

Planning duty 1: Curriculum

Timescale	Targets	Reasons	Action to be taken	Personnel Responsible	Resource Implications	Success Criteria	Evaluation and Monitoring
Annually	Ensure all staff have the opportunity to attend relevant, appropriate and high quality training	To ensure the highest quality of provision for an inclusive education	<p>Identify where additional training needs arise annually</p> <p>Audit needs of staff Implement regular programme of CPD</p> <p>SENCO and SEN team to lead training across the school year</p> <p>Partnership networking with school within the MAT</p>	Member of SLT SENCO Class teachers	<p>Time</p> <p>Funding for courses</p> <p>Possible financial resources to implement changes</p>	Staff can confidently work disability equality perspective	Staff training records
On-going	Ensure all children are included in school trips and can access these full	To ensure the highest quality of provision for an inclusive education	<p>Planning of school trips to take into account all pupils needs</p> <p>Risk assessments to be completed Liaising with trip destinations, coach companies and establishments</p>	Class Teachers	Time Possible financial resources to implement changes	All pupils will access all school trips	Discussion with relevant stake holders
Personal plan immediately need is identified	To ensure child with hearing impairment are able to access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for hearing impaired children with relevant health team	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders
Personal plan immediately need is identified	To ensure child with visual impairment are able to access	To ensure the highest quality of provision for an inclusive education	Establish personal plan for visually impaired children with relevant health team	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders

	the whole curriculum						
Personal plan immediately need is identified	To ensure child with physical disability are able to access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for physically disabled children with relevant health teams	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders

Planning duty 2: Physical environment

Timescale	Targets	Reasons	Action to be taken	Personnel Responsible	Resource Implications	Success Criteria	Evaluation and Monitoring
Annually	To ensure the physical environment of the school meets the current needs of the school community	Changing needs within cohorts and new children	Annual walk by 2 members of SLT and LAC to audit the environment Any adaptation to be discussed at SLT and with school business manager for costings	Member of SLT Nominated LAC representative	Time Possible financial resources to implement changes	Site meets the needs of the current community	Discussion with relevant stake holders
Personal plan immediately once need is identified	To ensure persons with physical disabilities, hearing and visual impairments are able to exit building safely when fire alarm sounds	All persons will leave the building safely	Establish personal plan for hearing and visually impaired building users with the relevant support services. PEEP plans completed for any children who needs this	SENCO Class teachers	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders
Ongoing	To ensure pupils and staff with disabilities are fully included and school meets	Everyone will be fully included in the school community	Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community	SENCO Class teachers	Costings only relevant if personal plan identifies particular resources	Children and staff will have the specialised equipment they need to access the school environment	Discussion with relevant stake holders

	its equality duties		Liaising with professionals within school- OT, School nurse, EP and speech and language therapist				
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Planning duty 3: Information

Timescale	Targets	Reasons	Action to be taken	Personnel Responsible	Resource Implications	Success Criteria	Evaluation and Monitoring
Personal plan immediately need is identified	To ensure persons with hearing impairment are able to access the whole curriculum and information provided by school	To ensure the highest quality of provision for an inclusive education	<p>Establish personal plan for hearing impaired children with relevant health team</p> <p>School to access support from the sensory inclusion team/health team to establish the needs of the child and then follow</p> <p>Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community</p>	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders
Personal plan immediately need is identified	To ensure persons with visual impairment are able to access the whole curriculum and information provided by school	To ensure the highest quality of provision for an inclusive education	<p>Establish personal plan for visually impaired children with relevant health team</p> <p>School to access support from the sensory inclusion team/health team to establish the needs of the child and then follow</p> <p>Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community</p>	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Discussion with relevant stake holders

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Autumn 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.