Coast and Vale

WHERE LEARNERS AND STAFF THRIVE

Trust Policy
Accessibility Plan
Approver: Trustees Review Cycle: Triennial

Revision History			
Date	**Version**	**Short Description of Changes**	**Approved by:**
May 2024	V1.0	Policy adopted for schools to customise	Trustees

This Policy Applies To:
Secondary Schools
Primary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	All schools
Development and Consultation:	Developed in line with legal requirements and best practice
Dissemination:	Available on school websites and the school area of the Staff Hub
Implementation:	Schools to adapt the template policy as appropriate
Training:	As required
Review Frequency:	Triennially
Based on:	Delta Academies Trust Policy
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Chief Operating Officer
Approval by:	Trustees
Version:	V1.0
Approval Date:	23 May 2024
Next Review Due:	May 2027

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This template policy should be adopted by schools to meet their individual circumstances. The Trust template will be reviewed triennially, and schools should review their customised policy triennially.

Coast and Vale Learning Trust

ACCESSIBILITY PLAN LADY LUMLEY'S SCHOOL

Approved by:	Vanessa Smallwood	**Date:** 30th July 2024
Last reviewed on:	[Date]	
Next review due by:	[Date]	

Contents

1   Accessibility Plan Regulatory Requirements

1.1   Schools and academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- **Increase the extent to which disabled pupils can participate in the curriculum.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and school visits.
- **Improve the physical environment of the school** to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled learners.** This will include planning to make the written information normally provided to learners by the school available to disabled learners.

2   Definitions

2.1   Disability is defined in the Equality Act 2010 as: "A person has a disability if he or she has 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."

2.2   Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3   Schools and academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.4   This policy complies with our funding agreement and articles of association.

3   Aims

3.1   We aim to ensure that all learners, regardless of disabilities or learning needs, have equal access to the school. We strive to ensure that every learner can take part in the whole school curriculum. We are committed to an inclusive

curriculum and increasing access to the school's facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

4 Publication

4.1 The accessibility plan will be made available online on the school website, and paper copies are available upon request.

5 Links with other policies

5.1 This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality, Diversity and Inclusion policy
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints policy

Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which pupils with disabilities can participate in the curriculum	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	• Key stage leaders to complete audit to review teaching of protected characteristics • Subject leaders to adapt schemes of learning to increase coverage	DHT/Senco	Easter	Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination
Improve access to the physical environment to increase the extent to which pupils	The environment is adapted to the needs of pupils as far as is reasonably practicable. This includes: • Ramps portable • Elevators	Write a PEEP for each relevant pupil Train a team of staff to use the Evac chairs	SENCO	HT1	Staff and pupils can evacuate the building safely and promptly in event of fire

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
with disabilities can take advantage of education and the wider curriculum offer	• Corridor width – this is limited is some areas of school due to the building physicality • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Arrange termly evacuation rehearsal and record this on Every			
Improve the availability of information to pupils with disabilities	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage Large print resourcesPictorial or symbolic representations • Different languages Child-friendly policies Link to the local offer is on academy websit is available here: https://www.ladylumleys.coastandvale.academy/about-our-school/send/	Review website and ensure key information for pupils is easily found Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained	VP	Easter	All pupils can access information about the curriculum and support for learners with SEND

Appendix 2: Accessibility Audit Template

School	Lady Lumley's School
Date	30th July 2024
Audit Team	Vanessa Smallwood, Business Manager Sam Wallace, Site Manager Ismail Ahmed, Caretaker (H&S)

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y	100%				
Are there separate entrances for cars and pedestrians?	Y	100%				
Is the route wide enough, and free of kerbs?	Y	100%				
Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	No	0%	There is an accessible space at the end nearest school that is clearly marked once in the car park	Look to improve signage of the disabled space	A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Yes	100	Plenty of length for any vehicle in the car park	N/A		
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Yes	100		N/A		
Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	N	15	Grading on ramps inconsistent, no slip resistant on all but one ramp, handrails on only 4 ramps on site and no ramp access to prefab classrooms	Review this on an annual basis or should a student/staff member with additional mobility requirements attend site on a regular basis	C	Site team
If no permanent ramp is provided, can a portable ramp be made available?	Y		If needed this can be considered and arranged if appropriate	N/A		
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	N	15	Some easily identifiable steps, some handrails on both sides, not well lit and no nosings	Review this on an annual basis or should a student/staff member with additional mobility requirements attend site on a regular basis		
Schedule 4: Main Entrance, Lobby & Reception Areas						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Yes	100				
Can people on each side of the door, either seated or standing, see each other?	Yes	100				
If fitted, are door control systems fitted at heights suitable for all users?	N/A		No automatic doors in use on site			
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	No			Not considering changing currently due to rebuilding school's programme	D	Site team
Does the door pressure allow ease of access for all users?	No			Not considering changing currently due to rebuilding school's programme	D	Site team
Are thresholds flush and level, and mat wells firmly fixed?	Y					
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Yes		Doors open in different outward directions			
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	No					
Have front line staff (reception) had access awareness/ equality training?	Yes	50%	All staff are allocated equality training (access awareness not specifically but part of wider CPD)			
Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y	100				
Do any windows (natural light), or artificial light provide glare or silhouettes?	N			Not considering changing currently due to rebuilding school's programme	D	Site team
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	N			Not considering changing currently due to rebuilding school's programme	D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are suitable signs provided, from both standing and seated positions, where necessary?	Y		No specific signage on which emergency exits have ramps	Not considering changing currently due to rebuilding school's programme	D	Site team
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					
Schedule 6: Doors						
Is the door/s necessary, can it/they be removed?	**N/A**	**N/A**				
Can fire doors be held open on magnetic devices (corridors)?	N			Not considering changing currently due to rebuilding school's programme	D	Site team
Are doors well contrasted from their surroundings?	Y					
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If double doors, does one leaf allow 800mm clear opening width?	Y					
Schedule 7 - Vertical movement, internal level change (ramps, steps)						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N/A					
Are surfaces slip resistant, with kerbs at the edges?	N/A					
If no permanent ramp is provided, can a portable ramp be made available?	N/A					
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y	90	Most steps have suitable treads and rises, with easily identifiable step	Review remaining areas and improve where feasible without significant investment	B	IAH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y	90	No tactile warnings	Review remaining areas and improve where feasible without significant investment	B	IAH
Schedule 8 - Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y					
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					
Are there suitable landings provided at intermediate levels on stairs?	Y					
Is suitable visual and tactile information fitted at each floor level?	N		Tactile signage needed	Investigate options for tactile signage	B	IAH
Is there suitable lighting?	Y					
Schedule 79- Vertical movement, lifts and stairlifts						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is a passenger lift provided within the school?	Yes	100	All staff, authorised students and visitors with mobility difficulties			
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??	Y	60				
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y					
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y					
Does the lift have audible announcements and visual displays?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	N/A					
Are controls clearly identifiable and within reach of all users?	N/A					
Does the stairlift platform when not in use automatically revert to folded position?	N/A					
Schedule 10 - WC Provision Generally						
Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y	90	Art/drama block has no disabled toilet, there is insufficient space within existing structure of the building to enable this	Due to building limitations this is not a feasible option within the setting. Put a RA in place should the need arise for a staff/student	D	IAH
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					
Are the floors slip resistant?	Y					
Are fittings easily distinguished from their background?	Y	85	Flooring in both staff and students' toilets are tiled	Not considering changing currently due to rebuilding school's programme	D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are compartment doors controls easily gripped and operated?	N/A					
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	N		Cubicles are too small	Not considering changing currently due to rebuilding school's programme	D	Site team
Schedule 11 - Accessible WC Provision						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y	85	No location signage. Distance could be further depending on location in building.	Not considering changing currently due to rebuilding school's programme	D	Site team
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					
Are floor finishes slip resistant?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are management procedures in position to maintain viability of facility?	Y					
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	N	25	With the exception of 1 all doors open inwards	Not considering changing currently due to rebuilding school's programme	D	Site team
Schedule 12: Changing & Shower Facilities						
Are there changing facilities?	Yes	100				
Is a shower compartment provided which is suitable for use by people with disabilities?	Y		Leisure centre			
Is the height of the shower head variable?	Y					
Have a tip-up seat and suitable handrails been provided?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is there a dressing cubicle and does it comply with required size and layout?	N		No cubicle, there is a separate room that could be used if needed at discretion of pastoral team/SENCO for students based on need	Not considering changing structure currently due to rebuilding school's programme	D	Site team
Are lockers easily reached and operated?	Y	100	Leisure centre changing rooms have lockers easily reached. Lockers at various heights are available around school.	Consideration and priority would be given to a student who had limited mobility or additional needs	A	IAH
Are all fittings readily distinguishable from their background?	Y					
Does the floor have a slip resistant finish?	Y					
Schedule 13 - Bathrooms						
Is there a bathroom?	N/A					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are all fittings easily reached and operated?	N/A					
Are all fittings readily distinguishable from their background?	N/A					
Does the floor have a slip resistant finish?	N/A					
Is a hoist provided?	Y		This is maintained and serviced in line with requirements		A	IAH
Are there reception counters, services desks or serveries?	**Y**					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N		No induction loops but there is an alternative mobile solution in place where needed. This is led by the SENCO	Not considering changing structure currently due to rebuilding school's programme	D	Site team
Is glare or silhouetting avoided at these counters (design and positioning)?	Y					
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Y					
Do tables allow for wheelchair access?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	Y		Telephones are not fixed	Where staff require use of a phone there are various at accessible heights around the site		
Are telephones equipped with induction couplers for hearing aid users?	N	0				
Is a text phone available?	N	0				
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N	0		Not considering changing structure currently due to rebuilding school's programme	D	Site team
If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N/A		Lighting upgrades have been done in all corridors and in some classrooms due to secured lighting grant and school investment	Not considering changing structure currently due to rebuilding school's programme	D	Site team
Is the environment free of unnecessary noise e.g. heating units?	Y					
Are induction loops fitted wherever information is given or meetings are being held?	N			Not considering changing structure currently due to rebuilding school's programme	D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are tea/coffee facilities and vending machines accessible by all?	Y					

Schedule15: Kitchens						
If provided, does the kitchen have fittings suitable for use by disabled people?	Y					
Is the kitchen of adequate size and layout for disabled people ?	Yes	50%	Items are not height adjustable, there is different types of seating and all are portable so can be rearranged should the need/desire arise			
Are all fittings readily distinguishable from the background?	Y					
Is lighting adequate?	Yes	100				
Does the floor have a slip resistant finish?	N					

Schedule 17: Means of Escape						
Is there an audible alarm system?	Yes	100	New fire alarm system fitted summer 2024			
Is the audible fire alarm supplemented by a flashing light system?	Yes	100				

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are ground floor exit routes as accessible as the main entrance routes?	Yes		Some corridors are wider than others but this limited by the construction/layout of the building	Not considering changing structure currently due to rebuilding school's programme	D	Site team
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y		School has multiple exits with ramps			
If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Y	50	Not signed	Signage to be added	A	IAH
Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Yes	100	These are collated, reviewed and shared at regular frequencies or when there is an accident/incident or change		A	IAH
Schedule18: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y					
Is door ironmongery regularly maintained?	Y					
Are lifts, platforms and stairlifts regularly serviced ?	Y					
Are accessible WC's kept clear and not used for storage?	Y					
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					
Do you consider tonal and colour contrast before a redecoration scheme?	Y					
Do new signs integrate effectively with current signage?	Y					
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are induction loops and infra red systems clearly signed and checked regularly?	No	0				
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Yes	100	In line with trust approach using relevant software to manage/oversee	This is managed by relevant staff	A	Site team
Is there a fire escape strategy for visitors who may require assistance?	Yes	100				
Is there a personal egress plan prepared for any member of staff who may require assistance?	Yes	100	Completed by IAH for staff and students			
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Yes	100	This would be considered as part of the planning, implementation and monitoring stages			
Schedule 19: Curriculum						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes		Clear communication of need. Ongoing CPD. Learning Support team to update Pupil passports during My Support Plan meetings. Documents updated on Provision map. All teaching staff to use information located on Provision map (pupil Passports/My Support Plans) to facilitate adaptive teaching with each of their teaching groups.		N/A	SLT/Deputy Head (Teaching & Learning)/SENCo

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are your classrooms optimally organised for disabled pupils?	Yes		Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Specialist chairs in science. Designated wheelchair access stations in Food Tech classrooms. Supervised access to lifts. Pass to support early exit from classes. Regular visits from Physio/OT, as/if required.		N/A	All staff

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do lessons provide opportunities for all pupils to achieve?	Yes		Teachers consider the needs of all students when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those students with general and specific learning difficulties. Application of adaptive teaching strategies ensures access for all.		N/A	All staff

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are lessons responsive to pupil diversity?	Yes		Appropriate strategies identified in individual Pupil passport/My Support Plan, e.g. time out, clear targets, clear, consistent expectations, consistent routines, movement breaks. Quiet classrooms, child facing the teacher, seating plans, clear enunciation, use of EduMic. Liaison with NYC HI support team. VI - Modified print if needed. Access to VI ipad		N/A	All staff
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes – as appropriate				N/A	All staff
Are all pupils encouraged to take part in music, drama and physical activities?	Yes				N/A	

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes		Time out, movement breaks, tasks broken down, alternative ways to demonstrate understanding.		N/A	All staff
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes		Identification of students who require additional support – including additional time. Provide appropriate support/interventions – including effective use of adaptive teaching and application of extra time and/or provision of a 'practical assistant'.		N/A	All staff
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		Coaching/officiating roles. Alternative activities – on occasions. Inclusive activities included in curriculum and in enrichment offer.		N/A	SENCo/PE department

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do you provide access to computer technology appropriate for students with disabilities?	Yes		Speech to text. Reading pens. Laptops. Docs Plus software.		N/A	All staff
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes		SEND students included in visits – including UK and overseas residentials. This includes high needs students with EHCPs.		N/A	All staff
Are there high expectations of all pupils?	Yes		Promotion of high expectations of and for all students.		N/A	All staff
Do staff seek to remove all barriers to learning and participation?	Yes		MSPs identify appropriate adaptive teaching strategies to remove barriers to learning.		N/A	All staff
Schedule 20: Materials in other Formats						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Yes		Close liaison with NYC VI support team. Needs clearly communicated and shared via MSPs.			SENCo and teaching staff

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes		Effective use of adaptive teaching			All staff
Do you have the facilities such as ICT to produce written information in different formats?	Yes		Speech to text software.			All staff