



# **Morland Area C of E Primary SCHOOL**

## **ACCESSIBILITY PLAN**

### **2020 – 2023**

**APPROVED BY <sup>1</sup>:**

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**Signed:**

**Date: 1<sup>st</sup> February 2018**

**8<sup>th</sup> October 2020**

**Review Date <sup>2</sup>:**

<sup>1</sup> The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup> This document should be reviewed every 3 years

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

## **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### 4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Morland Area C of E School/Setting, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carers, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We try to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### 5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **6. CONTEXTUAL INFORMATION**

- *Morland is in a rural area – deemed sparse geographically – in the Eden valley Cumbria;*
- *The surrounding area is mainly countryside with housing, there is a pub and a café in the village but no public transport links*
- *Ours school is a Voluntary Aided Church of England Primary school with children aged 3-11;*
- *There are currently 113 children on role;*
- *The children are on the whole white British but with a few other European children. The children are from a range of backgrounds including agricultural and professional. We have no children but some are currently being assessed EHCP's and children with SEND;*
- *Our building is on one level with four classrooms leading off a central hall. The grounds of the school include a large grassed playing field and a wildlife area. There is ample parking to the front in the village hall carpark;*
- *We clustered with the Middle Eden Small Schools and our LASL group is the Eden Rural Alliance (ERA);*

## **7. DEVELOPMENT**

### **7.1 The Purpose and Direction of the School's Plan: Vision and Values**

*Our School/Setting:*

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.;*

### **7.2 Information from Pupil Data and School Audit**

*Key starting points for the school's plan:*

- *Morland school has identified that we have, as at the start of the academic year 2020/21 no students regarded as disabled under the terms of the DDA though some are under assessment. Our annual school development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*
- *No students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

*In order to ensure that our data is up to date and accurate we will:*

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*



- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.*

### **7.3 Views of those Consulted during the development of the Plan**

*We will:*

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor/relevant sub-committee;*
- *consult staff including specifically SENCo*
- *Include School Council to allow the views of students, both able and disabled to be taken into account;*
- *Include parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students;*
- *involve outside agencies who already exist to assist disabled students in their education;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## **8. SCOPE OF THE PLAN**

### **8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum**

- *to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;*
- *to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;*
- *to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.*

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*Governors have identified the following actions in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These are:*

- *We will consider ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *Barriers to participation will be analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *We will identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *We will consider how classroom/group organisation can be targeted to ensure that all pupils achieved increased levels of school success;*

- *We will consider how the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *We will consider how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements are targeted;*
- *We will identify staff training needs 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. has been identified and supported;*
- *We will ensure that disabled members of the school community are seen in a positive light.*
- *We will 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;*

## **8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

*The Governing body will consider and record reflection upon all areas of the physical environment such as:*

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school building e.g. provision of disabled parking etc.*
- *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/software.*
- *Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devices.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

## **8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services,

including those provided through the LA, for providing information in alternative formats when required or requested.

*The Governors will achieve this by:*

- *Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.*
- *Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- *Identify how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

## **8.4 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

# **9. IMPLEMENTATION**

## **9.1 Management, Coordination and Implementation**

*We will undertake a disability audit of staff, pupils and parents (refer to Section 7.3).*

*As a result of the audit, we shall:*

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plan to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

## **9.2 Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

*Governor evaluation that may be useful to judge success may include:*

- *success in meeting identified targets;*
- *changes in physical accessibility of school/setting buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's 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 school;*

- *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 that identify higher levels of educational inclusion.*

### **9.3 The role of the LA in increasing accessibility**

*Governors will report the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:*

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools/settings how information can be provided in a number of different formats.*

### **9.4 Accessing the School's Plan**

*This will be done through:*

- *Informing stakeholders of availability of the schools plan via the website and the school office.*

*We will ensure that the plan is available in different formats where requested. The school will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.*

## **10. RELATED POLICIES**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan

- Complaints Procedures

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## Morland Area C of E SCHOOL/SETTING ACCESSIBILITY PLAN 2020 - 2023

### IMPROVING THE CURRICULUM ACCESS AT Morland Area C of E SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Training for new staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Spring 2021	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Spring 2021	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Autumn 2021	Increase in access to the National Curriculum
Training for delivering emotional support to children where stress from home events/life events impact on learning and resulting from COVID 19	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Spring 2022	Society will benefit by a more inclusive school and social environment
Review TA deployment post restructure	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

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## Morland Area C of E SCHOOL ACCESSIBILITY PLAN 2020 - 2023

### IMPROVING THE PHYSICAL ACCESS AT Morland Area C of E SCHOOL/SETTING

An Asset Management Plan/Access Audit was carried out by \_\_\_\_\_ in \_\_\_\_\_ and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
n/a	Disabled parking bay(s) and signs	<ul style="list-style-type: none"> <li>▪ Needed by school office for access by parents of children with disabilities and parents who have disabilities</li> </ul>	Review Aut 2020		LDS
n/a	Access to school office	<ul style="list-style-type: none"> <li>▪ There should be a sign directing people with disabilities to the school office.</li> <li>▪ School office to provide in</li> </ul>	Spring 2021		
n/a	Maintain data collection regarding family disability	<ul style="list-style-type: none"> <li>▪ Through home visits or in-year transfers to school.</li> </ul>	On entry to EYFS/school		
N/A	Provide children's disabled access toilet	<ul style="list-style-type: none"> <li>▪ Apply for SCA money to refurbish and increase amount of toilets including disabled access toilet.</li> </ul>	January 2022		
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> <li>▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate.</li> <li>▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments.</li> <li>▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</li> <li>▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.</li> </ul>	Ongoing from Feb 2018		

**APPENDIX A(ii)**


## Morland Area C of E SCHOOL ACCESSIBILITY PLAN 2020- 2023

### IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT Morland Area C of E SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2021	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Summer 2022	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials as required	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing from Autumn 2017	School is more effective in meeting the needs of pupils.

**APPENDIX A(iii)**

The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2020	The school is able to move forward with electronic reporting to parents.
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