



# Accessibility Plan

## 2018-2021

<b>Policy Created:</b>	September 2018
<b>Reviewed:</b>	September 2020
<b>Next Review:</b>	September 2021

# **Red Lane Primary School Accessibility Plan – 2018 to 2021**

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## **Mission Statement**

*At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.*

*High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.*

*We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.*

*At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!*

## **1. Our School**

Red Lane Primary School is a two form entry primary academy in Bolton. We are part of BASE Academy Trust.

Our school has a number with disabilities or health needs. These include hearing impairment, visual impairment, a heart condition, and epilepsy and physical disabilities affecting movement. Health care plans, evacuation plans and individual risk assessments are in place for these pupils and staff have received appropriate training.

The school has 22 teaching staff (excluding Executive Headteacher and Head of School)

The school has 31 teaching assistants, 2 of these are part time.

The school breakfast and after school club is well attended.

## **2. Vision Statement:**

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1) The Red Lane Primary School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Red Lane Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Red Lane Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Red Lane Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Red Lane Primary School policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Disaster Plan
- Equal Opportunities Policy
- Fire Evacuation Plan
- Equality Plan

- Health & Safety Policy
- Invacuation Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Continuing Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Local Governing Board.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

### **Our Aims are:**

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

### **3. Current good practice**

We communicate to parents and carers ask about any disability or health condition in early communications with new parents and carer. For parents and carers of children already at the school, in addition to our open door policy, we collect information on disability as part of a survey of parents' views, collection of information through the school office or as part of parent conferences.

#### **Physical Environment**

Specific children have specific equipment and setting arrangements which have been implemented throughout the year. These include reasonable adjustments such as key worker support at lunchtime and moving around the building at quieter times. Transition arrangements including personalised transition booklets take place in July in order to support pupils. Decisions about class locations are taken into account when planning where each class will move to.

#### **Curriculum**

Red Lane Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Targets for pupils are personalised, challenging but realistic in order to ensure all pupils are given opportunity to reach their full potential. Each class has access to a teaching assistant who is able to provide additional support during teaching sessions either to an individual or to other groups of pupils in order that the teacher can target individual pupils freely.

#### **Information**

Different forms of communication are planned and are made available to enable all disabled pupils to express their views and to hear the views of others. These include visual timetables, symbols and pictorial transition booklets. As needs change or arise the presentation of information is reviewed and adapted where necessary.

### **4. Access Audit**

The school is a split site of two buildings EYFS and KS1 in one building and KS2 in the other building. There is one flight of stairs in the KS1 building. The KS2 building is two storey with several access points from outside and 4 sets of stairs of differing lengths.

On-site car parking for staff and visitor includes a dedicated disabled parking bay which is alongside a walkway at the same level that leads to the main entrance. The majority of entrances to the school are either flat or ramped and all but one has wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall in the KS1 building.

The school has internal emergency signage and escape routes are clearly marked.

Areas of considerations within the limitations of the buildings are:

- Keeping stairways clear of clutter to ensure safe exit.
- Keeping corridors clear of clutter and tables to ensure safe exit.
- Keeping doorways clear.

## **5. Management, coordination and implementation**

Where necessary, the school will consult with experts when new situations regarding pupils with disabilities are experienced which cannot be addressed by the systems, procedures and physicality that is already in place.

The Head of School has ultimate responsibility for the implementation of the plan. The plan is reviewed annually and this is shared with the local governing board.

## **6. Action Plan**

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

**Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To liaise with Nursery providers to review potential intake for Sept 2019	To identify pupils who may need additional to or different from provision for 2019 intake	June 2018	EYFS lead SENCO	Procedures/equipment/ ideas set in place by July 2019 for transition visits and in preparation for September 2019.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Autumn Term 2018	HT All subject leaders	All policies clearly reflect inclusive practice and procedures
	To plan provision for pupils with disabilities.	SENCO to coordinate provision for pupils including interventions and resources. Monitor class provision to ensure all requirements are met.  To liaise with the agencies e.g. Health Team, parents, previous settings where necessary	Ongoing throughout 2018/2019	SENCO	Pupils with disabilities make at least good progress based upon their personalised targets.
	To maintain close liaison with parents	Regular review meetings for learning needs (plans) in addition to parent conferences.  Termly SEN/ disability drop in/ coffee morning session for parents to meet each other as well	Ongoing throughout 2018/2019  Termly	Head of School  SENCO  All Teachers	Parent questionnaires reflect positive feedback about provision as well as support and relationships with parents.



		<p>as discuss with the SENCO.</p> <p>Maintain open door policy of the school; welcoming parents to come into school to discuss concerns and share information.</p> <p>Introduce an SEN/ disability specific parent questionnaire.</p>	<p>Ongoing</p> <p>Autumn term 2018</p>		
To maintain close liaison with outside agencies for pupil's on going health needs.	To ensure collaboration between all key personnel e.h health team, specialist provision,	Ongoing throughout 2018/2019	SENCO Teachers	All agencies working with pupils are clear on expectations and provision. Pupils make at least good progress as a result of collaborative working to support them.	
To continue to identify and assess pupils who present delayed development within the Early years.	<ul style="list-style-type: none"> <li>• Staff trained in building programmes for pupils with SLCN.</li> <li>• Staff trained to use Elklan.</li> <li>• Early identification and intervention of Early years pupils.</li> <li>• Early referrals made.</li> <li>• Assess all EYFS pupils in speech and language.</li> <li>• Share any concerns about any learning delay with parents</li> <li>•</li> </ul>	<p>Continuous training throughout the year of all staff. New staff to attend ELKLAN training.</p>	HT, EYFS Lead and SENCO	Pupils with any delay to have their needs met by highly skilled staff using established programmes of intervention. Early referrals made and monitored. All concerns discussed with parents and progress reviews held regularly.	

	<p>To ensure full access to the curriculum for all children.</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support all curriculum areas</li> <li>• Use of interactive ICT equipment- e.g. laptops, IPADS, RL pods</li> <li>• Specific equipment sourced as necessary e.g. IRLen overlays, occupation therapy resources.</li> </ul>	<p>Ongoing throughout 2018-2019</p>	<p>Teachers SENCO  Special school support  Educational Psychology service</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>All children supported and accessing curriculum.</p>
	<p>To develop a nurture room within school and implement social and emotional programs for pupils</p>	<ul style="list-style-type: none"> <li>• Relocate library area.</li> <li>• Create nurture room</li> <li>• Visit from HT who runs successful nurture provision</li> <li>• Visit to successful provision</li> <li>• Create access to the outside area</li> <li>• Create kitchenette area</li> <li>• Purchase SEAL programs and train TA</li> <li>• Identify pupils and monitor entry and exit points.</li> </ul>	<p>Throughout the year. Implemented Autumn term 2018.</p>	<p>Inclusion leader SENCO</p>	<p>Pupils have their needs met through relevant environment and also programs of work.</p>

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>MEDIUM TERM</b>	To finely review attainment of all SEN pupils and those with disabilities	<ul style="list-style-type: none"> <li>• SENCO/Class teacher meetings/Pupil progress</li> <li>• Scrutiny of assessment system</li> <li>• Regular liaison with parents</li> </ul>	Termly	Class teachers SENCO	Progress made towards learning plan targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	<ul style="list-style-type: none"> <li>• Policy to be updated</li> <li>• G&amp;T groups/activities in enrichment and after school</li> <li>• Monitor Able G&amp;T list</li> </ul>	Autumn term 2018  Termly  Ongoing  Annually	Able G&T co-ordinator  Class teachers	Able G&T children making proportionate progress.  Achieving above average results
	<p>To promote the involvement of disabled pupils in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Elklan and Communication Friendly School training for all staff especially EY staff and staff where identified pupils are.</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school.</li> </ul>	Ongoing	Head of School to lead in conjunction with SENCO.  Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

		<ul style="list-style-type: none"> <li>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>			
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and medium term targets annually	See above	Annually	Head of School SLT Local Governors	All children making at least good progress.
	To deliver findings to the Local Governing Board	Report to Local Governing Board- share review of policy and any amendments to actions.	Annually  Termly SEN Governor / SENCO meetings	Head of School	Governors fully informed about provision and progress for pupils with SEN and/or disabilities.

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of Inclusion Learning Plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	With immediate effect, to be constantly reviewed	Head of School SENCO Office staff Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head of School	

	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Creating a parking space for disabled to drop off &amp; collect children</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team  With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	To develop a nurture room within school and implement social and emotional programs for pupils	<ul style="list-style-type: none"> <li>• Relocate library area.</li> <li>• Create nurture room</li> <li>• Visit from HT who runs successful nurture provision</li> <li>• Visit to successful provision</li> <li>• Create access to the outside area</li> <li>• Create kitchenette area</li> <li>• Purchase SEAL programs and train TA</li> <li>• Identify pupils and monitor entry and exit points.</li> </ul>	Throughout the year. Implemented Autumn term 2018.	Inclusion leader  SENCO	Pupils have their needs met through relevant environment and also programs of work.
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	Review physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the	Ongoing	Head of School	Pupils can access learning areas safely and easily.  Environments contain the necessary furniture and

		site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.			equipment to support identified individuals.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG TERM</b>	Continue to develop interactive playgrounds and facilities – quiet area	<p>Look for funding opportunities and target these.</p> <p>Replace equipment where necessary-include SENCO in purchasing of equipment so that it meets the needs of pupils with disabilities.</p>	<p>Ongoing</p> <p>As necessary</p>	<p>Office administrator</p> <p>Lunchtime Lead and SENCo</p>	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	<p>Daily, weekly and monthly checks carried out by the site team for example inspection of paved areas.</p> <p>Communication with parents via safety messages /letters/phone calls/ Facebook</p>	As part of Health and Safety action plan and timetable	<p>Site Manager</p> <p>Office staff</p>	All Health and Safety protocols are met. There are no accidents relating to the physical environment.

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To ensure pupils with hearing impairment or hearing loss have access to all areas of the curriculum and are safe at all times	<p>Individuals to be positioned close to teacher/teaching assistant</p> <p>Seek advice from Health team and/or sensory support service</p> <p>Personal emergency evacuation plans in place as necessary.</p>	<p>Ongoing</p> <p>As required</p> <p>September 2018 and updated annually or as necessary.</p>	SENCO	<p>Pupils are able to take part in learning sessions.</p> <p>Pupils are safe.</p>
	To ensure all children with ASD have access to the curriculum	<p>Regular parental communication</p> <p>Staff training in ASD</p> <p>Individualised multi-sensory teaching strategies used for ASD children.</p> <p>Now and next/ visual timetables used to support pupils.</p> <p>Individual work packs and/ or work stations to support individuals.</p> <p>Regular advice from agencies such as educational psychologist and Ladywood Outreach Service.</p>	<p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>As required</p>	<p>SENCO</p> <p>Class teachers</p>	<p>Pupils with ASD are integrated into learning sessions and have resources to support their needs.</p>



	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• Investigate symbol software to support learners with reading difficulties.</li> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li> </ul>	Ongoing		All pupils, parents and visitors to be able to access information.
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To continually review children's records and update information ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Learning Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems –children's photos displayed on staffroom notice board /Kitchen/ info kept in separate file in staffroom.</li> </ul>	Annually	<p>Class teachers</p> <p>TAs</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG TERM</b>	<p>In school record system to be reviewed and improved where necessary and light of GDPR.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	Head of School Senior Office Administrator	Effective communication of information about disabilities throughout school.

Approved \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation of Accessibility Plan 18-19**

	<b>Impact</b>
<p><b>To increase the extent to which disabled pupils can participate in the school curriculum.</b></p>	<p>The school continues to set personal targets for all pupils. These are challenging but realistic. They are based on a variety of information such as NFER results and prior attainment and progress.</p> <p>The assessment and tracking system ensures that targets are set and progress is measured by considering each pupil as an individual and takes account of any additional needs or vulnerabilities. For example 6 points progress may be considered good progress for an SEN pupil but less than expected progress for a lower ability pupil.</p> <p>In year data indicates that overall most pupils are making at least good progress.</p>
<p><b>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</b></p>	<p>Reasonable adjustments are made to support individuals. This may include amended timetables, support when travelling around the school etc. Health care plans are in place to support relevant pupils as well as individual risk assessments and personal emergency evacuation/invacuation plans.</p> <p>A new interactive board has been purchased for use in the KS2 hall. This can be moved easily to make it more visible and accessible for both pupils and also parents/carers and visitors during events.</p>
<p><b>To improve the delivery of information to disabled pupils and parents.</b></p>	<p>Pupils have access to relevant resources such as books and resources to support Irlen syndrome these include coloured overlays and exercise books that are printed with relevant colours to match their needs. The use of IPADS has supported pupils in class by either providing additional resources or providing alternative ways to present information.</p> <p>The fortnightly newsletter continues to provide pupils and parents with relevant information and can be reformatted as necessary to improve accessibility. The school website also provides accessible information. The school text messaging service is well received. The use of additional social media has been researched and a Facebook information page has been set up – this has proven to be popular method of communication.</p> <p>Close working with external agencies by the school SENCO ensures that pupils have access to all relevant provision. This has also been used to support communication with parents with disabilities or who need access to a translator in order to partake in more complex discussions.</p>

## Evaluation of Accessibility Plan 19-20

	<b>Impact</b>
<b>To increase the extent to which disabled pupils can participate in the school curriculum.</b>	<p>The school continues to set personal targets for all pupils. These are challenging but realistic. They are based on a variety of information such as NFER results and prior attainment and progress.</p> <p>The assessment and tracking system ensures that targets are set and progress is measured by considering each pupil as an individual and takes account of any additional needs or vulnerabilities. For example 6 points progress may be considered good progress for an SEN pupil but less than expected progress for a lower ability pupil.</p> <p>In year data indicates that overall most pupils are making at least good progress. The Succeed strategy has been designed and implemented to support all pupils to catch up missed learning as a result of the COVID 19 pandemic.</p>
<b>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</b>	<p>Reasonable adjustments are made to support individuals. This may include amended timetables, support when travelling around the school etc. Health care plans are in place to support relevant pupils as well as individual risk assessments and personal emergency evacuation/invacuation plans.</p>
<b>To improve the delivery of information to disabled pupils and parents.</b>	<p>The school website has been redesigned in order to support parents by presenting information more accessibly and by providing a wider range of information. The school text messaging service along with Facebook updates continues to be well received.</p> <p>SENCOs have a good working relationship with outside agencies in order to gain and implement strategies to support pupils in the best ways possible. Follow up reviews with agencies and their feedback shows that the school implements measures effectively.</p> <p>Pupils have access to relevant resources such as books and resources to support Irlen syndrome these include coloured overlays and exercise books that are printed with relevant colours to match their needs. The use of IPADS has supported pupils in class by either providing additional resources or providing alternative ways to present information.</p>

	Pupil support packs are distributed to parents in order that they can support learning at home. SENCo coffee mornings are well received but these are currently halted due to the COVID 19 pandemic.
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**Evaluation of Accessibility Plan 20-21**

	<b>Impact</b>