



Accessibility Plan 2025-2028

All our policies are written to reflect, support and develop our ethos statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils*
- There is a sense of belonging*

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other*
- We understand our actions and nurture respect for each other and the environment*

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,*
- There is enrichment and high expectations beyond the curriculum*

There is wonder

- Every experience is more memorable than the last*
- Learning powers are nurtured and grow and grow*
- The implementation of the curriculum is rich, vibrant and creative*

There is learning for life

- There is an unstinting dedication to diversity and equality*
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place*
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond*

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Legislation and Guidance

This document meets the requirements of

- [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education which has now been replaced by The Equality Act 2010. The Governing Body has had three key duties towards disabled pupils, under the Equality Act:
 1. not to treat disabled pupils, parents, carers, staff and other people less favourably for a reason related to their disability;
 2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 3. to plan to increase access to education for disabled pupils.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

- 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

- This policy also references Accessibility plans and the Equality Act 2010 a handbook for schools - Council for Disabled Children July 2025

This accessibility plan is linked to the following policies and documents:

-  Risk Assessment Policy
-  Health And Safety Policy
-  Equality Information and Objectives (Public Sector Equality Duty) Statement For Publication
-  Special Educational Needs (SEN) Information Report
-  Supporting Pupils with Medical Conditions Policy

Intent

- Anticipate and remove barriers for pupils
- Commit to challenging negative attitudes, including those surrounding disability and accessibility, and continue to build a culture of awareness, tolerance and inclusion
- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life
- Improve the availability of accessible information to pupils with disability
- Identify and remove physical, curricular, and communication barriers, particularly relevant in a Victorian building with inherent limitations (e.g., narrow corridors, steps, fixed heritage features).
- Set a clear roadmap for compliance with statutory duties while promoting inclusivity and safeguarding.
- Plan proactive adaptations rather than reacting only when an individual child with a need is admitted

Implementation

- The needs of all pupils, staff and visitors to the schools are met with the adjustments already in place, with flexibility to make further adjustments if required
- Ongoing training for staff and governors in the matter of disability discrimination continues to inform understanding and attitudes
- Curriculum Subject Leaders ensure access to their own subject, ensuring learning is both accessible and equitable for all
- Allocated Governors to both SEND and Inclusion regularly review accessibility, provision and curriculum
- Governors continue to ensure the needs of all pupils are met
- Information about our Accessibility Plan published on the website in accessible formats and made available in the school office

Impact

- Increased participation of pupils with SEND and disabilities in all aspects of school life
- Improved independence, confidence, and wellbeing
- Improved attainment where access needs are met consistently
- Greater awareness among staff of legal duties and inclusive practices
- Enhanced relationships with families due to transparent, proactive planning
- Despite the constraints of a Victorian structure, thoughtful adaptations reduce hazards and increase accessibility
- Improved safety and navigation for all pupils
- A phased approach that ensures long-term sustainability and compliance
- Reduced risk of discrimination claims and strengthened accountability

The Schools' Context

Both schools are housed in a Victorian building over 100 years old. The Infant School also has a separate nursery at ground level. The main building does not have a lift. There are two playgrounds and extensive grounds.

The schools are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The schools are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. The Accessibility Plan shares objectives with the Equality, Diversity and Inclusion Policy and Special Educational Needs and Disability Report and Policy and should be read in conjunction with these two documents. This Accessibility Plan exists to ensure that we fulfil our vision of wide-ranging opportunities for all where “every learner matters”.

Our approach is based on the following key principles:

-  All learners are of equal value
-  We recognise and respect difference
-  We foster positive attitudes and relationships and a shared sense of cohesion and belonging
-  We observe good equalities practice in staff recruitment, retention and development
-  We aim to reduce and remove inequalities and barriers that already exist
-  We have the highest expectations of all of our pupils

The schools work actively to promote equality and foster positive attitudes and are committed to equality of education within the schools. We do this by:

-  treating all those within the school community (e.g. pupils, staff, governors, parents and carers and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
-  creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
-  encouraging everyone in our school community to gain a positive self-image and high self-esteem.
-  having high expectations of everyone involved with the whole school community.
-  promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
-  identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
-  monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan, including Wandsworth Council.

Accessibility Aims

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The specific areas covered by the accessibility plan are: -

1. **Increasing the extent to which pupils who are disabled can participate in the school curriculum.** These include:

- Consideration of the schools' ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
 - How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
 - Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of IT, contribute to, and enhance learning opportunities.
 - the implementation of specific strategies including counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
 - classroom/group organisation targeted to ensure that all pupils achieved increased levels of school success.
 - Consideration of the schools' response to pupils through the application of the SEN Code of Practice on improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
 - communication and relationships with external agencies have supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
 - staff training needs have been identified through appraisal in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.
 - both schools have ensured pupils have a voice in decisions that affect them
 - Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
 - Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
 - Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools' ability to include those with disabilities.
- 2. Improving the physical environment of the school to increase accessibility for members of the schools' community with disabilities by:**
- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc. when maintenance and renovations are taking place
 - Changes outside of the building e.g., provision of disabled parking etc. when it is viable i.e. parking in the playground by prior arrangement with the appropriate risk assessment and additional safety measures
 - Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
 - Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware and software.
 - Improvement to the acoustic environment that include installation of sound fields/hearing loop systems.
 - Improvements of storage implications for wheelchairs and other mobility devices.
- 3. Access to information by:**
- Informing readers that we can try and make schools' published material available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
 - increasing information accessibility for those who have English as an additional language or other communication impairments, for school meetings etc., particularly for sizeable group languages such as French
 - using the interpretation service, particularly for potential safeguarding issues
 - monitoring the readability of information including that provided by the schools' website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
 - Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.

- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents and carers who have difficulties in accessing information.

Roles and Responsibilities

The Head Teachers will:

- 🌳 consult with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 🌳 ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 🌳 establish whether a member of staff, parent/carers or pupil has any disabilities or medical conditions which the school should be aware of on entry.

The Special Educational Needs and Disabilities Coordinators (SENDCO) will:

- 🌳 work closely with the Head Teachers, the SEND Governor and the Local Authority to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

Governors with the support of the School Business Manager [SBM] will:

- 🌳 create an Accessibility Plan with the intention of improving the school's accessibility.
- 🌳 approve the Accessibility Plan before it is implemented.
- 🌳 be responsible for monitoring the Accessibility Plan.
- 🌳 work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 🌳 partake in whole school training on equality issues with reference to the Equality Act

Staff

All staff will:

- 🌳 partake in whole school training on equality issues with reference to the Equality Act 2010
- 🌳 designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

Teachers will:

- 🌳 act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 🌳 be responsible for ensuring that their actions do not discriminate against any pupil, parent/carers or colleague.

Monitoring, Assessing and Reviewing the Policy

The Accessibility Audit

The SBM and identified Governors will undertake a regular 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.

The definition of who is disabled is broad so includes more children and young people who have medical conditions may amount to a disability. Observations of progress and behaviour may give a clue about the possibility of an underlying impairment that may amount to a disability and distracting and disruptive behaviour can be a signal to consider whether a pupil has a disability for which adjustments have not been made, or adjustments have been made but they are not working. We also note that parents and carers and children and young people themselves may not know that they are covered by the definition of disability; and parents and carers, pupils, staff and others may recognise that pupils have SEN but may not think of them as being disabled. Increases in numbers of children with autism, speech, language and communication needs and social, emotional and mental health difficulties

(SEMH), many of whom are likely to count as disabled, can usefully inform developments to both the physical environment of our schools and professional development objectives that we have built into our accessibility plan.

When conducting the audit, they 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

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The findings from the audit will be used to review the short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents and carers. The actions that will be undertaken are detailed in the following sections of this document.

Evaluation to judge success will include:

-  Success in meeting identified targets.
-  Changes in physical accessibility of school buildings
-  Questionnaires, responses from stakeholders e.g. parents and carers, pupils and staff, indicating increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
-  Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
-  Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the schools
-  Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
-  Increased levels of achievement for pupils with disabilities.
-  Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
-  Ofsted inspections identify higher levels of educational inclusion

Accessibility Plan 2025-2028

The main priorities in our access plan focus on:

- Increasing the extent to which children / young people who are disabled can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Objective 1: Physical Access – maintain and improve the physical environment					
	Actions to address objective	Outcomes	Timescale	Resources	Responsibility & Monitoring
1.1: Regular audits of accessibility of buildings and grounds.	• Suggest actions and implement as budget allows • Seek advice from LA to ensure reasonable adjustments are being made • Continue to adapt requirements as appropriate on an individual basis for pupils and adults	All areas of buildings and grounds meet accessibility requirements; reasonable adjustments identified and implemented; annual accessibility audit completed	Annual review each September	Staff time; potential external consultant fees (£500-£1000 for specialist advice)	SBM / Governors
1.2: Emergency Access	• Fire escape plan reviewed and updated as required and at least annually • Staff appropriately trained in fire evacuation and new equipment	All pupils and adults are able to evacuate the building safely in an emergency. PEEPs in place for all who need them; staff trained in emergency procedures	Annual review; immediate updates when new pupils/staff join	Staff training time; potential equipment costs	SBM / SLT
1.3 Revisit acoustics in dining hall	• SBM to obtain quotes and manage project • SENCO to monitor impact	Reduced noise levels; improved pupil behaviour at lunchtimes; reduced anxiety for pupils with autism; improved staff wellbeing	September 2026 - dependent on capital or other funding	Estimated £5,000-£15,000 (acoustic panels, ceiling tiles, soft furnishings)	
1.4: Continue to redecorate in more neutral and natural tones	• Continue to complete identified areas per half term and holiday breaks	for pupils with autism tripling attention span, improving response time by 60% and improving behaviour	Half term works x 6 across 3 years including communal spaces on rotation	Carpeting, wood stripping repainting, fabrics – hessian Classroom furniture	
Objective 2: Improved provision of Information					
2.1: Revisit and review on entry	• Review on entry information relating to the needs of parents and children	monitoring system supports pupils with a disability, tracking achievements,	July 2026; review annually	Staff time; Arbor Updates and training	AHI;

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information gathering	Clearly identify and monitor identified pupils	interventions and accurate register of disabled pupils; improved communication with parents			Admin team support data entry; SLT monitor
2.2: Make whole class teaching time more accessible and reduce the amount of time out of the classroom.	- Explore the use of dual code, words and images, in presentations in whole class teaching sessions. - visual timetables in all classrooms - simplified written step-by-step instructions for classroom tasks.	Reduced time out of classroom for pupils who are disabled; improved access to learning; increased independence; improved progress data	implementation from January 2026	Training costs (£500-£1000); resources for visual timetables and dual coding materials (£300-£500); staff CPD time	AHI, Subject leaders implement; Teaching assistants support
2.3: Provide particular furniture and equipment to improve access including the provision of quiet areas for study as standard	- audit current stocks - identify consumables vs non consumables - complete list of what every class should have ie at least 6 ear defenders, one stand up desk etc	All pupils can access learning comfortably; reduced anxiety; improved concentration; quiet areas available for those who need them	ongoing as needs identified	Estimated £2,000-£5,000 (adjustable furniture, sensory equipment, quiet area resources	AHI with CTs SBM procurement/b est value Class teachers monitor effectiveness
Objective 3: Improved access to the curriculum					
3.1: Continue to develop pupils' awareness and empathy of disability	- Review PSHCE curriculum to ensure disability awareness is taught effectively - Provide opportunities for organisations to talk to pupils - Review other areas of the curriculum- PE - Ensure curriculum is adapted within reasonable adjustment - Discuss issues relating to Disability Equality with the School Council	Improved understanding and empathy; reduced bullying; positive attitudes towards disability; curriculum reflects diversity	ongoing implementation	PSHCE resources and CPD (£300-£500)	PSHCE/PE & Sports Subject Leads
3.2: ensure staff are appropriately trained	- Provide training to meet the needs of children with disabilities - Seek training through the LA/ health service and other providers	Increased staff confidence; improved outcomes for disabled pupils; effective reasonable	Ongoing termly	CPD budget (£1,500-£3,000 annually); supply cover costs;	AHI

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		adjustments; reduced behaviour incidents		LA/health service training	
3.3: Increase amount of time pupils who have disabilities have with a qualified teacher	- Monitor current practice to inform next steps - Celebrate positive practice to inform policy - Training for teaching staff	Improved progress for pupils with SEND; reduced gap between disabled pupils and peers; high-quality teaching for all	ongoing	Staff deployment review (no additional cost); potential restructuring of TA support	SLT
3.4: Reduce incidents at breaks and lunchtimes and identify ways of enabling pupils who are disabled, particularly autistic pupils, to enjoy breaks.	- Provide quiet indoor option at lunchtime: planned 'lunch club' to provide quiet activities at lunchtimes - WAAS help to review arrangements during play and lunch - autism outreach service training older pupils to lead activities.	Reduced incidents; improved enjoyment of breaks; better social relationships; autistic pupils able to access outdoor play		staff time and resources (£500); outdoor area - £3,000-£8,000 (DFC or capital funding); autism outreach training (free from LA)	AHI/SLT
3.5: ensure pupils have full access to trips and extracurricular activities	- Trips and activities pre-planned with parents and carers to ensure access - Individual risk assessments written for children where appropriate - Review with other providers and agencies provision during a school trip - Provide support for pupils to ensure they can access out of hours activities	All pupils who are disabled are able to participate in trips and extra-curricular activities; improved participation rates; positive experiences beyond the classroom		Additional adult support costs; adapted transport when needed; risk assessment time	AHI/SLT
3.6: improve the use of IT	Purchase specialist IT equipment for those who would benefit and to liaise with appropriate professionals – eg CENMAC / providers for assessment and support	Improved access to learning; increased independence; better recording of work; appropriate assistive technology in place	Assessment and procurement as needs identified (ongoing)	£1,000-£5,000 annually (specialist software, devices, peripherals) - delegated budget or SEND funding	AHI/SLT/SBM

Accessibility Plan



Date: _____

Lead member of staff: _____

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support children / young people with disabilities.				
Staff are confident about meeting the needs of children / young people with a disability.				
All school staff and the governors have had access to training on disability equality and inclusion.				
Advice to ensure our classrooms are optimally organised and resourced for children / young people with disabilities taken and implemented if possible				
Positive images of people with different abilities are apparent in the classrooms and the school generally.				
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g., using lip reading, processing time for children / young people with Social Communication Difficulties.				
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g., vocalising braille, touch screen, assistive technology.				
Provision of laptops or e-devices are considered to aid recording and / or communication.				
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				
The school links with other schools to share good practice.				
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				

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Access Arrangements are used when appropriate to support children/young people with accessing assessments.				
The school signpost children, young people and families to further support e.g., Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				
There is a plan which shows priorities for major and minor works, costed and included in the Schools Improvement Plans.				
The schools have procedures to ensure the rigorous maintenance of specialist equipment and facilities.				
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.				
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i> , there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal				

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contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate				
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...				
There is an effective process to deal with both complaints and positive suggestions from the parents and carers of children / young people with a disability.				