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Accessibility Plan

#SD2 (St.P)

**Last amended 9th September 2025**

**To be reviewed no later than August 31st 2028**

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Monitoring and review

**Common abbreviations and acronyms**

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| --- | --- | --- | --- |
| **AA** | Admissions Authority | **HASH** | Herefordshire Association of Secondary Heads |
| **AAI** | Adrenaline Auto-Injector (Epi Pen) | **HBV** | Honour Based Violence |
| **ACM** | Asbestos Containing Materials | **HR** | Human Resources |
| **AFH** | Academies Financial Handbook | **H&S** | Health and Safety |
| **AHT** | Assistant Headteacher | **HoS** | Head of School |
| **AIR** | Attendance Intervention Reviews | **HSE** | Health and Safety Executive |
| **APIs** | Application Programme Interfaces | **ICO** | Information Commissioners Office |
| **BAME** | Black, Asian and Minority Ethnic Backgrounds | **IHP** | Individual Healthcare Plan |
| **BCP** | Business Continuity Plan | **IRMS** | Information and Records Management Society |
| **BFR** | Budget Forecast Return | **IWF** | Internet Watch Foundation |
| **CAMHS** | Child and Adolescent Mental Health Services | **KCSIE** | Keeping Children Safe in Education |
| **CEO** | Chief Executive Officer | **KS1/2/3/4** | Key Stage 1/2/3/4 |
| **CFO** | Chief Financial Officer | **LAC** | Looked After Child |
| **CIF** | Condition Improvement Fund | **LADO** | Local Authority Designated Officer |
| **CIN** | Child in Need | **LGB** | Local Governing Body |
| **CLA** | Children Looked After | **LLC** | Low-Level Concerns |
| **CMIE** | Child Missing in Education | **LSA** | Learning Support Assistants |
| **COO** | Chief Operating Officer | **MASH** | Multi-Agency Safeguarding Hub |
| **COSHH** | Control and Substances Hazardous to Health | **MAT** | Multi-Academy Trust |
| **CP** | Child Protection | **MFA** | Multi-Factor Authentication |
| **CPD** | Continuing Professional Development | **MFL** | Modern Foreign Language |
| **CSCS** | Children’s Social Care Services | **NCSC’s** | National Cyber Security Centres |
| **CSE** | Child Sexual Exploitation | **NPQEL** | National Professional Qualification in Executive Leadership |
| **CTIRU** | Counter-Terrorism Internet Referral Unit | **PA** | Persistent Absence |
| **CWD** | Children with Disabilities | **PAN** | Published Admission Number |
| **DBS** | Disclosure and Barring Service | **PECR** | Privacy and Electronic Communications Regulations |
| **DDSL** | Deputy Designated Safeguarding Lead | **PEP** | Personal Education Plan |
| **DfE** | Department for Education | **PEEP** | Personal Emergency Evacuation Plan |
| **DHT** | Deputy Headteacher | **PEx** | Permanent Exclusion |
| **DSE** | Display Screen Equipment | **PLAC** | Previously Looked After Child |
| **DSL** | Designated Safeguarding Lead | **PP** | Pupil Premium |
| **DPO** | Data Protection Officer | **PSHE** | Personal, Social and Health Education |
| **EAL** | English as an Additional Language | **PSED** | Public Sector Equality Duty |
| **ECT** | Early Career Teacher | **PTFA** | Parent, Teacher and Friends Association |
| **EHA** | Early Help Assessment | **RIDDOR** | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations |
| **EHCNA** | Education, Health and Care Needs Assessment | **RHE** | Relationships and Health Education |
| **EHCP** | Education, Health and Care Plan | **RSHE** | Relationships, Sex and Health Education |
| **EHE** | Elective Home Education | **SALT** | Speech and Language Therapist |
| **ELSA** | Emotional, Literacy and Support Assistant | **SARC** | Sexual Assault Referral Centre |
| **ESFA** | Education and Skills Funding Agency | **SBM** | School Business Manager |
| **EVC** | Educational Visit Coordinator | **SCCs** | Standard Contractual Clauses |
| **EWO** | Education Welfare and Safeguarding Support Officer | **SDQ** | Strengths and Difficulties Questionnaire |
| **EYFS** | Early Years Foundation Stage | **SEMH** | Social, Emotional, and Mental Health |
| **FBV** | Fundamental British Values | **SENCO** | Special Educational Needs Coordinator |
| **FGM** | Female Genital Mutilation | **SEND** | Special Educational Needs and Disabilities |
| **FOI** | Freedom of Information | **SLA’s** | Service Level Agreements |
| **FSM** | Free School Meals | **STEM** | Science, Technology, Engineering and Maths |
| **FTS** | Find a Tender Service | **TA** | Teaching Assistant |
| **GAG** | General Annual Grant | **TCAT** | Three Counties Academy Trust |
| **GDPR** | General Data Protection Regulation | **VSH** | Virtual School Headteacher |
| **GIAS** | Get Information about Schools |  |  |
| **GPA** | Government Procurement Arrangement |  |  |

**Statement of intent**

This plan outlines how Three Counties Academy Trust (TCAT), and our schools, aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

1. This plan relates specifically to St. Peter’s Primary School and will be maintained by the Head of School.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the curriculum
* Improve the physical environment of our schools to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
* Improve the availability of accessible information to pupils with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, TCAT, and where appropriate the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
* Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed, and revised in consultation with:

* Pupils’ parents
* The Executive Headteacher/CEO, Headteachers/Heads of School and other relevant members of staff
* Trustees and Local Governors

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following TCAT and school policies:

* Data Protection Policy (FI20)
* Admissions Policy Trust Level (GN1)
* Equality Information and Objectives Policy (GN7)
* Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
* Staff Equality, Equity, Diversity, and inclusion Policy (GN20)
* Health and Safety Policy (HS1)
* Special Educational Needs and Disabilities (SEND) Policy (SD3)
* Supporting Pupils with Medical Conditions Policy (SG4)
* Administering Medication Policy (SG20)

Central TCAT policies have the policy number identified, e.g. “SG1”. Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school’s website.

# Roles and responsibilities

The Trust Board will be responsible for:

* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
* Approving this plan before it is implemented

The Local Governing Body will be responsible for:

* Monitoring the Head of School/SLT to ensure the plan is reviewed at least annually

The Executive Headteacher/CEO and Head of School will be responsible for:

* Working closely with the Trust Board, SENCO, Local Governing Body, the LA, and external agencies to effectively create and implement TCAT’s Accessibility Plan for St. Peter’s School

The SENCO will be responsible for:

* Ensure that staff members are aware of pupils’ disabilities and medical conditions
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise
* Working closely with the Executive Headteacher/CEO, Head of School, The Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
* Ensuring they have oversight of the needs of pupils with SEND attending their school, and advising the Executive Headteacher/CEO and Head of School in relation to those needs as appropriate

Staff members will be responsible for:

* Acting in accordance with this plan at all times
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
* Ensuring that their actions do not discriminate against any pupil as a result of their disability

# The accessibility audit

The Trust Board or where delegated, the Local Governing Body, will undertake an annual Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
* **Access to the physical environment** – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
* **Access to information** – the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the Trust Board or where delegated, the Local Governing Body, will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium, and long-term actions to address specific gaps and improve access and to update the Accessibility Plan.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum: St. Peter’s Primary School

**Short term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Provide CPD for staff on supporting pupils with SEND in phonics and early reading. | SENDCo / Literacy Lead | CPD records; phonics assessment data | Staff confident in adapting phonics teaching for diverse learners. |
| Where required, purchase EYFS and KS1 appropriate assistive technology (talking tins, switch devices, reading pens). | SENDCo / HoS | Usage logs; pupil progress tracking | Young pupils can access learning independently. |
| Introduce small group interventions for pupils with early speech, language and communication needs. | SENDCo / EYFS Lead | Speech and language assessments; intervention records On site SALT assistant supporting interventions | Improved communication and early literacy outcomes. |
| Provide differentiated play-based resources in EYFS. | EYFS Lead / SENDCo | Classroom audits; EYFS progress checks | All pupils access play-based curriculum meaningfully. |
| Launch structured early number intervention for KS1 pupils with difficulties in maths. | Maths Lead / SENDCo | Assessment data; pupil progress | Targeted pupils improve number confidence and fluency. |
| Audit subject schemes of work for accessibility across KS1 and KS2. | Subject Leaders / SENDCo | Audit reports; lesson observations | Schemes reflect inclusive practice. |
| Train Teaching Assistants on supporting children with autism in EYFS and KS1 classrooms. | SENDCo/Outreach support | TA appraisals; classroom observations | Effective classroom support provided to pupils with autism. |
| Introduce visual timetables and pictorial task lists in all EYFS and KS1 classrooms. | Class Teachers | Learning walks; pupil feedback, use of Widget visual timetables used across the school | Reduced anxiety and improved routine understanding for young pupils. |
| Use adapted early writing resources for pupils with fine motor skill difficulties. | EYFS Lead / Occupational Therapy input | Assessment data; teacher feedback | Increased writing engagement for targeted pupils. |
| Hold SEND parent workshops focusing on supporting learning at home. | SENDCo / Parent Liaison | Workshop attendance; parent feedback | Parents feel supported and able to contribute to learning. |

**Medium term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Embed inclusive teaching strategies across all EYFS, KS1 and KS2 classrooms. | SENDCo / HoS | Learning walks; work scrutiny | Consistent inclusive practice across the school. |
| Expand intervention offer to include nurture groups/ELSA for KS1 pupils with SEMH needs. | SENDCo / HoS | Behaviour data; intervention records | Improved wellbeing and learning readiness. |
| Introduce cross-curricular sensory provision for pupils with sensory processing needs. | SENDCo / EYFS Lead | Pupil progress; sensory resource usage logs | Improved engagement of pupils with sensory needs. |
| Provide training on supporting pupils with dyslexia at KS2. | Literacy Lead / SENDCo | Training evaluations; pupil progress data | Teachers adapt literacy teaching more effectively. |
| Ensure each classroom has an inclusive reading corner with accessible texts. | Literacy Lead / SENDCo | Classroom audits; reading assessments | All pupils can access a wide range of texts. |
| Establish structured transition from EYFS to KS1 for pupils with additional needs. | EYFS Lead / HoS | Transition records; parent feedback | Smooth and supportive transitions for pupils. |
| Develop inclusive after-school clubs to increase participation. | HoS / SENDCo | Participation records; pupil surveys | SEND pupils access enrichment opportunities. |
| Provide staff training on trauma-informed practice. | SENDCo | Training evaluations; behaviour data, ARC schools audit | Staff skilled in supporting pupils with SEMH needs. |
| Improve parental communication through regular SEND newsletters. | SENDCo / Parent Liaison | Newsletter distribution; parent surveys | Parents feel informed and engaged. |

**Long term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Conduct comprehensive review of curriculum accessibility across all year groups. | HoS / LGB | Audit reports; Ofsted feedback | Fully accessible curriculum for all learners. |
| Introduce peer buddy schemes to support younger SEND pupils. | SENDCo / KS2 Lead | Programme evaluations; pupil feedback | SEND pupils feel supported by peers. |
| Ensure curriculum prepares SEND pupils for KS3 transitions. | Year 6 teacher / SENDCo | Secondary transition records; pupil voice | Smooth transition to secondary school. |
| Embed SEND strategies into all subject policies and schemes. | Subject Leaders / SENDCo | Policy reviews; SLT scrutiny | SEND provision consistent across the school. |
| Develop external partnerships with speech therapy, OT and health services. | SENDCo / HoS | Partnership records; pupil outcomes | Specialist support enhances provision. |
| Expand careers and aspiration work for KS2 SEND pupils. | Year 6 teacher / SENDCo | Programme evaluations; pupil voice | SEND pupils develop ambition for their futures. |
| Review and update Teaching and Learning Policy with accessibility focus. | HoS / LGB | Policy reviews; lesson observations | Accessibility embedded into teaching ethos. |
| Appoint SEND link governors for curriculum oversight. | LGB | Governor meeting minutes; SEND reports | Governance strengthened for SEND provision. |
| Develop parental SEND network to support community. | SENDCo / Parent Liaison | Network attendance; feedback | Parents empowered to share support and advice. |
| Commission independent accessibility audit every 3 years. | Governors / SLT | Audit reports; action plans | Continuous improvement in accessibility provision. |

# Planning duty 2: Physical environment: St. Peter’s Primary School

**Short term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Audit EYFS outdoor areas to ensure safe and accessible play equipment. | EYFS Lead / Trust Estate Manager | Audit reports; pupil/parent feedback | All pupils can use outdoor play areas safely. |
| Repair uneven pathways and playground surfaces. | Trust Estate Manager | Premises inspections | Reduced risk of trips; wheelchair friendly surfaces. |
| Ensure all classrooms have flexible seating for EYFS and primary pupils. | SENDCo / Trust Estate Manager | Furniture audit records | Children with physical needs supported in class. |
| Install handrails and tactile markings as required. | Trust Estate Manager | Premises inspections | Improved safety for younger children. |
| Ensure accessible toilets are age-appropriate and clearly marked. | Trust Estate Manager / EYFS Lead | Facilities audit | Younger children can access toilets safely and independently. |
| Introduce quiet/sensory corners in classrooms for regulation. | Class Teachers / SENDCo | Learning walks; behaviour data | Pupils with SEMH needs supported in self-regulation. |
| Improve lighting in corridors and classrooms to support vision needs. | Trust Estate Manager | Lighting survey | Improved visibility for all pupils. |
| Repaint external steps and edges in bright colours. | Trust Estate Manager | Premises inspections | Accidents reduced; visually impaired supported. |
| Label classrooms and key areas with large print and Widget symbols. | SENDCo / Trust Estate Manager | Accessibility audit feedback | EAL and SEND pupils navigate independently. |
| Check and maintain door closers for accessibility. | Trust Estate Manager | Maintenance logs | Doors easier for young children and wheelchair users. |
| Provide dedicated nurture/sensory room. | SENDCo / HoS | Usage records; pupil feedback | Pupils with additional needs supported effectively. |

**Medium Term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Create sensory garden accessible to EYFS and KS1 pupils. | Trust Estate Manager / EYFS Lead | Premises inspections; pupil feedback | Outdoor learning enriched for all pupils. |
| Upgrade library with adjustable furniture and inclusive resources. | Literacy Lead / Trust Estate Manager | Library audits | All pupils able to enjoy reading spaces. |
| Ensure EYFS classrooms have appropriate acoustic treatment. | Trust Estate Manager | Noise level surveys | Improved learning environment for children with hearing needs. |
| Improve playground zoning with quiet areas. | HoS / Trust Estate Manager | Playtime observations; pupil feedback | Children with SEMH needs supported at playtime. |
| Install pictorial and bilingual signage across school. | SENDCo / EAL Coordinator | Audit reports, use of Widget symbols | Improved accessibility for EAL and SEND pupils. |
| Provide staff training on maintaining accessible environments. | Trust Estate Manager / SENDCo | Training records; audits | Staff proactive in ensuring accessibility. |
| Install sound-field systems in EYFS and KS1 classrooms as required. | ICT Lead / Trust Estate Manager | System checks; teacher feedback | Improved hearing access for younger children. |
| Develop accessible outdoor learning shelters. | EYFS Lead / Trust Estate Manager | Premises audits | Outdoor curriculum accessible in all weather. |

**Long term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure future building projects fully accessible at design stage. | Trust Board / Architects | Planning documentation | Accessibility built into long-term development. |
| Develop inclusive outdoor play areas across KS1 and KS2. | HoS / Trust Estate Manager | Premises inspections; surveys | All children benefit from inclusive play. |
| Upgrade hall and dining facilities for accessibility. | HoS / Trust Estate Manager | Facilities audits | All pupils access communal areas safely. |
| Refurbish changing and toilet facilities for accessibility. | HoS / Trust Estate Manager | Premises inspections | Pupils with physical needs supported with dignity. |
| Install external ramps to all modular buildings. | Trust Estate Manager | Compliance audits | All classrooms accessible to wheelchair users. |
| Improve fire alarm systems with visual and sound signals. | HoS / Trust Estate Manager | System testing logs | Inclusive safety provision for all children. |
| Introduce rolling programme of accessibility upgrades. | Trust Board / Trust Estate Manager | Capital works reports | Accessibility continuously improved. |

# Planning duty 3: Information: St. Peter’s Primary School

**Short term**

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| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Provide newsletters and policies in large print, audio and pictorial versions. | Office Administrator | Request logs; parent feedback | Improved access to information for parents with additional needs. |
| Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards. | ICT Lead / Office Administrator | Website audits | Accessible website for parents and carers with disabilities. |
| Train staff to prepare accessible classroom resources. | SENDCo | Resource audits; learning walks | Children with SEND can engage fully in lessons. |
| Produce simple-language versions of newsletters and homework sheets. | Office Administrator / Class Teachers | Parent surveys; document reviews | Parents with EAL or low literacy supported. |
| Publish key school policies in child-friendly format. | Headteacher / Office Administrator | Policy audits | Children better understand rules and routines. |
| Add captions and subtitles to all video content. | ICT Lead | Video audits | Improved access for families with hearing impairments. |
| Provide bilingual newsletters for families with EAL. | EAL Coordinator / Office Administrator | Translation records; parental feedback | Families with limited English engage fully with school life. |
| Offer parent surveys and forms in paper and digital formats. | Office Administrator | Survey returns; response rates | Increased engagement in school consultation. |
| Display posters with symbols to explain routines and rules. | SENDCo / Trust Estate Manager | Learning walks; pupil voice | Children understand expectations clearly. |
| Write reports in plain English and provide symbol-supported summaries for EYFS pupils. | Class Teachers | Report audits; parent feedback | Improved parental understanding of children’s progress. |

**Medium term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Train staff to communicate with parents using accessible formats. | Headteacher / Office Administrator | Training records; communication audits | Parents feel included and supported. |
| Develop parent portal with translation and text-to-speech tools. | ICT Lead / Office Administrator | Portal analytics; parent surveys | Families can access school information independently. |
| Create system for providing accessible assessment information. | Assessment Lead / SENDCo | Parent meetings; reports | Parents understand pupil progress regardless of needs. |
| Use dyslexia-friendly fonts and layouts in newsletters and homework sheets. | Office Administrator / Class Teachers | Document reviews | Children and parents with dyslexia access materials easily. |
| Provide visual timetables for parents showing school events. | Office Administrator / Headteacher | Distribution records; feedback | Parents understand routines and key dates. |
| Add SEND and EYFS resources section to school website. | SENDCo / EYFS Lead | Website analytics; parent feedback | Parents of SEND and EYFS pupils access support more easily. |
| Publish video guides for home learning routines. | ICT Lead / Headteacher | View counts; parental feedback | Parents supported in helping children at home. |
| Ensure emergency alerts available by SMS, app, email and paper letters. | Office Administrator / Headteacher | System testing; parent feedback | All families receive urgent messages quickly. |

**Long term**

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| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure prospectus and policies designed in accessible formats. | Office Administrator / Headteacher | Document reviews; parent surveys | All families engage with official documents. |
| Create parent and pupil accessibility group to review communications. | SENDCo / EYFS Lead | Meeting records; action logs | Children and parents influence accessibility planning. |
| Ensure all ICT procurement meets accessibility standards. | ICT Lead / LGB | Procurement audits | Future systems always inclusive. |
| Provide braille and tactile versions of essential documents. | Office Administrator / SENDCo | Requests met; feedback | Blind and visually impaired families included. |
| Develop multilingual video library for parent workshops. | ICT Lead / Headteacher | Usage analytics; parent surveys | Parents with EAL access information easily. |
| Introduce school app with accessibility features (translation, voice-to-text). | ICT Lead / Headteacher | App analytics; surveys | Families access information flexibly. |
| Work with local authority to align communication standards. | Headteacher / Office Administrator | Compliance checks; LA reports | Consistency across local schools. |
| Commission external accessibility audit of communication every 3 years. | Governors / Headteacher | Audit reports; follow-up actions | Continuous improvement in information access. |

# Monitoring and review

This plan will be reviewed at least annually, and in line with the published schedule at the front of this document and at any point material changes require it by the Head of School in collaboration with the Local Governing Body, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Head of School and will be communicated to Executive Leaders, the TCAT Central Team and to school-based staff.

The next scheduled review date for this policy is 31st August 2026.

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|  | Head of School | Date: | 01.10.25 |
| *P. Gallagher* | Chair of Local Governing Body | Date: | 01.10.25 |