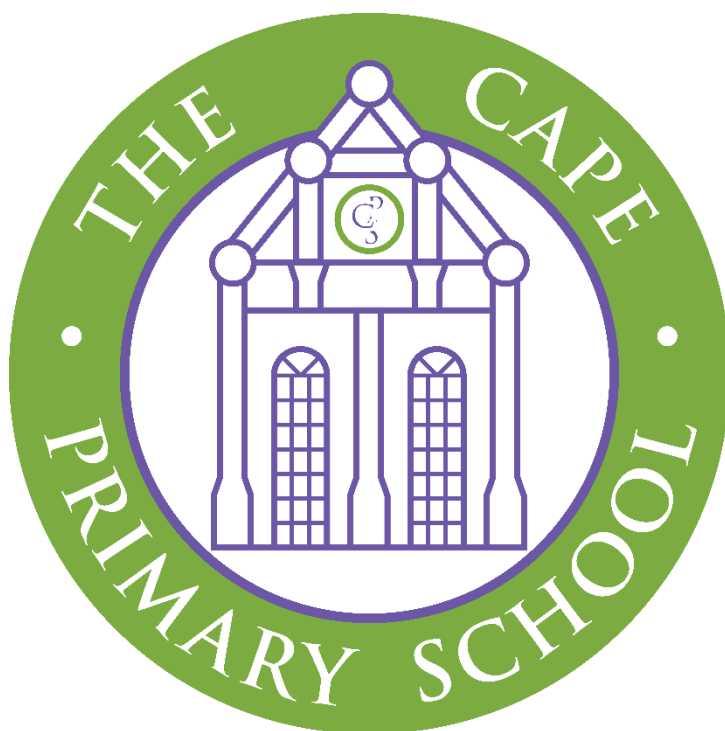




Cape Primary School

Accessibility Plan

Approved by: Full Governors **Date:** July 2026

Last reviewed on: July 2024

Next review due by: July 2027

Change Log:

Date	By Who	Comment
July 2024	S. Baker	Updated and separated the accessibility and equalities policy
July 2025	S. Baker	Deferred to Provisions Committee as per school governor annualized planner. Accessibility Audit, 2. Learning Access Points 4, 7 & 8. Updated to include the use of Widget Online software to support learners
July 2026	S. Baker	Accessibility audit Information access 1. Updated to reflect RNIB bookshare

Contents

- 1. Aims3
- 2. Legislation and guidance3
- 3. Action plans4
- 4. Monitoring arrangements..... 14
- 5. Links with other policies 14
- Appendix 1: Accessibility audit..... 15



1. Aims

The aims of this Accessibility Plan are to ensure that Cape Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- age
- disability
- gender reassignment
- race (including ethnic or national origins, colour or nationality)
- religion or belief (including lack of belief)
- sex
- sexual orientation.

At our school, we benefit from the diversity of experience that our pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

We are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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'.

Schools 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.

In carrying out our core purpose to educate our pupils, we will actively seek opportunities to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those that do not
- foster good relations between people who share a protected characteristic and those that do not.

3. Action plans

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

Action Plan to address the disability equality duty

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Promote equality of opportunity between disabled persons and other persons	Our school offers a differentiated curriculum for all pupils. We have diversity and PSHE leads in school who ensure the curriculum, alongside the curriculum lead meets the needs of all pupils and is accessible for all. All staff are offered equal opportunities within school. Assemblies reflect British Values, Cape 8 values and equal opportunities for all	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.	SENDCo and Class Teachers	Ongoing	Pupils with a disability make expected or better progress.
		Curriculum plans and resources are reviewed to ensure there is equal opportunities for all pupils.	Staff adapt and change lessons based on advice, guidance and resources provided.	SENDCo and Class Teachers	Ongoing	Staff are confident in delivering the core curriculum.

		Resources and aids are provided for pupils who may need additional access arrangements, including to statutory tests, following advice and guidance.	Ensure all staff are clear on how to use additional resources for pupils. Ensure senior leaders apply for the appropriate access arrangements for children who need them for statutory assessments.	SENDCo SLT	ongoing	Children have access to the resources they need based on provision mapping, passports, EHCPs.
Eliminate unlawful discrimination	The school does not tolerate discrimination by pupils, staff, parents or visitors. There are clear reporting and whistleblowing procedures in place. Cape 8 values demonstrate understanding others.	Ensure clear reporting procedures are followed by staff and governors. Adopt a zero tolerance approach to discrimination	All incidents of unlawful discrimination are challenged.	All staff	Ongoing	Report incidents of unlawful discrimination as part of HT report to governors
Eliminate harassment related to disabilities	The school does not tolerate discrimination by pupils, staff, parents or visitors. There are clear reporting and whistleblowing procedures in place. Cape 8 values demonstrate understanding others.	Ensure clear reporting procedures are followed by staff and governors. Adopt a zero tolerance approach to harassment	All incidents of harassment are challenged.	All staff	Ongoing	Report incidents of harassment as part of HT report to governors
Promote positive attitudes to disability	We have diversity and PSHE leads in school who ensure the curriculum, alongside the curriculum lead meets the needs of all pupils and is accessible for all. PSHE days, visits and experiences reflect the equal nature of all people. Assemblies reflect British Values,	Curriculum plans and resources are reviewed to ensure there is equal opportunities for all pupils.	Staff adapt and change lessons based on advice, guidance and resources provided.	Leaders and Class Teachers	Ongoing	Staff are confident in delivering the core curriculum.

	Cape 8 values and equal opportunities for all					
Encourage participation by disabled people	No child should be discriminated against from attending school visits or trips on the basis of disability. If a visit presents challenges for a child with a physical disability then staff, parents and health professionals must discuss challenges and potential solutions. School events are well publicised and the access to events allows participation by all.	Continue to ensure all children are given equal access to participation in all aspects of school life, including trips and visits.	Assess risks for visits to ensure all children can participate. Make necessary adjustments to ratios to ensure all children can participate.	All staff	Ongoing	There is equal access for all.
Take steps to take account of disabled people's disabilities	We have diversity and PSHE leads in school who ensure the curriculum, alongside the curriculum lead meets the needs of all pupils and is accessible for all. PSHE days, visits and experiences reflect the equal nature of all people. Assemblies reflect British Values, Cape 8 values and equal opportunities for all. Accessibility Audit of the physical environment takes account of people with disabilities.	Curriculum plans and resources are reviewed to ensure there is equal opportunities for all pupils. Continue to audit and review the physical environment.	Staff adapt and change lessons based on advice, guidance and resources provided.	Leaders and Class Teachers	Ongoing	Staff are confident in delivering the core curriculum.

Action Plan to address the general duty to promote race equality

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Promote equality of opportunity for all regardless of race.	Our school offers a differentiated curriculum for all pupils. We have diversity and PSHE leads in school who ensure the curriculum, alongside the curriculum lead meets the needs of all pupils and is accessible for all. All staff are offered equal opportunities within school. Assemblies reflect British Values, Cape 8 values and equal opportunities for all. School follow Sandwell SACRE for the teaching of RE. Racial equality is included in development planning through policies	• Ensure that the promotion of racial equality is included in all our development planning and through all of our policies. • Use monitoring information to help us to identify where there are inequalities between different ethnic groups. • Show respect for cultural diversity through teaching and learning processes that reflect the ethnic diversity of our school and our society. • Diversity lead to match culturally diverse texts into long term English plans. • Diversity lead to monitor the curriculum to ensure it is both diverse and inclusive. • Maintain high expectations for pupils from all ethnic groups and ensure that our assessment processes are non-	All staff will follow policies and procedures to ensure equal opportunity regardless of race. Racial discrimination will be challenged.	All staff	Ongoing	• Policies and plans include reference to promoting racial equality • Information collected and used to inform policy, planning and practice. • All aspects of the <i>policy, leadership and management</i> area of the Standard are met • Pupils learn and interact across cultures • Dress / dietary / religious needs of pupils and staff are respected • Materials reflect cultural diversity – books, displays, equipment, toys, games • Assessment processes are free from cultural bias and do not discriminate against those or whom English is

		- discriminatory - Ensure that our procedures for admissions, attendance, exclusion and discipline are fair and do not discriminate against any ethnic group				- not their mother tongue - All aspects of the <i>curriculum, teaching and assessment</i> area of the Standard are met - The school population reflects the ethnic mix of its community - No ethnic group is over-represented in figures for discipline and exclusion - All aspects of <i>the admissions, attendance, discipline and exclusion</i> area of the Standard are met
--	--	---	--	--	--	---

Action Plan to address the general duty to promote gender equality

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Eliminate unlawful sex discrimination	School has a zero-tolerance approach with regards to discrimination because of a person's gender. The school has a strong PSHE curriculum that is progressive and supports an age appropriate understanding of equality. It follows national guidance.	Continue to report incidents of discrimination against a person's gender. Continue to adopt a zero-tolerance approach to discrimination against a person's gender. Continue to challenge discrimination against a person's gender.	Ensure policies are adhered, records made and reported.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors
Eliminate harassment related to gender	School has a zero-tolerance approach with regards to harassment because of a person's gender. The school has a strong PSHE curriculum that is progressive and supports an age appropriate understanding of equality. It follows national guidance.	Continue to report incidents of harassment against a person's gender. Continue to adopt a zero-tolerance approach to harassment against a person's gender. Continue to challenge harassment against a person's gender.	Ensure policies are adhered, records made and reported.	All staff and governors		Report incidents of unlawful harassment as part of HT report to governors
Promote equality of opportunity between men and women	Curriculum resources, PSHE objectives and citizenship objectives reflect the equal nature of all people. We monitor recruitment processes robustly to ensure equity. There is no gender pay gap at Cape. There is no discrimination against caring responsibilities, flexible working, under representation of women in senior roles.	The school continues to follow the current good practice and will make any procedural or policy changes in light of government or local authority guidelines.	Ensure leaders are up to date with current processes.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors

Promote equality of opportunity between boys and girls.	Curriculum resources, PSHE objectives and citizenship objectives reflect the equal nature of all people. Curriculum, monitoring boys' and girls' attainment, underachievement Anti-bullying policies tackle sexist bullying/harassment in line with KCSIE, attitudes to violence, health initiatives, sport, gender stereotyping careers. No child is prohibited from a club or event due to gender.	The school continues to follow the current good practice and will make any procedural or policy changes in light of government or local authority guidelines.	Ensure leaders are up to date with current processes.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors
Pupils/staff who wish to identify as a gender other than their birth gender	Children and/or staff who wish to identify as a gender different from that to which they were born are given the opportunity to do so and should not be discriminated against for expressing such a wish. MiS system and admissions paperwork identifies the pronoun the child wishes to use.	The school continues to follow the current good practice and will make any procedural or policy changes in light of government or local authority guidelines.	Ensure leaders are up to date with current processes.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors

Action Plan to address the sexual equality duty

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Eliminate unlawful discrimination against a person's sexuality	School has a zero-tolerance approach with regards to discrimination because of a person's sexuality. The school has a strong PSHE curriculum that is progressive and supports an age appropriate understanding of equality. It follows national guidance.	Continue to report incidents of discrimination against a person's sexuality. Continue to adopt a zero-tolerance approach to discrimination against a person's sexuality. Continue to challenge discrimination against a person's sexuality.	Ensure policies are adhered, records made and reported.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors
Eliminate unlawful harassment against a person's sexuality	School has a zero-tolerance approach with regards to harassment because of a person's sexuality. The school has a strong PSHE curriculum that is progressive and supports an age appropriate understanding of equality. It follows national guidance.	Continue to report incidents of harassment against a person's sexuality. Continue to adopt a zero-tolerance approach to harassment against a person's sexuality. Continue to challenge harassment against a person's sexuality.	Ensure policies are adhered, records made and reported.	All staff and governors		Report incidents of unlawful harassment as part of HT report to governors
Promote equality of opportunity between all regardless of sexuality	We have diversity and PSHE leads in school who ensure the curriculum, alongside the curriculum lead meets the needs of all pupils and is accessible for all. PSHE days, visits and experiences reflect the equal nature of all people. Assemblies reflect British Values, Cape 8 values and equal opportunities for all.	The school continues to follow the current good practice and will make any procedural or policy changes in light of government or local authority guidelines.	Ensure leaders are up to date with current processes.	All staff and governors		Report incidents of unlawful discrimination as part of HT report to governors

	The school uses a broad and balanced range of resources which reflect the world in which we live and are in line with national guidance.					
--	--	--	--	--	--	--

Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001 and code of practice 2014

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	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.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.	SENDCo and Class Teachers	Ongoing	Pupils with a disability make expected or better progress.
		All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCo and Class Teachers	Ongoing	Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs.
		School to continue to monitor the number of children requiring additional support in school and continue to recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the	Continually review the needs of our pupils to identify the staff we require at the next recruitment phase.	SENDCo	Ongoing	The Learning Support team is appropriately staffed with people with the right knowledge to support our pupils effectively.

		support that our disabled pupils require.				
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from OT and PT services continue to be actioned. Alternative and adapted equipment to be purchased if necessary.	SENDCo	Ongoing	All pupils have the opportunity to access appropriate PE activities.
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required. This includes:</i> • Ramps • Lift • Corridor width • Accessible parking bays • Accessibility toilets and changing facilities • High visibility strips to mark stairs, hand rails and vertical support post	Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder nurseries and external agencies to ensure that the necessary equipment is purchased.	SENDCo	Ongoing with each new cohort	Pupils will have full access to the physical environment of the school.
		Personal evacuation plans for identified vulnerable pupils.	Develop Personal emergency evacuation plans (PEEPs) for specific pupils. Support staff informed of which pupils they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by School office and brought to the evacuation point.	SENDCo	Updated annually or as required	Identified pupils are aware of their PEEP. Completed PEEPs in place for all identified pupils.

		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Teachers informed by SENDCo	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
		To continually maintain yellow/ fluorescent warningstrips on vertical posts, steps and handrails, to support pupils with VI	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.	Site Manager	Ongoing maintenance	All pupils with VI are able to navigate successfully around school safely
Improve the delivery of information to pupils with a disability <i>Our school will use a range of communication methods to ensure information is accessible.</i>	• <i>Large print resources</i> • <i>Internal signage</i>	All SEN pupils will have a detailed 'Passport' or EHCPs or provision mapping which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make the progress they deserve.	Refine SEN Support Plan through a SEND review meeting with parents and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.	SENDCo	In place in October of each academic year and updated throughout the year	Staff will be fully equipped with the right strategies to support pupils with disabilities and this will ensure that pupils can access all information delivered in lessons.

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equalities Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

The school is a large Victorian building set across a landlocked site alongside a busy road. The building has several access points from outside where pupils, parents/carers, visitors and staff can access the building; all these entrance points have secure access.

The school has a small onsite car park for staff. All of these spaces are clearly marked out, signed and kept clear from misuse. Within the car park the school has one dedicated disabled car parking bay. The school's site manager ensures access the car park and school is kept free of snow, ice and fallen leaves. The schools walk ways are kept clear of bollards, litter bins and outwards opening windows and doors. The small step from the pavement onto the school site by the main entrance is clearly painted yellow to assist people with visual needs. This area is like a dipped curve from a road onto a driveway so would allow disabled access into school from the main entrance. The main entrance to the school features a secure lobby, with double doors allowing access to wheelchair users and double pushchairs. The school offers three disabled toilets which are clearly signed and fitted with a handrail and lower hand basin. The school has internal emergency signage and escape routes are clearly marked. Vulnerable pupils/staff have individual evacuation plans and staff are aware these. PEEPS and Risk assessments are completed for time limited periods if, for example, a child/staff member needs to use a walking aid because they have broken their leg.

The dining room, infant hall, EYFS/KS1 classes can all be accessed from the main entrance which is step free. There is a caveat for the reception classes moving from the playground – the children/staff do need to travel up/down stairs to get to the classroom. An alternative route would be back to the top of the playground and walking through school. Likewise, the ingress/egress from the hall and dining room has steps, however can be accessed step free from the main entrance.

Moving between the KS1 and KS2 building there are three steps. KS2 is set over two floors with steps out onto the playground. In order to make sure that the lower floor is accessible for wheelchair use a child, with adult support, would need to exit via the Durban Rd fire exit and come back through the black gates to access the playground. If a wheelchair user was to be in UKS2 (Y5/6) then this would require all classrooms for the year group to be relocated downstairs and LKS2 moved upstairs.

1. Physical Access					
Item	Issue	Green	Amber	Red	Comment
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are pathways and routes logical and well signed?				Yes

3	Do you have emergency and evacuation procedures for specific pupils with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils/staff?				Yes – technology is provided where necessary, as well as height adjusting furniture. This would be done in conjunction with specialist teachers for pupils or a WSA/OH referral for staff.
5	Do furniture layouts allow easy movement for pupils with disabilities?				Seating plans would be used to ensure that pupils with disabilities are seated appropriately
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are car park spaces reserved for disabled people?				Yes – there is one designated disabled car parking space.
8	Are there barriers to easy movement around the site and to the main entrance?				No – there is a small drop kerb approaching the school but this is painted yellow to support visitors who may be visually impaired.

9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				N/A
11	If there are steps, is a ramp provide to access the main entrance?				N/A
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				N/A
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes – the front entrance is not automatic but there is an intercom facility for visitors to speak to the office. This is accessible to a wheelchair user.
14	If no is an alternative wheelchair accessible entrance provided?				N/A.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16	Do all internal doors allow a wheelchair user to get through unaided?				Yes
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes
18	Does each block have a wheelchair accessible toilet?				There is a disabled toilet near the main entrance, in the Egyptian corridor and an external toilet on the KS2 playground)
19	Does the relevant block have accessible changing rooms/ shower facilities?				N/A – Nursery has a changing facility but not showering facilities.

20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes, however these are not brightly coloured.
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				No – the building is an old Victorian building with no facility for a lift. If a wheelchair user was required to work in those classrooms the year group would need to relocate.
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No – the building is an old Victorian building with no facility for a lift. If a wheelchair user was required to work in those classrooms the year group would need to relocate.
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes – KS2 users would have to use the Durban Rd fire exits. A dining room or art room user would need to use the main entrance. Reception class users would need to use the main entrance.
25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
26	Could any of the décor be confusing or disorientating for pupils with disabilities?				No
27	Is a hearing induction loop available (either fixed or portable) in the school?				No – although technology has been purchased for hearing impaired users and teachers at a local level.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes

2. Learning Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training will be provided on SEND, assemblies will be in place to promote disability awareness.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. NHS occupational therapists and physio therapists, VI/HI/medical specialists all provide training for staff when children/staff are identified.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, SENDCo/Diversity lead and subject leads ensure that curriculum provision does not provide barriers to pupils. This includes trips and experiences beyond the school gates.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that adaptive teaching is embedded in lessons. Widget Online purchased to support pupils with symbols and words enabling greater access to the learning and scaffolding tasks.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every pupil's curriculum.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed passports of need which outline the adjustments they need to make to allow access for individual pupils. Alternative PE activities are provided for pupils who need them though adult support in PE lessons.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for pupils with SEND is considered as part of a lesson plan and seating plans account for pupils with disability. Lesson observations and SEN monitoring quality assure that this is taking place in lessons. Widget Online to scaffold learning
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need for both adults and children. For adults with additional needs school works with the LA officers to support staff through Access to Work.
10	Are school visits, made accessible to all children and young people irrespective of attainment or disability?				All pupils are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.

3. Information Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed format?				Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary. The use of translators, translation aids and technology to support parents, children and visitors who have English as an additional language are provided. Widget Online software supports learners with symbols and print. School subscribes to RNIB Bookshare so that books can be downloaded in PDF/word format for children with learning or visual disabilities.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				We will provide information on everything that we do as a school to support pupils with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular Learning Together Days to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.