



ACCESSIBILITY PLAN

2021 – 2024

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Position: Chair of Governors

Signed:

Date:

Review Date: October 2024

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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
Version 1	Original	March 2012
Version 2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
Version 3	Reformatted only	February 2014
Version 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 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 must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school 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 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 and Local Authorities are the same as the duties in the previous DDA. Schools 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 South Walney Junior 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 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 aims and Single Equality Scheme, and the operation of the school's 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.

South Walney Junior School strives 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

South Walney Junior School is situated in an isolated part of the Cumbrian peninsular, an island linked to Barrow by Jubilee Bridge. The school serves a catchment area of mixed social housing, private rental and owner-occupied and has pockets of social disadvantage. Most of our pupils come from South Walney Infants and, at secondary level, go onto Walney School.

Our philosophy is to develop our children for all aspects of future life, through academic excellence, good social & emotional attitudes and eagerness for life long learning. We at South Walney Junior School demand high standards of behaviour. We develop respectful children who make good independent decisions. We inspire our children's love of learning through an exciting, challenging and creative curriculum which draws on memorable opportunities within school as well as providing experiences beyond the classroom.

Number on roll is 188. The school population has been stable for several years. However, there are fluctuations in the numbers of children from Infant School. The school is two form entry with eight classes. The school employs 10.2 FTE (5 full time teachers and 7 part time teachers). The staffing is stable and we have restructured the teaching staff to meet the needs of the children and to strengthen our well-motivated cohesive team.

Our school's leadership team consists of a Headteacher, Deputy Headteacher, two Assistant Headteachers and a Business manager, which has strengthened the schools Senior management team. The leadership team were well established leaders within the school for several years. Staffing has been carefully restructured to meet the needs of the children including our team of teaching assistants to provide flexible, targeted support for Pupil Premium (21%) and children with Special Educational Needs.

Pupils are mainly of white British origin with historically well below national average EAL children. The proportion of children with SEND is currently 23% with a high level of speech, language and communication need (32%), specific learning difficulty (20%) as well as social, emotional, mental health need (22%), with high percentages in Year 5 and Year 6. The percentage of FSM (23%). We have a number of families receiving support through school via the Early Help Process (15 pupils= 7.9% at Early Help), 60% of pupils with EHA are on the SEND register. A small number of families working with Children's Services (2%) as well as 12 children receiving Time to Talk support in school, as well as 15 children & their families accessing Young Lives support. 9 of our children hold an EHCP, which equates to 4.7% of the school's population. The school has a wide range of popular extra-curricular clubs or groups running over the course of the year. At SWJS, the relationships with parents and the local community is one of its many strengths.

The school holds the following awards:



The school has been recognised by OFSTED as an excellent practitioner in Geography. We are a regional hub school to support local schools in raising standards in Geography and have recently acquired Music mark accreditation.

7. DEVELOPMENT

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

South Walney Junior School will strive to create a solid foundation of *excellence* upon which our children can build their future.

To accomplish this, we will provide a structured, enriched curriculum which inspires and motivates all and leads to high standards of learning, giving all children the opportunity to *achieve* their potential.

In order to develop self-discipline, self-esteem and the confidence to create caring, *supportive*, thoughtful young people who are equipped as life-long learners to make a positive contribution to the community.

This will be done by dedicated staff as good role models continuing to provide a caring, safe and healthy environment in partnership with our parents/carers in which our children will *flourish*.

South Walney Junior 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

(Taken from the School's own Evaluation)

- Children understand their targets in Maths and understand how well they are progressing. They know exactly what they need to do to improve their work. This is clearly evident from the corrections and editing in their books. OFSTED 2017
 - Current information across all year groups show that girls and boys are making at least expected progress. Some are making better than expected progress. OFSTED 2017
 - We have successfully focused on developing reading for pleasure, particularly with boys which has had a very positive effect on boy's writing. OFSTED 2017
 - Boys and girls make equally good progress in their writing. OFSTED 2017
 - Teachers are skilful in introducing new vocabulary to the children and pupils demonstrate effective comprehension skills. OFSTED 2017
 - Attainment on entry is judged to be in line with the national average. Our school's own rigorous assessment (using previous KS1 test papers) at the start of Year 3 shows that the majority of the children regress from their KS1 standards in all subjects. The school acknowledges this dip and has put in place a range of strategies and support to accelerate progress. Current school tracking shows that these strategies are working.
 - Data from 2018 show that the progress measure in reading is very good (3.0), writing is good (1.2) and maths is good (1.6).
 - Attainment in 2018: Reading 95%, Writing 81%, Maths 85%, Grammar, Punctuation and Spelling 93%. Overall Reading, Writing & Maths 78%.
 - Tracking in school is focussed, frequent and is having an impact on progress. Current tracking across the year groups is rigorous and shows progress is good and improving. The school's 2018 data shows that attainment in reading, writing and maths in Y5 is good; standards are improving (although still a concern) in reading and writing and maths remains consistent in Y4; Standards in writing in Y3 are good (see KS1 entry data), and attainment in reading & maths is improving in Y3.
 - From Sept 2016, the SENCo is also one of the Y3 teachers so that early intervention for children's needs are quickly identified.
 - In 2018, our disadvantaged pupils achieved better than National average progress in Reading & Maths and were in line with progress for Writing.
 - Using school's own data, SEN children are making satisfactory progress in writing and Maths; where SEN do not make as much progress it is identified as an area to work on (Reading in Y3-Y5)
 - In writing, more pupils are now reaching higher levels. Quality of writing continues to improve. OFSTED 2017.
 - Grammar teaching is a strength of the school and children perform significantly above the national average, in 2018 93% of children met the expected standard which is significantly above national standards.
 - This school is proud of its record in progress and attainment in reading. We have a strong culture of reading for pleasure.
 - In all subjects, pupils are keen learners who develop knowledge, skills and understanding which prepares them well for secondary school. The feeder secondary school consistently reports on the high standards attained at South Walney.
- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*

- *There are 0 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 community.*

7.3 Views of those Consulted during the development of the Plan

South Walney Junior School will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that South Walney Junior School provides the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor;*
- *consult staff including specifically SENCo, SMT/H&S Leader;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *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 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.

The school plans 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.

Link this part of the Accessibility Plan to the school's Single Equality Policy & Plan to show how we will ensure that our disabled learners can access the whole school curriculum and how their needs will be catered for.

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

The school/setting 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/setting 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

South Walney Junior School 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 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. 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.

See IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT SOUTH WALNEY JUNIOR SCHOOL plan at the end of this document.

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.

South Walney Junior School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

South Walney Junior School 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;*
- *plans 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

South Walney Junior School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. For this purpose, use the school's Single Equality Scheme & Plan which outlines how these actions will be monitored.

9.3 The role of the LA in increasing accessibility

When reporting to parents, the Governing Body report how the LA has had impact 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 are aware of support services that provide advice to schools 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 how information can be provided in a number of different formats.*

9.4 Accessing the School's Plan

This will be done through:

- *presentation in a section on the school website open to all visitors to the site;*

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 including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools 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
- Staff Training and Development Plan (included in SIP)
- Health & Safety Policy
- Special Educational Needs and Disabilities, **Local Offer Response & Information Report**
- Off-Site Visits Procedures
- Whole School Behaviour Policy **& Procedures**
- School Development Plan
- Asset Management Plan
- Complaints Procedures



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 2021- Autumn 2024	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.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2021- Autumn 2024	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	Autumn 2021- Autumn 2024	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- Autumn 2024	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	Autumn 2021- Autumn 2024	Society will benefit by a more inclusive school and social environment	
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.	



IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
18/20	Provision of induction loops	Reception / Hall	Autumn 2021- Autumn 2024			
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 Sept 2021			
N/A	Improve acoustics for hearing impaired pupils.	Seek advice from SEN service to increase access for pupils with hearing impairments in some areas of school.	2021 - 2024			
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.	2021-2024			



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 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.	Spring 2022, Spring 2023, Spring 2024	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	Ongoing – working with other agencies as appropriate	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 2021	School is more effective in meeting the needs of pupils.	