

# Barnwell School

# SEND Policy

Special Educational Needs and Disability (SEND)  
and Inclusion Policy



*Achieving Excellence Together*

**Adopted by the Governing Body – December 2014**

**Reviewed – January 2020**

**To be reviewed – January 2021**

## **Statement**

Barnwell School believes that every student has individual and unique needs. Diversity is valued as a rich resource which supports the learning of all and every teacher is a teacher of all students, including those with SEND.

The school will endeavour to ensure that all students, irrespective of age, ability, gender, ethnicity, language or social background are given every opportunity to reach their full educational potential and become independent and capable adults.

Through the identification and removal of the barriers to learning for individual students, Barnwell School will provide equal access for all students to a broad and balanced curriculum and a programme of spiritual, moral, social and cultural education in a supportive and positive but appropriately challenging environment.

This policy will outline the inclusion principles of the school and is supported by the Barnwell School SEN information report

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of practice (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act for Schools February 2013
- SEND Code of Practice January 2015
- Schools SEN Information Report Regulations 2014 (Updated Nov'16)
- Statutory guidance on Supporting pupils at school with medical conditions December 2015
- Barnwell School Child Protection policy
- Barnwell School Disability and Equality scheme and accessibility plan -
- Teachers standards 2012

In the spirit of current reform which advocates greater collaboration with all stakeholders, this policy was created by the school's SENCo's in consultation with the SEND Governor, SLT, staff and parents of students with SEND.

SENCo's

Mrs Debbie Farrin & Mrs Hayley Olcay

Assistant head teacher for safeguarding and Inclusion  
(member of SLT)

Mrs Rebecca Latta

## **Terminology**

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SLT	Senior leadership team
EHCP	Education, Health and Care Plan.
KS2/3/4/5	Key stage

## **1. Aims**

Working within the guidance of the SEND Code of practice 2015, Barnwell School aims to recognize the SEN which may impact on the learning and emotional well-being of students, to raise the aspirations and expectations for such students and to provide opportunities within a supportive but appropriately challenging environment for them to experience positive outcomes regardless of their needs.

## **2. Objectives**

- To value every student as an individual ensuring they experience success and achieve their potential through the delivery of the highest standards of teaching and an aspirational and engaging curriculum.
- To identify barriers to learning and participation and provide appropriate strategies to meet a diversity of needs.
- To ensure that no matter what the starting point, outstanding progress is achievable by all through the provision of a curriculum that is relevant, differentiated and challenging and that demonstrates coherence and progression in learning.
- To promote individual confidence and a positive attitude to learning in a learning environment that is stimulating and supportive, fosters excellence and independence and inspires and motivates students to seize the opportunities provided and value their education.
- To ensure that students with identified SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them.
- To identify, assess, record and regularly review the progress and needs of individual students.

- To build positive partnerships with parents in planning for and supporting additional provision for their child.
- To build positive partnerships with external professionals, support agencies and the local community to widen opportunities and secure high quality outcomes for all our students.
- To support student growth and development through a close caring community ethos of respect and tolerance for others and building a sense of belonging.
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **3. Identifying Special Educational Needs.**

A student has Special Educational needs when their learning difficulty or disability calls for special educational provision which is different from or additional to that which is normally available to students of the same age.

There are many interventions in school to support the learning progress of students and inclusion in a short-term intervention programme does not necessarily indicate that a student has SEN.

In identifying that a student has SEN, the needs of the whole child will be considered rather than just the main presenting SEN need.

Identification of SEN can occur in many ways including the existence of a Statement or Education, Health, Care Plan (EHCP), information from a previous school placement, the prior attainment and current working levels of a student, concerns raised by a teacher, data tracking and parental concern.

If, even after high quality differentiated teaching and classroom based or small group strategies targeted at the needs of the student, the concern remains, then additional assessments may take place with the SENCos to determine if a student has SEN and if additional provisions need to be made. Such provisions will be based on the needs of the individual and will be shared with relevant teachers, parents and the student and monitored, reviewed and amended regularly.

There are 4 broad areas of need identified in the Code of Practice. (2015)

#### **Communication and interaction**

- Includes difficulties with speech sounds, understanding of language and social rules of communication.
- Students with Autistic Spectrum Disorder (ASD) are included in this category.

## **Cognition and learning**

- Learning progress is slower than peers even with quality first teaching and appropriate classroom or small group based strategies intervention and differentiation.
- Specific learning difficulties (SpLD) - dyslexia, dyspraxia, dyscalculia may come under this category.

## **Social, emotional and mental health difficulties.**

This area also includes Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.

## **Sensory and/or physical needs**

- Including Visual Impairment (VI), hearing Impairment (HI), Multi-sensory impairment (MSI) and Physical disability (PD).

## **What is not SEN?**

Whilst the factors below may impact on progress and attainment they cannot immediately identify the student as having SEN. In these cases, the whole child, rather than the obvious presenting need, will be considered along with any possible causal factors (long term or temporary) and any underlying (previously unmet) needs which may be relevant.

- attendance and punctuality,
- health and welfare,
- English as an additional language (EAL),
- Pupil Premium Grant eligibility,
- being a Child Looked after and
- persistent disruptive or withdrawn behaviour

## **4. The graduated approach to SEN support**

High quality first teaching and differentiation is the first step in responding to students who have or may have SEN. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Regular reviews and opportunities to update and improve teachers' understanding and knowledge of the strategies that can be used to identify and support students with SEN in the classroom form an integral part of in service training for teachers in the school.

Regular tracking of student achievement and progress (termly data tracks) and baseline assessments (LASS and STAR reading test plus subject based testing) provide frequent opportunities to highlight students who may require some additional interventions.

Additional strategies may also be recommended by the specialist teachers within the school.

A student should only be identified as having SEN if they do not make progress once they have had all the interventions/adjustments available to all students along with good quality personalised teaching.

If a student is still not achieving the desired outcomes, then a graduated approach is adopted and the student will be placed on the SEN register at SEN support level.

**Assess** – all relevant data, the views of the student and parents/carers and the advice of external agencies (if required or relevant) are collected by the teacher and SENCo.

**Plan** – the teacher and SENCo agree with the student and parents/carers the support and intervention required to achieve the desired outcomes for the student.

**Do** - the plan is carried out including specialist staff if appropriate.

**Review** – the plan is reviewed regularly (usually once a term) with all relevant stakeholders involved

Some students may have an Individual Progress Plan (IPP) as part of the above response.

Provision is personalised according to the needs of the individual student and the desired outcomes. Additional advice and funding may be sought in some cases and parents/carers will be asked to sign relevant documentation to give permission if external agencies are to be involved.

### **What is an Education, Health and Care Plan ?**

Most children and young people with special educational needs or disabilities will have their needs met within local mainstream early years settings, schools or colleges.

Some children and young people may require an Education, Health and Care (EHC) needs assessment for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

An EHC Needs Assessment is an assessment of the Educational, health care and social care needs of a child or young person.

An EHC Needs Assessment is a 20 week process. Following receipt of a request for an EHC Needs Assessment the Local Authority must decide whether to proceed with an assessment and communicate its decision to the parents and/or Young Person, within 6 weeks of the request. If the Local Authority decide to proceed with an assessment the process will be completed within a further 14 weeks.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. Throughout the assessment process the local authority must have regard to the following matters:

- a) The views, wishes and feelings of the child and his or her parent, or the young person
- b) The importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned
- c) The importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions
- d) The need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes

*(Children and Families Act 2014, Section 19)*

## **5. SEN Register**

A student with an EHCP will be recorded on the SEN register.

Students identified as having SEN through the above processes will be recorded on the SEN register at Special Education Needs support (SENS).

A student can be added to/removed from the register at any point in the school year. Information regarding this is recorded on the school information system (SIMS) which is updated termly.

Parents/carers will be informed if their child is placed on or removed from the register.

The support register is accessible to all teachers and support staff and is stored in a manner which ensures confidentiality. Any updates to the register are made available via the school data system and staff area.

## **6. Supporting students and families**

Please refer to Barnwell School SEN Information Report and the Local offer available from the Local Education Authority. Along with other information these provide

information about the availability of external services that families may be able to access to support the SEN of a child.

### **Admission arrangements**

- For students with an EHCP the SENCos will work with the LEA and the feeder school's SENCo to ensure that appropriate provisions are in place for the student on entry to Barnwell School.
- Barnwell School will aim to meet the needs of any child whose parents/carers wish to send them to the school unless it is felt that the child's inclusion would be incompatible with the efficient education of other children.
- Students who have or may have SEN but who do not have an EHCP are treated in the same way as all other applicants for admission and are not discriminated against on the grounds of their ability or disability.

### **Exam access arrangements**

Exam boards set criteria for special arrangements for external exams and if appropriate students will be assessed against these criteria and an application made to the exam boards. The decision of the exam board is final.

For internal assessments/exams the discretion of the SENCos is used as to whether a student requires additional support. Parents are informed where this is the case.

Trained staff provide the access arrangements.

### **Transition**

A robust transition programme is in place between Primary and Secondary school, at transition from KS3 to KS4 which also includes a change of campus and from KS4 to KS5 or to college. Information is shared with all relevant stakeholders at each stage so that the needs of the student are met and transfers are thoroughly prepared.

See SEN Information report for additional detail.

## **7. Supporting students at school with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. In the case of students who may be disabled, the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an EHCP which brings together their health and social care needs as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

Please refer also to the Barnwell School policy for Managing medicines in School 2020.



## **8. Monitoring and evaluation of SEND.**

The Governing body with the SENCo's, Assistant Headteacher for safeguarding and Inclusion and Headteacher is responsible for monitoring the effectiveness of the provision made for students with SEND. The School Improvement plan will reflect the provision necessary to meet the needs of those students. The Governing body will report to parents on the above.

Monitoring and evaluation of SEND is an on-going process informed by observation, feedback, SENCo meetings with the Director of Learning and a need to be flexible and adaptable to the changing needs of the students within school.

Parent's evenings, information evenings and day to day communication with parents and staff also contribute to the on-going monitoring of SEND provision at Barnwell School.

Provision for SEND is subject to an annual review with the views of staff, parents/carers and students sought. Classroom observations and the evaluation of data regarding progress, attendance and conduct all serve to inform planning for future provision.

## **9. Training and resources**

### **Resources**

The school receives County allocated and calculated predicted needs funding (notional SEN budget) alongside an Additional educational needs (AEN) budget. The school allocates the budget in the way it feels best meets the needs of students with SEN. This may include classroom support, individual tuition, specialist intervention, providing or supplying adapted resources, referral to and work with external agencies, lunchtime clubs, mentoring and counselling. This is not an exhaustive list and will change regularly depending on the needs of the students in the school at any given time.

A few students have Exceptional Needs Funding (ENF) which is used solely for the individual and many students are eligible for the Pupil Premium Grant which is again used in the way the school feels will be of greatest benefit to the student.

### **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake appropriate training and development using both internal and external providers.

The SENCos will explain to new staff and those in training the systems and structures in place regarding the school's SEND provision and practices.

Staff will be regularly updated regarding the needs and suggested strategies for individual students.

The SENCo regularly attends the Local Authority SENCo network meetings, is a member of Nasen and keeps up to date with both local and national updates in SEND. The SENCo also attends events organised by the Stevenage Educational Trust (SET) and Developing Special Provision Locally (DSPL).

### **Roles and responsibilities**

**Governing body** - is responsible for monitoring the effectiveness of the provision made for students with SEND, for ensuring that the SEND policy is implemented and reviewed and for reporting back to parents/carers.

**Designated teacher for safeguarding and inclusion** – Mrs. Rebecca Latta

Responsible for the overview of SEND provision in the school, the line management of the Learning Support department, the Pride Hub, safeguarding and Children Looked After (CLA). Mrs. Latta represents inclusion on the Senior leadership team (SLT) of Barnwell School.

**SENCo's** – Mrs. Hayley Olcay & Mrs. Debbie Farrin – are responsible for;

- ensuring that the legal obligations of the Code of practice are met and understood by staff and embedded in the day to day routines of school.
- overseeing the day to day operation of the SEND policy
- coordinating the provision for students with SEND
- supporting and training teachers and support staff to meet the needs of the students and carry out recommended strategies
- carrying out detailed assessments and observations of students and reviewing their progress
- liaising and referring to external agencies as required
- Managing a team of teaching assistants.

**Medical needs** – Mrs. Rebecca Latta - is responsible for managing the school's responsibility for meeting the medical needs of students.

**CLA funding** – Mrs. Rebecca Latta

**Pupil premium funding** – Miss Maria Townsend

### **10. Storing and maintaining information.**

School and SEND files are kept securely and with appropriate regard to confidentiality. Files are accessible to staff and parents on request and to external agencies/other with parental permission.

Archived documents are stored in accordance with government policy. Any confidential information no longer required is disposed of securely.

## **11. Accessibility**

Please refer to the school Disability Equality scheme and accessibility plan (Updated Jan'20).

### **Physical accessibility**

This is restricted by the buildings which make up the school. Internal and external ramps, safety rails and yellow hazard markers are in place to ensure safety and assist those with a disability. However, the school does not have a lift on either campus and many classrooms can only be reached by one or more sets of stairs so wheelchair access is severely limited in some places. Health and safety is a key consideration for students, staff and visitors.

### **Access to the curriculum**

Barnwell School aims to make all reasonable adaptations to enable students to access the curriculum, participate in sport, extra - curricular activities and trips. Every effort will be made to include all students in all activities relating to school life.

### **Communication**

The communication needs of students, parents/carers and visitors are always considered and appropriate arrangements made in order that information can be shared and understood.

Parents can contact staff at the school by telephone, e-mail, letter or in person. The school uses Parentmail to provide all parents with up to date information about key dates and events etc. and also Show my Homework so that parents can see the homework their child has been set.

## **12. Dealing with complaints**

Should students or parents/carers be unhappy with any aspect of SEND provision they should contact the SENCOs in the first instance to discuss the issues. The Assistant head teacher for Safeguarding and Inclusion may be contacted if the complaint is in regard to the SENCO.

In the event of a formal complaint, parents/carers should follow the procedure outlined in the Barnwell School complaints policy.

### **13. Bullying**

Barnwell School is committed to providing a caring, friendly and safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety.

Please refer to the Barnwell School Climate for Learning policy.

### **14. Reviewing the Policy**

The policy will be reviewed and updated annually.

## **Barnwell School SEN Information report**

Inclusion is a whole school responsibility and the staff and governors of Barnwell School aim to ensure that all students, regardless of their ability, are supported to achieve their full potential. All students, including those with a disability or with Special Educational Needs (SEN) are fully included in the school community and have equal access to a broad and balanced curriculum with appropriate additional provisions to meet individual needs.

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- Early contact is made with prospective parent/carers and students (year 5/6) early in the autumn term with additional visits and/or meetings provided to inform the choice of secondary provision.
- The SENCo's liaise with the SENCo from the feeder primary schools making additional visits to observe students and meeting with other relevant stakeholders as appropriate.
- A robust transition programme ensures that there are multiple opportunities to gather information about a student prior to entry.
- Prior attainment information is provided by the feeder primary school.
- The LASS assessment; which provides a profile of learning strengths and weaknesses and is a useful tool for screening for dyslexia is undertaken prior to entry or in the first few weeks of term.
- If a student moves to Barnwell from another school, then information is sought so that any special educational needs are known on entry.
- Student progress is closely and regularly monitored by subject staff and the director of learning
- Parents are informed of levels of progress 3 times a year.
- Parents can contact individual teachers, form tutors and/or the SENCo's to discuss any concerns regarding the progress or needs of their child.
- Students are actively encouraged to discuss their progress.

### **2. How will school staff support my child?**

Support received is based upon an assessment of the needs of the individual student and will vary accordingly.

- Teaching and support staff are informed of the needs of individual students through an inclusion register and additional information.
- Appropriate strategies to address the needs of individual students will be discussed with the parents/carers and the student and be implemented either in class or through additional intervention programmes.
- A graduated response to intervention is implemented with quality first teaching and differentiation in the classroom as a starting point.
- Additional interventions will be implemented if difficulties persist – see below for possible interventions.
- Interventions will be reviewed at least termly.
- Pastoral input is from the Head of College and form tutor.

- Referrals to outside agencies are made as appropriate to need.
- The SENCo's, advise and support staff in developing strategies for addressing the needs of individual students in subject lessons and through additional interventions.
- The Assistant Head teacher for Inclusion has an overview of provision for students with additional needs in the school and also has responsibility for safeguarding and for Children looked after.

**Interventions may include:**

- Individual and small group literacy lessons
- Individual and small group numeracy lessons
- In- class TA support
- A key worker for students on the autistic spectrum
- Speech and Language programmes
- A transition provision for low achieving and vulnerable year 7 students.
- The use of computer based programmes for literacy and numeracy development.
- Access arrangements for qualifying students for exams and assessments.
- College vocational course for selected students.
- School based report system.
- Time –out cards
- Lunchtime social skills group for identified students.
- Supported homework club.
- Visual impairment base
- Promoting achievement department (PAD)
- Individual progress plans
- Reward based interventions to promote achievement and progress.

**3. How will I know how my child is doing?**

- Monitoring – data is tracked 3 times a year and the information sent to parents.
- Monitoring from the Director of Learning and pupil premium leaders.
- Phone and e-mail contact with parents
- Annual parents evening.
- Annual parent information evening
- Annual report
- Meetings as required or requested with school staff and outside professionals as appropriate.

**4. How will the learning and development provision be matched to my child's needs?**

- Quality first teaching and differentiated work in the classroom is the starting point in response to meeting the needs of a student.
- Where required, additional support in the form of individual or small group intervention programmes will be implemented.
- A regular review of provision will indicate whether a programme needs to be amended according to the impact the provision has made.
- A year 7 transition group is in place for a small number of students who enter the school with low levels of literacy and/or numeracy. These students are fully integrated into the school but follow a slightly modified curriculum (for year 7 only) to allow for additional work and reinforcement on basic skills.
- The views of parents/carers and the student are sought and targets for progress mutually agreed.

**5. What support will there be for my child's overall wellbeing?**

- There is a strong pastoral system in school with a 'schools within schools' college system to ensure that all students are known personally.
- Heads of College and form tutors will liaise with parents regarding any concerns.
- The views of the students are sought and considered.
- Attendance is closely monitored.

**6. What specialist services and expertise are available at or accessed by the school?**

- A Learning Support department with two highly experienced SENCo's, and team of teaching assistants.
- The school has Dyslexia mark.
- Relevant outside agency input for behaviour management.
- Vocational courses at the local colleges.
- Alternative provisions for students at KS4 where appropriate to need.
- Referral and liaison with outside agencies; Educational Psychologist, Speech and language therapist, Autism advisor, hearing impairment advisor, Child development centre, ADHD nurse, CAMHS, School family worker, Connexions, Attendance officer, School nurse team, ESTMA, Step 2, additional medical professionals, TYS, Virtual school.

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

- There is an on-going programme of SEN/D training for staff which includes; Autistic Spectrum disorder, Specific learning difficulties, The effective use of TAs, the New Code of practice, differentiation and ADHD

- Information is available to all staff regarding particular needs and the strategies that may be used to address them.
- The SENCo's and specialist staff are available to advise and support staff within the school.
- The SEN policy is in place and available to parents.
- SEN provision is reviewed annually and the views of parents, students, support staff and teaching staff are represented.

## **8. How will you help me to support my child's learning?**

- Meetings to suggest strategies and give feedback.
- Data track information sent home 3 times a year.
- Parents evenings
- Parent group for students with ASD
- Show my homework – an on-line facility so parents can track their child's homework.
- Planner – student planners can be used for messages between home and school.

## **9. How will I be involved in discussions about and planning for my child's education?**

- Meetings – at least on a termly basis if additional interventions are in place with further meetings as required
- Parent information evenings
- Consultation with parents and students regarding wider school issues.
- Parentmail
- Parents can contact the school to request a meeting to discuss any matter relating to their child's education.

## **10. How will my child be included in activities outside the classroom including school trips?**

- All students have equal access to the curriculum.
- Trips and extra-curricular activities are open to all students and every effort is made to ensure that provisions are made for those with additional needs so that they can participate successfully.

## **11. How accessible is the school environment?**

- There are ramps and safety markers in place around the school.
- The school has an access plan which is reviewed annually.
- Every effort is made to ensure that parents can communicate so signers, interpreters and translators are sourced as necessary.



- There is no lift in school so the upper floor classrooms are not accessible to wheelchair users.

## **12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

### **Primary to Secondary**

- In addition to the Local Authority based transition group there is a robust transition programme to support students;
- SENCo visits to primary schools
- Meetings with parents where required
- Additional visits for students to undertake activities at Barnwell in the summer term prior to entry in September.
- Careful consideration of where a student is placed in teaching and tutor groups.

### **Key Stage 3 to key Stage 4**

- There is a thorough options process involving parents and students at all stages.
- Students have opportunities to visit the Upper school site and meet key personnel.
- Additional visits and support are provided if required.
- Exam access arrangements for qualifying students.
- Staff are informed of the additional needs of individual students.

### **Key Stage 4 to Key Stage 5**

- In-house advice on subject choices and signposting to appropriate courses.
- Connexions service involved where required.
- Exam access arrangements in place with reapplications made as necessary.
- Individualised support as required.
- Staff are informed of the additional needs of individual students.

### **Key Stage 5 and beyond**

- Individualised support as appropriate to need and chosen pathway.
- Liaison with college providers.

### **Transferring to a new school**

- Communication between Barnwell and the new placement will take place to ensure that the needs of the student are known.
- All relevant paperwork is passed on to the new school once the student is on roll.

**13. How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding for all students plus a notional SEN budget for the school to use in meeting the needs of students with Special Educational needs. Some students also have allocated additional funding such as Exceptional Needs funding and pupil premium funding.

The school ensures that resources are used appropriately and fairly and are reviewed and adapted according to the needs of the student cohort at any given time.

**14. How is the decision made about how much support my child will receive?**

- The support provided is determined by the level and complexity of the identified needs of an individual and is agreed between school, parent/carers and the student.
- The support will be reviewed regularly.

**15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

**16. Who can I contact for further information?**

SENCo – Mrs D Farrin (years 7,9,11)      [d.farrin@barnwell.herts.sch.uk](mailto:d.farrin@barnwell.herts.sch.uk)

SENCo – Mrs H Olcay (years 8,9,10)      [h.olcay@barnwell.herts.sch.uk](mailto:h.olcay@barnwell.herts.sch.uk)

Assistant head teacher for safeguarding and Inclusion – Mrs. R. Latta –

[r.latta@barnwell.herts.sch.uk](mailto:r.latta@barnwell.herts.sch.uk)

## 17. Further related documents

Information in the listed Barnwell School Policies may also provide relevant information.

- SEN
- Managing medicines in school.
- Equality
- Complaints
- Child protection
- Disability and equality scheme and accessibility plan
- Climate for Learning