

ACCESSIBILITY PLAN

Carlton le Willows Academy



Approved by:	Jaspal Mehat	Date: 01/09/2023
Last reviewed on:	04/12/2024	
Next review due by:	31/12/2025	

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Accessibility Plan Regulatory Requirements

Schools and academies 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.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and academy visits.
- **Improve the physical environment of the school** to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled pupils.** This will include planning to make the written information normally provided to pupils by the academy available to disabled pupils.

Definitions

Disability is defined in the Equality Act 2010 as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.”

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

This policy complies with our funding agreement and articles of association.

Aims

We aim to ensure that all pupils, regardless of disabilities or learning needs, have equal access to the academy. We strive to ensure that every pupil can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the academy’s facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

Publication

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

Links with other policies

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

- Health and safety policy
- Equality, Diversity and Inclusion policy



- > SEND policy
- > Special educational needs (SEN) information report
- > Supporting pupils with medical conditions policy
- > Complaints policy



Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
<p>Increase the extent to which pupils with disabilities can participate in the curriculum</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Any external visit is adapted accordingly to ensure that it meets the needs of all pupils 	<ul style="list-style-type: none"> • Subject leaders to complete audit to review teaching of protected characteristics as part of QA process 	<p>VP/AP</p>	<p>Summer Term</p>	<p>Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination</p>



AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
<p>Improve access to the physical environment to increase the extent to which pupils with disabilities can take advantage of education and the wider curriculum offer</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts: These are accessible in South and West buildings and Sixth Form. • Corridor width 1200mm min • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • PEEP System in place for visitors (Signage in reception) <p>The paper copy Risk Assessments and Peeps folder are kept in the Student Services and electronic copies are kept under Healthcare on Bromcom.</p>	<p>Write a PEEP for each relevant pupil</p> <p>PEEP information to be stored in firebox at main entrance to each building. All staff to be made aware of where information is stored and how to access.</p> <p>Each firebox keeps a copy of a map and a timetable of each pupil who requires a PEEP for that current term. This information is then shared with the pupil's teachers. The paper copy Risk Assessments and Peeps folder are kept in the Student Services and electronic copies are kept under Healthcare on Bromcom.</p> <p>Train a team of fire wardens to use the Evac chairs</p>	<p>Learning Manager</p>	<p>Summer Term</p>	<p>Staff and pupils can evacuate the building safely and promptly in event of fire</p>



		<p>Arrange termly evacuation rehearsal and record this on Every, within each rehearsal, pupils with a PEEP will be required to follow the personalised plan. (This can be done at an alternate time if required)</p> <p>Visitors to the academy to be made aware of PEEP system if required.</p>			
<p>Improve the availability of information to pupils with disabilities</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Child-friendly policies Link to the local offer is on academy website</p>	<p>Review website and ensure key information for pupils is easily found</p> <p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p>	<p>Principal/ SENCO</p>	<p>Easter Term</p>	<p>All pupils can access information about the curriculum and support for learners with SEND</p>



Appendix 2: Accessibility Audit

School	Carlton le Willows Academy
Date	2024-2025
Audit Team	Finance Manager, Site Manager, SENCO

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y		All entrances are accessible		N/A	Site team
Are there separate entrances for cars and pedestrians?	Y				N/A	Site team
Is the route wide enough, and free of kerbs?	Y				N/A	Site team
Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	Y		All buildings have clearly marked disabled bays		N/A	Site team
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y		All disabled bays have extra space allowed for.		N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y		Bays are smooth tarmac, well-lit and regularly inspected by the site team	Signposts to be installed	C	Site team
Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y		All ramps installed to DDA regulations		N/A	Site team
If no permanent ramp is provided, can a portable ramp be made available?	N/A		A portable wheelchair ramp is available		N/A	Site team
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	Y		There are many routes around the school site provided with well-lit, suitable steps with handrails	East steps leading to Art require new coloured nosings	C	Site team
Schedule 4: Main Entrance, Lobby & Reception Areas						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y		Clear signage at all points of entry which is well-lit, and regularly inspected by the site team		N/A	Site team
Can people on each side of the door, either seated or standing, see each other?	Y		Main reception fully visible with glass sliding doors, floor to ceiling		N/A	Site team
If fitted, are door control systems fitted at heights suitable for all users?	Y				N/A	Site team



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y		The main entrance is a sliding door for disabled access		N/A	Site team
Does the door pressure allow ease of access for all users?	Y		All doors are regularly inspected for safe and ease of use		N/A	Site team
Are thresholds flush and level, and mat wells firmly fixed?	Y		All thresholds level and regularly inspected		N/A	Site team
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y				N/A	Site team
If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y		Large lobby area with sliding doors provide plenty of space		N/A	Site team
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y		Rooms signs are visible and low level Sign-in screen also low level and adjustable for wheelchair users		N/A	Site team
Have front line staff (reception) had access awareness/ equality training?	N		Reception staff are familiar with providing disabled access		N/A	Site team



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y				N/A	Site team
Do any windows (natural light), or artificial light provide glare or silhouettes?	N		Possible from the sun light during certain hours of the day. Blinds fitted to classrooms and offices		N/A	Site team
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y		Main hall, reception, meeting room		N/A	Site team
Are suitable signs provided, from both standing and seated positions, where necessary?	Y				N/A	Site team
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y				N/A	Site team
Schedule 6: Doors						
Is the door/s necessary, can it/they be removed?	N		Doors necessary for fire protection.		N/A	Site team



Can fire doors be held open on magnetic devices (corridors)?	Y	75	All main corridor fire doors are on hold open devices		N/A	Site team
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Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are doors well contrasted from their surroundings?	Y		All doors are beech which contrasts with walls and door frames		N/A	Site team
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y		All door handles are designed for ease of use		N/A	Site team
Can people on each side of the door, either seated or standing, see each other?	Y		Via vision panels where necessary		N/A	Site team
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y				N/A	Site team
If double doors, does one leaf allow 800mm clear opening width?	Y				N/A	Site team
Schedule 7 - Vertical movement, internal level change (ramps, steps)						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N/A				N/A	Site team
Are surfaces slip resistant, with kerbs at the edges?	N/A		All surfaces slip resistant		N/A	Site team



If no permanent ramp is provided, can a portable ramp be made available?	Y				N/A	Site team
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Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y				N/A	Site team
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y		No tactile warnings		N/A	Site team
Schedule 8 - Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	N	60%	East (x4), West (x1) have open risers.		N/A	Site team
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y				N/A	Site team
Are there suitable landings provided at intermediate levels on stairs?	Y				N/A	Site team



Is suitable visual and tactile information fitted at each floor level?	N				N/A	Site team
Is there suitable lighting?	Y				N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				

Schedule 9- Vertical movement, lifts and stairlifts

Is a passenger lift provided within the school?	Y		Lifts to Sixth Form / West/ South		N/A	Site team
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y	80%	West lift lobby – building structure does not permit changes to the lobby area		N/A	Site team
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??	Y				N/A	Site team
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y				N/A	Site team



Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y				N/A	Site team
Does the lift have audible announcements and visual displays?	Y	80%	West does not have any audible sounds	Replacement to be considered	N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	Y		South main hall stage, South to west outdoor stairlift		N/A	Site team
Are controls clearly identifiable and within reach of all users?	Y				N/A	Site team
Does the stairlift platform when not in use automatically revert to folded position?	Y				N/A	Site team

Schedule 10 - WC Provision Generally

Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y		All buildings have ambulant facilities		N/A	Site team
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Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y				N/A	Site team
Are the floors slip resistant?	Y				N/A	Site team
Are fittings easily distinguished from their background?	Y				N/A	Site team
Are compartment doors controls easily gripped and operated?	Y				N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y				N/A	Site team
Schedule 11 - Accessible WC Provision						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y		All buildings have accessible WCs alongside general WCs		N/A	Site team
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y		All accessible WCs installed to DDA regulations		N/A	Site team



Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y				N/A	Site team
Are floor finishes slip resistant?	Y		Vinyl flooring fitted to all WCs. Regularly checked and cleaned during the day to avoid spillages / slip hazards		N/A	Site team
Are management procedures in position to maintain viability of facility?	Y				N/A	Site team



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y				N/A	Site team
Schedule 12: Changing & Shower Facilities						
Are there changing facilities?	Y		Changing and shower facilities in PE areas.		N/A	Site team
Is a shower compartment provided which is suitable for use by people with disabilities?	Y		Pupils tend not to use the shower facilities		N/A	Site team
Is the height of the shower head variable?	N				N/A	Site team
Have a tip-up seat and suitable handrails been provided?	N				N/A	Site team
Is there a dressing cubicle and does it comply with required size and layout?	N		No designated dressing cubicle but other changing areas can be used if required		N/A	Site team
Are lockers easily reached and operated?	Y		Lockers available in east building only		N/A	Site team
Are all fittings readily distinguishable from their background?	Y				N/A	Site team
Does the floor have a slip resistant finish?	Y		Slip resistant flooring in all changing areas inspected regularly for slip hazards		N/A	Site team



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 13 – Bathrooms						
Is there a bathroom?	N/A				N/A	N/A
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A				N/A	N/A
Are all fittings easily reached and operated?	N/A				N/A	N/A
Are all fittings readily distinguishable from their background?	N/A				N/A	N/A
Does the floor have a slip resistant finish?	N/A				N/A	N/A
Is a hoist provided?	N/A				N/A	N/A
Are there reception counters, services desks or serveries?	N/A				N/A	N/A
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N/A				N/A	N/A
Is glare or silhouetting avoided at these counters (design and positioning)?	N/A				N/A	N/A



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	N/A				N/A	N/A
Do tables allow for wheelchair access?	N/A				N/A	N/A
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N/A				N/A	N/A
Are telephones equipped with induction couplers for hearing aid users?	N/A				N/A	N/A
Is a text phone available?	N/A				N/A	N/A
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N/A				N/A	N/A
If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N/A				N/A	N/A
Is the environment free of unnecessary noise e.g. heating units?	N/A				N/A	N/A



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are induction loops fitted wherever information is given or meetings are being held?	N/A				N/A	N/A
Are tea/coffee facilities and vending machines accessible by all?	N/A				N/A	N/A
Schedule 14: Kitchens / Catering						
If provided, does the kitchen have fittings suitable for use by disabled people?	Y		Kitchen at regular height only. Food Tech have adjustable height workbench		N/A	Site team
Is the kitchen of adequate size and layout for disabled people ?	Y				N/A	Site team
Are all fittings readily distinguishable from the background?	Y				N/A	Site team
Is lighting adequate?	Y		Lighting routinely checked and reported by staff		N/A	Site team
Does the floor have a slip resistant finish?	Y				N/A	Site team
Schedule 15: Means of Escape						
Is there an audible alarm system?	Y		To all buildings		N/A	Site team



Is the audible fire alarm supplemented by a flashing light system?	Y		To all buildings		N/A	Site team
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Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are ground floor exit routes as accessible as the main entrance routes?	Y	75	West 50% East 50% South 100 % Sixth Form 100 %		N/A	Site team
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y		PEEPS Plans in place for all buildings where needed. Evac-Chairs are provided at all staircases		N/A	Site team
If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Y		Refuge points located on the top landing of every staircase		N/A	Site team
Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Y				N/A	Site team



Schedule 16: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y		Checked daily by site team		N/A	Site team
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y		Checked daily by site team		N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is door ironmongery regularly maintained?	Y		Routinely checked and reported by staff		N/A	Site team
Are lifts, platforms and stairlifts regularly serviced ?	Y		In line with Manufacturers recommendations		N/A	Site team
Are accessible WC's kept clear and not used for storage?	Y		Checked and cleaned daily		N/A	Site team
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y		Cleaned in line with manufacturers guidelines		N/A	Site team
Do you consider tonal and colour contrast before a redecoration scheme?	Y		Colour contrasts to be maintained		N/A	Site team



Do new signs integrate effectively with current signage?	Y				N/A	Site team
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y		Routinely checked by site team and report by staff		N/A	Site team
Are induction loops and infra red systems clearly signed and checked regularly?	Y				N/A	Site team
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y		Checked daily by site team		N/A	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is there a fire escape strategy for visitors who may require assistance?	Y		Visitors included in evacuation procedures		N/A	Site team
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y				N/A	Site team
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y				N/A	Site team



Schedule 17: Curriculum						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		Staff liaise with external agencies but need a provision pathway fully establishing	Provision map	N/A	SENCo / Assistant SENCo
Are your classrooms optimally organised for disabled pupils?	Y		Thought is given to this when timetabling and the layout of classrooms. Seating plans are in place and needs identified for all lesson. Extendable feet fitted to desks of wheelchair students		N/A	SENCo, Site team
Do lessons provide opportunities for all pupils to achieve?	Y		Adaptive teaching is central to lessons, CPD and through the quality assurance process		N/A	Leadership, SENCo, All teaching staff
Are lessons responsive to pupil diversity?	Y		Application of knowledge from student passports and from training		N/A	Leadership, SENCo, All teaching staff
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y		Collaboration is part of every lesson		N/A	Leadership, SENCo, All teaching staff

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are all pupils encouraged to take part in music, drama and physical activities?	Y		Extra-curricular activities are offered and shared with students, parents / carers. Homework club is often used by students with SEND as it is a		N/A	Leadership, SENCo, Performing Arts and PE staff



			supervised space after school with support			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y				N/A	Leadership, SENCo, All teaching staff
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y				N/A	Leadership, SENCo, All teaching staff
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y				N/A	Leadership, SENCo, All teaching staff
Do you provide access to computer technology appropriate for students with disabilities?	Y				N/A	Leadership, SENCo, All teaching staff
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y				N/A	Leadership, SENCo, Visits Coordinator, All teaching staff
Are there high expectations of all pupils?	Y				N/A	Leadership, SENCo, All teaching staff



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do staff seek to remove all barriers to learning and participation?	Y				N/A	Leadership, SENCo, All teaching staff
Schedule 18: Materials in other Formats						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Y		As and when required this would be utilised		N/A	Leadership, SENCo, All teaching staff
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y		As and when required this would be utilised		N/A	Leadership, SENCo, All teaching staff
Do you have the facilities such as ICT to produce written information in different formats?	Y		As and when required this would be utilised		N/A	Leadership, SENCo, All teaching staff

