# BONSALL C.E. PRIMARY SCHOOL

# DISABILITY, EQUALITY AND ACCESS 3 YEAR PLAN 2026-2029

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| Reviewed | : | September 2026 |
| Adopted: | | 17.09.26 |
| Next Review Date: | | September 2027 |
| Review Frequency: | | Every year |

**Disability Equality and Access 3 Year Plan. 2026 – 2029**

The Equality Act 2010 sets out when someone is considered to be disabled and protected from discrimination. The definition is quite wide -. For example, you might be covered if you have a learning difficulty, dyslexia or autism.

The definition is set out in Section 6 of the Equality Act 2010. It says you're disabled if:

- you have a physical or mental impairment.
- that impairment has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities

| **2026-2027** | | | | | |
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| **Increasing the extent to which disabled pupils can participate in the school curriculum;** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Implement PINS (Partnerships for Inclusion of Neurodiversity in Schools) | To ensure all children with all levels and representations of neurodiversity feel included within our education setting. | PINS training cascaded to whole staff | July 26-October 26 | KB R Storm (Inclusion Officer) | Whole staff using agreed approach towards neurodiversity |
| All children with additional learning needs / support needs/ development needs linked to neurodiversity to have a written plan in place and go through | To support the pupil in the ways they need using agreed procedures and strategies drawn up by staff, parents and professionals. | Meetings held to ensure plans are understood and implemented.<br><br>Plans discussed with all involved. | Ongoing. | KB (SENDCo and Infant teacher) DG/ RS(Class teacher ). | Outcomes reviewed showing successful inclusion |

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| the cycle assess, plan, do, review termly. | | Strategies and procedures put in place.<br><br>Equipment readily available and staff trained and regularly updated.<br><br>Record of updates and meetings to be initialled by Parent/ Carer. | | | |
| Termly review meetings or if necessary when circumstances change and an additional review meeting is required | To review strategies and procedures and their ongoing success and suitability to maintain participation of pupil in the curriculum | Termly meetings or meetings when barriers arise will be held to discuss and agree on best ways of support for pupils regarding current barriers or difficulties. | Termly / ongoing<br><br>Ongoing | RS / DG / Parents / KB (SENDCo) | Barriers or difficulties are addressed and resolved to the best of the school's ability to maintain settled and happy pupils.<br><br>Pupil successfully participates in the school setting and accesses the curriculum fully. |

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| Review Reception environment | To ensure any new children entering Reception are able to access the curriculum and develop in ways individual to them | Complete transition meetings and sessions and collate information on new starters that may need extra support.<br><br>Complete baseline assessments which will feed into individual development plans | July 26/ September 26. | KB Parents | To ensure smooth transitions and ensure the environment is appropriate to meet the needs of the new starters. |
| Consider opportunities for 'whole class' regulation times | To support neurodivergent children but also support well being of all pupils in an inclusive way. | Whole class fidget boxes , ear defenders<br><br>Use of SMILERS resources and other calming / focusing activities | July 26 Ongoing/ reviewed termly | KB, RS, DG | Regulation of pupils is maintained and pupils are more ready to learn. |
| Apply / reapply for inclusion funding to support children with additional needs | To support additional provision | KB to reapply in Jan 2027 or apply for other children after October review point if necessary | October 26 / January 27 | KB RS | Funding supports extra provision effectively |
| Ensure effective transition plans are in place for disabled children including neurodiverse pupils towards the end of the Summer term / as appropsirate | To ensure smooth, happy transition to support pupils to access learning to their full ability | Meet and develop class, group and individualised plans involving pupils, parents and staff | May 27-October 27 | KB RS DG | Pupils transition successfully |

| **Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;** | | | | | |
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| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Continued consideration to adaptations to the internal and external environment of the school. | The needs of all children will be assessed to ensure difficulties and disabilities can be addressed to allow all to participate fully and access the internal and external learning and social environments both safely and with appropriate independence whilst achieving academically. | Assess the needs of pupils with input from pupils, parents and staff.<br>Refer to the Provision Map.<br>Record any concerns relating to the potential for all disabled pupils to be appropriately academically challenged whilst safe and independent within all environments of the school and external settings. | 2026-27<br><br>September ongoing reviewed termly | RS / KB / Governors<br><br>RS / DG / parents / KB | Pupils will be able to access areas of the school safely and use areas well to help them to reach their full potential. |
| Create safe spaces for pupils who may benefit from them | Pupils know where they can go to safely calm down or be supported. | Areas to be prepared by staff after liaising with pupils and parents and agreeing on appropriate provision. | | | Appropriate and safe areas created for all needs |
| **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |

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| Ensuring understanding of information given. | To ensure parents and pupils with disabilities understand information given and are given the opportunity to discuss any concerns with school. | School staff to contact parents and meet with parents and pupils where appropriate to discuss information given and any changes or concerns this may lead to. | Ongoing through the year. | RS DG KB | Parents and pupils fully understand information given and how it may effect them and are happy with any changes. |
| **2027-2028** | | | | | |
| **Increasing the extent to which disabled pupils can participate in the school curriculum;** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Audit current / new disability needs in school and impact on training required | To ensure all children with all levels and representations of neurodiversity/ disabilites feel included within our education setting. | Recognise which staff members may need new training | July 27-October 27 | KB R Storm (Inclusion Officer) | Whole staff trained appropriately for disabilities in our setting |
| All children with additional learning needs / support needs/ development needs to have a written plan in place and go through the cycle assess, plan, do, review termly. | To support the pupil in the ways they need using agreed procedures and strategies drawn up by staff, parents and professionals. | Meetings held to ensure plans are understood and implemented.<br><br>Plans discussed with all involved.<br><br>Strategies and procedures put in place. | Ongoing. | KB (SENDCo and Infant teacher) DG/ RS(Class teacher ). | Outcomes reviewed showing successful inclusion |

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| | | Equipment readily available and staff trained and regularly updated.<br><br>Record of updates and meetings initialled by Parent/Carer. | | | |
| Termly review meetings or if necessary when circumstances change and an additional review meeting is required | To review strategies and procedures and their ongoing success and suitability to maintain participation of pupil in curriculum | Termly meetings or meetings when barriers arise will be held to discuss and agree on best ways of support for pupils regarding current barriers or difficulties. | Termly / ongoing<br><br>Ongoing | RS / DG / Parents / KB (SENDCo) | Barriers or difficulties are addressed and resolved to the best of the school's ability to maintain settled and happy pupils.<br><br>Pupil successfully participates in the school setting and accesses the curriculum fully. |
| Review Reception environment | To ensure any new children entering Reception are able to access the curriculum | Complete transition meetings and sessions and collate information on new | July 27/ September 27. | KB Parents | To ensure smooth transitions and ensure the environment is appropriate to meet |

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| | and develop in ways individual to them | starters who may need extra support.<br><br>Complete baseline assessments which will feed into individual development plans | | | the needs of the new starters. |
| Consider opportunities for 'whole class' regulation times | To support neurodivergent children but also support well being of all pupils in an inclusive way. | Whole class fidget boxes , ear defenders<br><br>Use of SMILERS resources and other calming / focusing activities | July 27 Ongoing/ reviewed termly | KB, RS, DG | Regulation of pupils is maintained and pupils are more ready to learn. |
| Apply / reapply for inclusion funding to support children with additional needs | To support additional provision | KB to reapply in Jan 2028 or apply for other children after October review point if necessary | October 27 / January 28 | KB RS | Funding supports extra provision effectively |
| Ensure effective transition plans are in place for disabled children including neurodiverse pupils towards the end of the Summer term / as appropriate | To ensure smooth, happy transition to support pupils to access learning to their full ability | Meet and develop class, group and individualised plans involving pupils, parents and staff | May 28-October 28 | KB RS DG | Pupils transition successfully |
| **Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Continued consideration to | The needs of all children will be | Assess the needs of pupils with input | 2027-28 | RS / KB / Governors | Pupils will be able to access areas of the |

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| adaptations to the internal and external environment of the school.<br><br>Create safe spaces for pupils who may benefit from them | assessed to ensure difficulties and disabilities can be addressed to allow all to participate fully and access the internal and external learning and social environments both safely and with appropriate independence whilst achieving academically.<br><br>Pupils know where they can go to safely calm down or be supported. | from pupils, parents and staff.<br>Refer to the Provision Map.<br>Record any concerns relating to the potential for all disabled pupils to be appropriately academically challenged whilst safe and independent within all environments of the school and external settings.<br><br>Areas to be prepared by staff after liaising with pupils and parents and agreeing on appropriate provision. | September; ongoing; reviewed termly | RS / DG / parents / KB | school safely and use areas well to help them to reach their full potential.<br><br>Appropriate and safe areas created for all needs |
| **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Ensuring understanding of information given. | To ensure parents and pupils with disabilities understand information given | School staff to contact parents and meet with parents and pupils where appropriate to discuss | Ongoing through the year. | RS DG KB | Parents and pupils fully understand information given and how it may effect |

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| | and are given the opportunity to discuss any concerns with school. | information given and any changes or concerns this may lead to. | | | them and are happy with any changes. |

| **2028-2029** | | | | | |
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| **Increasing the extent to which disabled pupils can participate in the school curriculum;** | | | | | |
| **Title of activity** | **Purpose and Benefit** | **Actions** | **Start/Finish** | **Responsibility** | **Success Criteria** |
| Audit current / new disability needs in school and impact on training required | To ensure all children with all levels and representations of neurodiversity/ disabilities feel included within our education setting. | Recognise which staff members may need new training | July 28-October 28 | KB R Storm (Inclusion officer) | Whole staff trained appropriately for disabilities in our setting |
| All children with additional learning needs / support needs/ development needs to have a written plan in place and go through the cycle assess, plan, do, review termly. | To support the pupil in the ways they need using agreed procedures and strategies drawn up by staff, parents and professionals. | Meetings held to ensure plans are understood and implemented.<br><br>Plans discussed with all involved.<br><br>Strategies and procedures put in place.<br><br>Equipment readily available and staff | Ongoing. | KB (SENDCo and infant teacher) DG/ RS(Class teacher ). | Outcomes reviewed showing successful inclusion |

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| | | trained and regularly updated.<br><br>Record of updates and meetings to be initialled by Parent/ Carer. | | | |
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| | | starters that may need extra support.<br><br>Complete baseline assessments which will feed into individual development plans | | | |
| Consider opportunities for 'whole class' regulation times | To support neurodivergent children but also support well being of all pupils in an inclusive way. | Whole class fidget boxes , ear defenders<br><br>Use of SMILERS resources and other calming / focusing activities | July 28 Ongoing/ reviewed termly | KB, RS, DG | Regulation of pupils is maintained and pupils are more ready to learn. |
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