

CHAFYN GODOLPHIN



LEARNING SUPPORT PLAN (ACCESSIBILITY PLAN)

Date of Review: November 2025
Date of Next Review: Academic Year 2026-27 - Update to be done by November 2026
Monitored annually, at Committee meetings, by working party and/or HoDs
Reviewed By: Deputy Head, SENCO

Please also refer to:

Equalities Act 2010
Special Educational Needs and Disabilities Act 2015 (SENDA)
Able, Gifted and Talented Policy
Admissions Policy
Curriculum Policy

Differentiation Policy
Disability and Accessibility Policy
Equality and Diversity Policy
SEND Policy
Provision of English as an Additional Language Policy.

Contents

LEARNING SUPPORT PLAN (ACCESSIBILITY PLAN)	1
INTRODUCTION	3
CURRICULUM DELIVERY	4
PHYSICAL ACCESS.....	7

INTRODUCTION

The School is committed to ensuring that the application of this Special Educational Needs and Disabilities (SEND) policy is non-discriminatory in line with the Equalities Act 2010. Further details are also available in the School's Equality and Diversity Policy.

Chafyn Godolphin operates on the basis of a curriculum and teaching which together provide, in an effective manner, subject matter that is appropriate to the ages and aptitudes of the pupils, including those with EHCPs. It is also committed to providing a curriculum and teaching through which all pupils, including those with additional learning difficulties and disabilities, have the opportunity to learn and make progress. The School's Special Educational Needs Coordinator (SENCo) is a Specialist Teacher Assessor and works with outside agencies to ensure that she provides the 'best for everyone'. The School is also committed to ensuring that the physical space, furniture and fittings are appropriate to the age and needs (including any additional needs) of every pupil.

The School recognises its responsibilities under the Special Educational Needs and Disabilities Act 2015 (SENDA). There are three areas of focus to the plan:

- (a) increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum, to include PE Curriculum Delivery
- (b) improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled and improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school

This policy applies to all members of the School community, including boarders.

This document is available to all interested parties on the School website and on request from the Senior reception.

This plan is dynamic and targets may be revised or new ones added as the need arises

CURRICULUM DELIVERY

Log	Improvement focus	Targets	Strategies	Success Criteria & Target date	Person Responsible & persons monitoring	Staff Development needs & costs	Outcomes observed with date completed
1	Close the VA gap for most complex SEN need students	Engage most complex need students with small changes from a wide range of staff.	Explore application of Rosenshine Principles in ways that support more anxious SEN ASC students.	Summer 2026 exam results show smaller SEN gap, because of improved achievement of more complex ASC student needs.	Deputy Head, SENCO HoDs, Teaching staff.	HoDs and Department time.	INSET / Differentiation Input Jan 2026
2	Attendance: Reintegration of low attendance students	Increase attendance of students having missed time in education	Highly structured reintegration with signposted success criteria. Focus on Core subjects, gradually E,M,S, then other subjects. Clear expectations communicated with parents. Open communication to mental health professional eg counsellors	Increased attendance – weekly, monthly, annual.	SENCO Tutor HoY	Meeting time	In progress SENCO – Jan 2026
3	Implement neuro-diversity	Include features of classrooms that support neurodiverse	Predictability improvements: Start – Middle – End markers of tasks. Reducing cognitive load: – removing clutter, glare, reduced background noise.	Increased use of features that support all,	SENCO review SMT and HoDs monitoring.	Learning walk time, and dissemination	

	classroom features.	learning environments	Clear chunked instructions: Break tasks up into steps. Combine Verbal and Written instructions Flexible Time processing: Consider giving minimal instructions to allow tasks to start, then provide more information. Build in thinking time for tasks. Use visual cues: Videos, images and diagrams can be powerful for communicating concepts to allow scaffolding of text, or writing tasks. Include flexibility. Use CoPilot to produce images where useful. Take feedback from relevant students: on teaching features that support learning most. Use read write gold to immerse students in one task. Cold calling will cause a disproportionate pressure on ASC students. Initially, agree with student to only ask if hand is up, but insist that hand is up “once per week” or similar. Progress from there.	including ASC students.		and review information.	
4	Reduce cognitive load and stress during lessons	Allow sufficient processing time for tasks.	Think “25% Extra time”. Writing frames. Read and Written instructions. Dictated answers to tasks. Group work with allocated scribe and share page. Post questions to others first.	Students report lower stress and easier access to work, and progress.	Class Teacher	Use of techniques detailed, professional dialog with SENCO, other teachers. Use	

			Warn students that they have a question coming, and what the question is if possible. I.e “You will be answering question 3”			of differentiation techniques listed on SharePoint.	
5	Revision efficiency	Facilitate over learning	Teach remembering curve. Overlearning and revision are very closely related, so can be co-taught. Peer learning and sharing information. Provide resources for revision techniques	More confident students engaging in short, medium, and long term overlearning and revision.	LS teachers teaching techniques and setting targets. Tutors HoDs	Staff training	

PHYSICAL ACCESS

Log	Development Area	Targets	Strategies	Success Criteria & Target date	Person Responsible & Persons Monitoring	Costs	Tangible signs of goals achieved
6	School refurbishment and new developments	Where reasonable, all areas accessible to disabled pupils.	Development Plan for new building/ improvement works incorporates disabled access points as an integral part	Plans drawn up show clearly how disabled access will be undertaken – as required All new buildings will be fully DDA compatible	DFO; Head; Deputy Head; Estates Manager	To be within UL development plan budget.	
7	Whole site	Allow disabled pupils access to building	Refurbish buildings	Refurbished houses with disabled facilities when refurbishment occurs.	DFO; Estates Manager	To be within UL development plan budget.	
8	Paths stability	Robust path surfaces that remain even.	Gradual replacement	Summer 2026	Estates Manager	Confirmed within estates budget.	

9	Ramps	Wheelchair access to all buildings	Use of ramps where access is required on a temporary basis	March 2026	Estates Manager	Confirmed within estates budget.	
10	Student Access	Improve education for students with short term mobility problems.	Timetable adjustment.	Required on student return.	Deputy Head	None	Changes made when required.