on joining the school, where we are informed of any medical/health needs. Where support is required, an Individual Health care Plan (IHP) is put into place. These plans are co-produced with parents/carers and medical professionals involved in the care of the child. The support needs of the child will be clearly identified in the plans. • IHPs will be reviewed on a regular basis, in particular after a medication review, and will also be shared with the relevant support and teaching staff when they transition into their next class. External agencies are utilised to support our children to include a close working relationship with the NHS and OT, Mental health team, CAMHs, School Nursing Team, and Educational Psychology Team. • There is a wide range of services that work with the school when needed, to include; the sensory impairment team, disability team, Diabetes team, Allergy and Epilepsy team, Bowel incontinence team. The child's care plans are updated as per their expertise.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Pupils with Special Educational Needs and/ or Disabilities	• Children are supported with their individual needs, and children are provided with tools and resources to support them. Adjustments in the classroom are made on a case-by-case basis to support them, often from conversations held with the child on how they like to be supported. This information is then documented in their One page profile • Accommodations are made for individual pupils to support them to be successful e.g. a pupil will enter the lunch hall early to collect their lunch and will then take this to their 'safe place' in school to eat this. • When adjustments are made, these are reviewed regularly so we can be pro-active in adapting the support in a timely manner.	Compliant		
Pupils that are young carers	We do not currently have any pupils that identify as young carers. When young carers are identified our pupils are supported through pre-agreed flexibility or different arrangements throughout their time at school, where appropriate and in discussion/agreement with the child: • Deadlines for work/practical tasks • Punctuality and attendance expectations – for example, a pupil is supported by agreeing to start school 10 minutes late if they need to drop off a younger sibling, and make time for them to catch up on missed learning at other times in the school day • Phone use – for example, allow a pupil to call their parent/carer during lunchtime • Behaviour expectations and sanctions – for example, allow a pupil to attend 'detentions/time out' at lunchtime rather than after school • Allow the young carer to take a break from the classroom if they are feeling angry and/or upset • The young carer is supported through an identified (chosen by Child) trusted adult in school who understands their situation and who they know they can go and talk to at any time, especially if they're having a bad day. The child is supported to have as much time as possible during the school day to: • Play and have fun • Socialise with other children their own age • Relax and be free of responsibility Consideration is also given to them having extra play time, running play interventions or giving them extra time to work on projects with their friends.	Compliant		
Educational visits co-ordination (EVC)	• All off site school visits are planned as part of the school annual planner. During the planning stage The Educational Visits co-ordinator (EVC) ensures the visits are inclusive for all. Some visits may need to have some adaptions included, and where possible, the visit will be designed so everyone can participate fully. • Individual health care plans and risk assessments will be consulted in advance of each visit to ensure that all safety precautions are taken and considered. • The Plumsun online platform is used for risk assessments, Plumsun is used to record the assessments.	Compliant	EVC training to be updated to refresh knowledge to risk assess the child as per their individual needs.	

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Supporting pupils to access the curriculum	• All areas of the curriculum should be available to children regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity is used for all children. • The school provides support to all children to enable them to successfully access the curriculum and show individual progression from their starting point. The curriculum provides opportunity to explore and discover the world around us and develop an understanding of how we are part of this world. The opportunity is provided by a variety of mediums to include practical, theory, creative application and through artistic expression • The school uses 'Quality first teaching' (QFT) to promote learning and improve outcomes for all, and use of modelling, scaffolding and adaptations with increasing precision to support our children. The children are supported by questioning them and checking they have understood what is being asked of them and what has been taught, for example by using 'What have you understood?' • Ensuring pupils are given thinking time' when asking questions to allow them to have 'take up time' supports them to be able to verbalise their thoughts and understanding • Adaptions are made to support our pupils to access the curriculum to include for example; time for extra processing, different accessible pens, enlarged word banks, talking tins to support recording when they find writing difficult • Tailoring resources to support access to the curriculum, to include examples of people with disabilities. Sensory equipment is available throughout the day, and sensory circuits are accessible at the beginning of each day outside the year 2 classroom. to support the transition into the daily routine • A review of the curriculum to ensure it is inclusive is undertaken as changes are made. The curriculum was last reviewed in the summer termm2025 where all topics were reviewed. • The children are expected to make progress which compares well to other children in school and nationally. The progress of children with SEND are monitored regularly via provision map and 'pupil progress meetings' • Specific staff training is provided to improve access to the curriculum, where required. One member of the teaching staff is a QFT coach and supports all teachers with devleoping teaching practice for all pupils including our pupils with SEN • Where appropriate, the school purchases books with large print, writing slopes, wobble cushions, chair bands, chairs wobble footpads, foot rollers, wobble cushion for the feet, trampoline, pencil grips, shaped pens and triangular pencils are available and in use • Physically disabled children may use powered wheelchairs or large support equipment which can be quite large (older accessible equipment may be too small), in such cases our school would plan to improve access for larger equipment users in accessing the school site and curriculum as part of the Estates Planning Process (see Flowchart of Estates planning process, section 10).	Compliant		

10. Flowchart of Estates Planning Process

