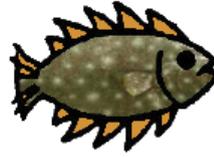


Flookburgh CofE Primary School



Together, we believe, anything is possible

Mission Statement

'Together, we believe, anything is possible'

ACCESSIBILITY PLAN

2021 – 2024

Approved by ¹	
Name:	
Position:	
Signed:	
Date:	10 th May 2021
Review date ² :	April 2024

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

²This 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).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019

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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 are 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 Flookburgh CE School, 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/carer, 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 strive 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

Flookburgh Church of England School is a much smaller than average-sized primary school and nursery in South Cumbria which serves the rural communities of Flookburgh, Cark, Holker and Ravenstown.

There are currently 69 pupils on roll. The Nursery has a staggered entry over the three school-terms, increasing the number of pupils on roll throughout the year. We offer 15 hours of free Nursery provision for all 3-4 year olds **and** 30 hours of free Nursery provision for families with 3-4 year old children who meet the eligibility criteria.

There are **four**, mixed-age:

EYFS and KS1:

Class 1 – Nursery/Reception

Class 2 – Y1/Y2

KS2:

Class 3- Y3/Y4

Class 4 – Y5/6

The main school building is approximately 45 years old and houses pupils from Reception to Year 6 with a purpose built, Teacher-led, Nursery building on the school site.

The school has extensive grounds, including a woodland area, allotment and hard-standing playground.

Attached to the school building is a Cumbria County Council Children's Centre currently used by South Lakes 'Action for Children'.

7. DEVELOPMENT

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

Flookburgh CE School

- 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;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Flookburgh CE School is a one storey building for the purpose of community access.

A review of access arrangements for any staff access areas will be undertaken when a need arises and will reflect consideration of appropriate reasonable adjustments.

There is one main entrance to the front of the Main School leading from Winder Lane, which is both wheelchair and buggy accessible. The main building also has two, disabled toilets including one which is

adapted as a First Aid room, including shower facilities. There are also baby-changing facilities within the First Aid room. The second entrance is to the purpose-built Nursery Building; this is both wheelchair and buggy accessible via its ramp.

Nursery and Reception Staff undertake home visits prior to admission whereby any need or disability can be discussed and catered for or, that reasonable adjustments can be made to reduce and eliminate barriers to access to the curriculum and to facilitate full participation in the community for all pupils and prospective pupils.

The Headteacher is fully conversant with Equalities legislation, briefing staff and introducing any reasonable adjustments to the physical building, curriculum and extended provision as appropriate. This includes high-visibility paint on outside steps to cater for pupils with a visual impairment.

Staff monitor and ensure that all pupils have appropriate provision and resources, and are charged to note, record and limit areas of the curriculum to which pupils with a limiting condition have reduced or no access, as and when, a need arises.

The Headteacher closely monitors attendance, progress and attainment for all pupils.

School policies support pupils with all medical conditions, reflecting on time-tabling, anti-bullying strategies, off-site visits and teaching and learning.

- Our annual development plan continues to consider the needs of our whole pupil population as well as the needs of its wider community.
- The school acknowledges that pupils with a disability who are currently in nursery education at another setting or, in alternative primary education, may wish to come to our school. Through dialogue with the Local Authority, external agencies and other providers, Flookburgh School will support students with disabilities, pre-identifying and making reasonable adjustments where possible.
- At the start of the academic year 2020/21 there are 3 pupils on the school roll regarded as disabled under the terms of the DDA.

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

- Liaise with the Local Authority and any previous settings to identify and therefore plan a response for pupils with a disability in good time before they begin school;
- improve the information dissemination from our SENCo and Class Teachers;
- 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 pupils;
- use all available data to inform the planning of individual pupil learning plans;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school 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 pupils who enrol at Flookburgh CE School;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff and specifically the SENCo, class teachers and support staff;
- set up a structure to allow the views of pupils, to be considered, when relevant;
- 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 Flookburgh School's 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 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 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.

8.2 Improving the physical environment of Flookburgh 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;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

Flookburgh 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 has pupils or visitors with disabilities and is preparation for a situation when they do.

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.

Flookburgh School 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 and school events. The information should be made available in various preferred formats within a reasonable time frame. Flookburgh School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial Planning and Control

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

Flookburgh CE Primary School's Leadership Team will undertake a disability audit using a cross section 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 involve staff so they 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.

At Flookburgh CE School we recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

The Senior Leadership Team and the governing body, via the Finance and Health and Safety and Premises Committees, will monitor the accessibility plan, identifying any revisions and particular consideration will be given to the physical accessibility of school buildings when general building work is undertaken.

9.3 The role of the LA in increasing accessibility

Governors are mindful of the support offered by the LA in helping to achieve and promote school accessibility, providing training for staff and governors, support on capital building projects and promotion of collaboration through the provision of information aimed at sharing good practice.

9.4 Accessing the School's Plan

The Accessibility Plan will be published on the school website with availability being promoted at regular intervals via the Headteacher's newsletter.

Flookburgh CE School 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 from the local authority, by seeking advice from other agencies and through a continuing programme of staff training.

10. RELATED POLICIES

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- 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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FLOOKBURGH CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2021 – 2024

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Appropriate IT programmes are in place for pupils to ensure access to the whole curriculum, with a particular focus on literacy	Review current IT-based software/ hardware IT programmes are identified and in place Staff receive appropriate training	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom through the use of specific IT programmes	Autumn 2021	Pupils with literacy difficulties are successfully included in all aspects of the curriculum	
Remote Access for all pupils is secure	Review IT access within the home, including internet access and access to appropriate digital devices	All households are able to support remote learning, if necessary	Reviewed Annually (Beginning of each academic year)	Households and pupils will be able to support remote learning as appropriate access is in place	
Review TA deployment	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.	

FLOOKBURGH CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2021 – 2024

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete

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COMPLETED EXAMPLE**IMPROVING ACCESS TO THE CURRICULUM**

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Autumn 2018	Hearing impaired child is successfully included in all aspects of school life.	
Training for 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.		Autumn 2018	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	Summer 2018	Increase in access to all school activities for all disabled pupils	July 2018
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	December 2018	Increase in access to the National Curriculum	
Training for Awareness Raising of Disability Issues	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	July 2018	Society will benefit by a more inclusive school and social environment	July 2018
Review TA deployment	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.	

COMPLETED EXAMPLE**IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
1	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	Autumn 2018			
4	Dropped kerbs either side of main vehicle entrance.	Pedestrian access	Spring 2019			
6/11	Pupil access to practical science.	<ul style="list-style-type: none"> ▪ Rise and fall lab desk for wheelchair access ▪ Lower unit containing sink, gas tap and electrical sockets to support access to pupils in wheelchairs 	Summer 2019			
9	Access to school office	<ul style="list-style-type: none"> ▪ There should be a sign indicating where people with disabilities should go. ▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.) 	Spring 2019			
32	Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases	Summer 2019			
32/2	Reception and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	Autumn 2019			
29	Accessible toilet	To provide one unisex accessible toilet in A Block	Summer 2019			
27/33	Provision of a lift to access the upper floors	Lift to LRC Lift in B Block	Discussion to be held with LA by (DATE)			
18/20	Provision of induction loops	Reception Hall B	Autumn 2019			
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	Summer 2019			
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Autumn 2019			

APPENDIX B(ii)

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
29/3	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as finances allow.	Autumn 2018			
N/A	Front entrance to school refurbished with a shallower slope.	Appoint designer and builders to refurbish entrance area to provide a more suitable, shallower slope for wheelchair and disability access.	Autumn 2018			
N/A	Doors out to the playground by room 5 need widening.	Final exit doors to the playground near room 5 to be widened to achieve a minimum width of 900mm to allow wheelchair access/egress and the mat well needs to be infilled	Autumn 2019			
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Regular training for staff in the use of evac chairs. ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing from June 2018			
N/A	Improve acoustics for hearing impaired pupils.	Carpet Classroom 2 and 6 and fit blinds. Seek advice from SEN service to increase access for pupils with hearing impairments in some areas of school.	2018 - 2019			
N/A	Improving the visual environment for pupils with visual impairments.	Incorporation of appropriate colour schemes when refurbishing music block – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	Summer 2018			

COMPLETED EXAMPLE**IMPROVING ACCESS TO WRITTEN INFORMATION**

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
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 2018	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.	January 2018	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.	All school information available for all	Autumn 2018	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 2018	School is more effective in meeting the needs of pupils.	
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 2019	The school is able to move forward with electronic reporting to parents.	