



Wetherby School  
Little Wetherby and Reception  
19 Pembridge Villas  
London  
W11 3EP

Wetherby School  
Years 1, 2 and 3  
11 Pembridge Square  
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# Inclusion and Disability Policy

17b Accessibility Plan - three-year plan for compliance with Schedule 10 of the Equality Act 2010

**Policy reviewed by:** Anna Dingle

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**Reviewer's Signature:** 

**Head Teacher's Signature:** 

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

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



## **Wetherby School**

### **Inclusion and Disability**

At Wetherby School we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils including those with disabilities are well equipped to meet the challenges of education, work and life.

This policy applies to all children in the school including those in the EYFS.

#### **Aims**

- To include all professionals involved in a child (teachers, parents, outside agencies etc.) in planning and delivering the highest level of support. Thus, ensuring we are able to meet the individual needs of each child.
- To raise awareness and expectations of the teaching of children with SEND. To ensure we enable children to succeed in their early education and make a successful transition to the next steps of their journey in education and life.
- To work in conjunction with the Local Authority, where necessary.
- To keep accurate records of all children and ensure there is a transparent graduated approach to identifying and supporting children with SEND.
- Ensure we are meeting the needs of individuals in conjunction with the Equality Act 2010 and the Children and Families Act 2014.

The Code of Practice (CoP) (Jan 2015) is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools. Although Wetherby School adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Headmaster's discretion, in conjunction with the Head of Learning Support and the Leadership Team whether this child can attend Wetherby and access all aspects of school life. The child's needs are at the forefront of this decision-making process  
The CoP (2015)

The CoP refers to Part 3 of the Children and Families Act 2014 and associated regulations. These regulations are;

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The order setting out transitional arrangements, Section 137

## **Disability**

The SENDA Code of Practice (2015) describes a disability as ‘a physical or mental impairment which has a substantial and long term adverse impact on the person’s ability to carry out normal day to day activities.’

An “impairment” has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. “Substantial” is neither minor nor trivial.

It will be unlawful for a Responsible Body to discriminate against pupils with a disability. Discrimination can take place in two ways:

- Treating a pupil “less favourably” than others for a reason relating directly to their disability.
- Failing to make a “reasonable adjustment” to ensure they are not placed at a “substantial disadvantage” for a reason relating to their disability.

## **Definition of Disability**

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Wetherby School will not automatically consider pupils with a disability to have special educational needs, as can be seen below.

## **Special Educational Needs**

The Children and Families Act 2014 states that ‘children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them’. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the Equality Act 2010 Wetherby School is required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEN Code of Practice. Wetherby School will continue to consider pupils' needs, particularly in relation to auxiliary aids and services, within the SEN Code of Practice context.

Wetherby School will always consider access issues when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

This Statement of Intent and Disability Discrimination Statement should be read in conjunction with our other related policies:

- Equal Opportunities
- SEND
- Health and Safety
- Admissions

### **Disability Policy Review**

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled 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 every three years.
- At the same time as setting priorities identified by disabled pupils, staff and parents, the school may need to set priorities that will help to improve the involvement of disabled pupils, staff and parents to better inform the next scheme.

### **Admissions**

Wetherby School needs to consider the requirements of current and future disabled pupils. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

Admission to the school is non selective.

Wetherby School endeavours to accept all pupils, regardless of any disability of which it is aware. The school asks parents if special needs should be taken into consideration, including English as an additional language. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. This is to ensure that the school can provide the right environment for the child's academic and pastoral needs. 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. Subject to this, the school will be sensitive to any requests for confidentiality.

The school will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

Although Wetherby School adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Headmaster's discretion, in conjunction with the Head of Learning Support and the Leadership Team whether this child is able to attend Wetherby and access all aspects of school life. The child's needs are at the forefront of this decision making process.

Where pupils are found to have educational disabilities requiring specialised attention beyond the scope of the school's facilities, the school will support parents in finding alternative arrangements.

It is advised that parents with children who have mobility difficulties visit the school to assess the suitability, as there are numerous flights of stairs and half landings and at present there is no lift accessibility.

### **Delivery of the curriculum**

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents and carers;
- Providing and adapting equipment appropriate to the needs and age of the pupils.

We aim to be an inclusive school and offer equal opportunity to all pupils within the school. These may include, but are not limited to:

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who have a disability
- Pupils who are able or exceptionally able (Gifted and Talented)
- Pupils who are Looked After Children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils who work with their left hand

We aim to provide a differentiated curriculum that meets the needs of all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children, parent and carers
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school improvement planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

### **Training**

Wetherby School will look to train or find courses for the teachers to attend in order to help with the inclusion of any child in the school. The training will either be internal or external depending on the needs of the child.

We also work with the Local Authorities and other outside agencies to ensure individual support for staff is provided for those that require it.

### **Classroom arrangements**

Freestanding tables and chairs in all classrooms mean that furniture could be rearranged easily to accommodate disabled students. Rooms are fitted with blinds, which might in future be of benefit to students with visual impairment. Carpeting throughout the school helps to keep the noise volume down to help children with impaired hearing. Lessons provide opportunities for all students to achieve, e.g. provision can be made for dyspraxic students to have sloping desk support.

### **Sports**

External sports and swimming facilities are used who have their own policies with regard to accessibility for disabled pupils. Alternative arrangements would be made to transport disabled pupils who were not able to access the normal school coaches.

### **Delivering material in other formats**

ICT and photocopying facilities are available to produce large print information. The interactive boards in each classroom enables a flexible approach to teaching and learning and allows the school to adapt, as necessary, to accommodate individual needs. The classrooms all have laptops and iPads and there are enough for a whole class to use. Speech recognition software, text reading and software, adapted keyboards are just some examples of how the curriculum can be accessed more easily for individual requirements.

Having a strong support team on site enables us to explore fully the breadth of experience we have in the school with regard to catering for different needs. All the learning support team interact with the class teachers fully, to enable them to present a curriculum that is meaningful and enjoyable for those children with learning difficulties (or disabilities). They are led and guided by the Head of Learning Support.

### **Visits**

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. The school will also take reasonable steps to ensure a disabled pupil is able to attend the Year 3 residential trip.

### **Mental Health Provision**

There is a child counsellor associated with the school and their number is provided to the parents should a mental health need be determined to warrant a referral.

### **School design**

#### **Access to buildings**

##### 11 Pembridge Square

The school occupies a building which is Grade II listed, which comprises five floors with nine (9) steps to the front door and no internal lift. There are no teaching areas on the ground floor and no easily adaptable space for the provision of a wheelchair accessible WC.

Where a pupil has a parent who is wheelchair user, arrangements are made for meetings between the pupil's parents and school staff to take place in the Headmaster's office on the ground floor. This can be accessed either via a ramp or physically lifting the wheelchair up the steps as parents prefers. Other buildings within the Alpha Plus Group, which are wheelchair accessible, can also be used at the parent's request if preferred.

##### 19 Pembridge Villas

The school occupies a building which compromises five floors with steps to the front door and no internal lift. There is a side entrance to Little Wetherby that is accessible from street level and is appropriate for wheelchair access. However if a child/parent with a physical disability moves into Reception, the ground floor classroom, office and toilet can be accessed either via a ramp or physically lifting the wheelchair up the steps as preferred.

#### **Emergency Evacuation**

The school could not provide emergency evacuation on both sites in the event of fire or other emergency for a wheelchair user. Fire alarm signals will be enhanced by the addition of visible signals to meet the needs of pupils with hearing difficulties.

#### **Three-year plan**

The School has developed a three year plan (2021-2024) to address issues of disability access, within the limited scope offered by physical constraints of both buildings and their listed status. (See Appendix 1).

**This policy will be reviewed annually**

## **Appendix 1**

### **SENDA Accessibility Plan**

The Accessibility Plan has been drawn up with a view to enabling children with a wide range of disabilities to take full and active part in the school curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the Head of Learning Support will identify the specific needs of the child and put into place an Individual Learning Plan (ILP). This plan will also identify reasonable adjustments that can be made to the school's facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to Wetherby School. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents/carers will be of paramount importance.

Special arrangements for examinations (for places above Reception) will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in the educational psychologist's report. Wetherby School accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. Wetherby School takes special care not to inadvertently isolate any way children with disabilities.

Staff INSET is a key part of Wetherby School's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the needs of all children at Wetherby School and sharing best practice.

#### **Welfare**

The school's policy is not to discriminate against pupils with disabilities. Pupils are made aware that children with disabilities have the same rights and aspirations as able-bodied pupils. Staff training will be arranged as appropriate.

As part of Wetherby's own commitment to improving the delivery of the full academic curriculum to pupils with disabilities, Wetherby School has undertaken to provide information in a form accessible to children with a wide range of disabilities.

Regular reviews of the provision that we provide will take place and any necessary changes implemented. The health, safety and welfare of all pupils at Wetherby School is paramount to their education.



## Wetherby School

### SENDA Accessibility Plan 2021 – 2024

#### **Aims**

The aim of this plan is to set out how Wetherby School intends to increase the accessibility of its activities and facilities for disabled pupils over the three year period 2021-2024.

Wetherby School is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

#### **Definition of disability**

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

#### **Duty under the Equality Act**

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the school; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, Wetherby School will take reasonable steps to ensure disabled pupils are not put at a disadvantage compared to other pupils. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, we will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

**Responsibilities**

The Headmaster and the Senior Leadership Team (SLT) assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCO, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing Wetherby School's policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

**Links to other policies**

Please read this policy in conjunction with the SENDA policy, the Pastoral Care Policy, Anti-Bullying Policy and the Health and Safety Plan.



## Wetherby School

### SENDA Accessibility Plan 2021 – 2024

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g. screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Hearing impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The teacher will wear a special speaking device.</p> <p>Use of microphones, where necessary.</p> <p>Visible signals.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing impaired child.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Speech/Language impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued</p>	<p>A speaker may be necessary at times.</p> <p>Ensure resources are available for the individual to be able to communicate efficiently.</p>	<p>All policies will be amended, where necessary, to meet the requirements.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	As needed

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Mobility	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Staff training on disability awareness to reflect the needs of pupils in the school.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Purchase necessary resources to increase pupil participation e.g. sticky keys and filter keys.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Ramp access to the front door.</p> <p>Ground floor toilet facilities to provide wheelchair access.</p> <p>Move one classroom to the ground floor at 11 Pembridge Square. There is already a classroom on the ground floor at 19 Pembridge Villas.</p>	<p>Ensure all policies consider the implications of disability access.</p>	<p>Documents can be given to parents in a variety of formats depending on their individual needs.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Ramp available.</p> <p>Classroom can be moved and bathroom facilities added.</p>
Manual dexterity	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>A scribe may be required.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of manual dexterity.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>
Physical co-ordination	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>A scribe may be required.</p> <p>Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of physical co-ordination.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Memory, concentration, learning, understanding (including recognition of physical behaviour)	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Regular meetings with specialists to ensure needs are met.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Plan classroom according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	<p>Individual lessons provided. Advice given to parents.</p>
Contenance	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Plan classroom/changing room to allow for privacy.</p> <p>Ensure facilities are readily available.</p> <p>Remind individual to go to the toilet on a regular basis.</p> <p>Ensure spare clothes are provided by the carers.</p>	<p>Ensure all policies consider the implications of continence. See First Aid Policy.</p>		<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	<p>As needed.</p>

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Ability to lift/carry or move everyday objects	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of these.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.</p> <p>Advice given to parents.</p>

**This policy will be reviewed annually**