



Clovelly House School
Stay safe, respect, achieve

Equalities Act Action Plan

January 2024



Clovelly House School Policy

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Equalities Act Disability Action Plan

1. Introduction

The SEN and Disability Act 2002 extended the Disability Discrimination Act 2005 (DDA) to cover education. During 2010, this was changed to the Equalities Act. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their Disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



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1. Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum

Key Points	Short term targets	Strategies	Timeframe	Outcome
1. Do teachers have the necessary training to teach and support disabled students?	To enable staff to increase their Knowledge & understanding of Needs of disabled pupils	Staff training on SEN Flexible approach to working with Disabled pupils,	Within 3mths, ongoing	Teachers have a variety of skills regarding working with SEND, training is offered as required to meet the needs of individual pupils
2. Are classrooms optimally organised for disabled pupils?	To improve layout of classrooms and individual space for disabled pupils	Classrooms are all single storey log cabins leading out onto the garden. They have steps, but a ramp is available for use and additional ramps can be sourced if necessary	In place.	All disabled pupils can access classrooms easily.
3. Are lessons responsive to pupil diversity?	To ensure pupil with diverse needs are fully catered for within the school	The ethos of the school promotes tolerance and appreciation of diversity. Lessons are planned to further embed tolerance for others. An 'Equalities officer' has been appointed and trained.	In place	All lessons are planned for maximum responsiveness to diversity.
4. Do lessons involve work to be done by individuals, pairs, groups, whole class?	To ensure that pupils have maximum opportunities to do work individually, in pairs, groups and whole class	The school is highly staffed. The timetable is drawn up in advance and adjusted on a daily basis to respond to pupil and staff absences. Pupils are consulted in the drawing up of their individual curriculum offerings	In place	The timetable allows for work to be done individually, in pairs groups and whole class
5. Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?	To ensure access to the curriculum for all pupils according to their abilities	Personalised timetables are in place for all pupils with planning in each subject area according to ability. This includes additional time to access equipment and to practical work.	In place	Lessons in English & maths and other subjects are delivered using individualised timetables which allow sufficient time for each child to complete work within their capabilities
6. Do staff recognise & allow for the mental effort expended by some disabled pupils, e.g. lip reading	To ensure staff are aware of the individual needs of all pupils and the need to nurture and allow additional time for mental effort.	Staff are trained in SEND. Staff also attend weekly reflective practice sessions to discuss the EHCP trackers which outline special needs of pupils and discuss ways to support them.	In place	Staff members are trained and aware of the challenges facing individual SEND children. Lessons are delivered to take these into account and support each pupil.
7. Does the school provide access to computer technology appropriate for pupils with disabilities?	For pupils to be supported by technology where appropriate.	The school has several laptops and funding is available to provide technology for pupils with disabilities.	In place	Pupils who need SEND technology have access to appropriate equipment.
8. Are there high expectations for all pupils?	For pupils to achieve well according to their needs, abilities and interests	Baseline assessments are completed on entry and, termly, thereafter so that the school can track pupils progress according to the needs of each child. Pupils who need additional support are offered this within their individualised package.	In place	The ethos of the school promotes inclusion and high expectations for each pupil to develop according to their interests and abilities.
9. Do staff seek to remove all barriers to learning & participation?	All pupils to have maximum access to school facilities and provision, including off-site activities.	Grounds and buildings are laid out to facilitate access. When school trips re planned, meeting pupil needs as well as risk assessment are considered as paramount.	In place	School pupils engage in a wide range of off-site activities – at all times staff members include disabled pupils to facilitate inclusion.



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Key Points	Medium term targets	Strategies	Timeframe	Outcome
1. Do teachers have the necessary training to teach and support disabled students?	Planning & delivery of lessons to be planned to accommodate a diversity of needs as part of normal practice	Consideration made at the planning stage as to what additional strategies may need to be employed to meet the needs of students with a diversity of impairments e.g. habitual reading through of printed material/ information left available for reference/paired and group support learning.	Within 1 years	Disabled students able to smoothly integrate into the learning environment of the school supported by well-trained staff.
2. Are classrooms optimally organised for disabled pupils?	Future planning and moving of classrooms to take into account the needs of disabled pupils	Classrooms that need to be moved and new acquisitions in school space need to take pupil needs into account for maximum access.	Within 1 yr	Disabled pupils have classrooms that are suitable and conducive to support disabilities through access and organisation.
3. Are lessons responsive to pupil diversity?	The curriculum is planned to accommodate pupils with diverse needs and is accessible to all staff.	To increase the bank of curriculum resources and programs of study in all subjects, at all levels which take into account pupil diversity.	Within 1 yr	Pupils with diverse needs can access the full curriculum and lessons.
4. Do lessons involve work to be done by individuals, pairs, groups, whole class?	Pupils to be encouraged to work individually as well as in small groups or a larger class.	For the timetable to take into account the need for pupils to learn to work in groups as well as individually. Timetable changes are planned in the longer term to build up pupil tolerance to working with others.	Within 1 yr	The timetable illustrates increasing time on task working in small, then larger groups for SEND pupils.
5. Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?	To train staff to plan lessons allowing sufficient time for pupils with disabilities to benefit from access to equipment in practical work.	To improve baseline assessments to include data about the time pupils require to complete practical tasks. To gain information from the OT on how to support pupils with disabilities who need additional time to complete practical work.	Within 1 yr	Staff allow pupils with disabilities additional time to access equipment in practical work.
6. Do staff recognise & allow for the mental effort expended by some disabled pupils, e.g. lip reading	To upskill staff to be increasingly knowledgeable about SEND including recognising and allowing for the mental effort required to learn by some disabled pupils.	To increase staff training on SEND To improve baseline assessments to identify how long pupils need to process information. To improve staff skills in recognising and allowing enough time for pupils to process information	Within 1 yr	SEND children have sufficient time to process information and to maximised learning opportunities
7. Does the school provide access to computer technology appropriate for pupils with disabilities?	To audit and update technology in line with pupil needs including SEND.	To do an audit of provision in technology and link it to an audit of needs appropriate for all pupils, including those with disabilities. To replace technology as needed.	Within 1 yr	Pupils with disabilities have access to appropriate computer technology.
8. Are there high expectations for all pupils?	To ensure that there are high expectations for pupil progress according to the baseline assessments of each child.	To undertake baseline assessments for each pupil on entry and termly thereafter. To set ambitious targets that are communicated to pupils and parents at termly 'mentoring meetings'. To support and monitor pupils to achieve these targets.	Within 1 yr	The school has high expectations for all pupil and support them to achieve these.
9. Do staff seek to remove all barriers to learning & participation?	For staff to be curious and to endeavour to remove all barriers to learning experienced by each pupil.	Staff to be familiar with pupil EHCPs. Staff to work together to overcome challenges experienced by the child and to remove barriers to learning.	Within 1 yr	Pupils are being supported to recognise and overcome barriers which hamper learning and participation.



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Key Points	Long term targets	Strategies	Timeframe	Outcome
1. Do teachers have the necessary training to teach and support disabled students?	Teaching staff to be upskilled in working with SEND, including using relevant physical and technological aids to learning.	In line with developments, to research and purchase relevant software and hardware to accommodate the needs of disabled students.	Within 3 year	Disabled pupils have full accessibility to broad and balanced curriculum offered.
2. Are classrooms optimally organised for Disabled pupils?	Classrooms to be arranged to provide accessibility and provision for disabled students.	As the school develops over time, practical alterations are made to classroom plans and whole school layouts where possible.	Within 3 yrs	Disabled pupils are able to move around the school and classrooms as comfortably as possible.
3. Are lessons responsive to pupil diversity?	The curriculum continues to develop and is consolidated so that they are increasingly responsive to a wide range of pupil needs.	The newly established curriculum continues to be developed to accommodate a diverse range of needs, and becomes embedded and consolidated over time.	Within 3 yrs	Lessons become increasingly responsive to pupil diversity.
4. Do lessons involve work to be done by individuals, pairs, groups, whole class?	Pupils who come into the school on a 1:1 basis to be supported to work increasingly in pairs, small groups, then larger groups.	To accept pupil into the school on a 1:1 and to build trust and relationships with them, slowly increasing their confidence and ability to work with others. This is documented in an integration plan for each child.	Within 3 yrs	Pupils are on an integration plan and are increasingly working with others according to their own needs.
5. Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?	For Staff to becoming increasingly skilled in working with SEND pupils including developing knowledge and skills to recognise the additional time some pupils need to manage equipment in practical work.	Staff are becoming increasingly skills in working with SEND pupils. Staff are becoming increasingly skilled in recognising how much additional time pupils need to use certain equipment in practical work. Staff share this knowledge with each other.	Within 3 yrs	Pupils with disabilities are given sufficient time to process and use equipment in practical lessons according to their abilities.
6. Do staff recognise & allow for the mental effort expended by some disabled pupils, e.g. lip reading	To encourage staff to become increasingly skills in working with disabled pupils so that they are able to acknowledge the mental effort expended by some pupils to learn such as in lip reading.	Staff are trained in nurture approaches. This training includes specifically understanding and caring for the mental wellbeing of pupil who have to extend high levels of mental effort in order to achieve and learn. This includes, lip reading, physical effort to write, pupils who have difficulties hearing, etc	Within 3 yrs	Staff understand that pupils with disabilities require additional mental effort to cope in lessons and they allow for this in their approach.
7. Does the school provide access to computer technology appropriate for pupils with disabilities?	For the school do undertake an audit of computer technology annually and to keep abreast of improvements in technology so that they can offer disabled pupils access to this.	Staff to continually keep up-to-date with new technology and to adopt it where appropriate and practicable for all pupils with disabilities, thereby supporting pupils' development.	3 yrs	Pupils with disabilities are continually provided with high quality computer technology to support their learning and development.
8. Are there high expectations for all pupils?	For the school to continue to hold high expectations for all pupils.	For the school to continue to monitor individual pupil and whole school results over time so that improvements in pupil progress are evidenced over a longer period, including tracking progress of pupils with disabilities.	3 yrs	The school continues to hold high expectations for all pupils and is able to evidence this.
9. Do staff seek to	For the staff to continue to be committed to	For all staff to have continuous training in SEND and to	3 yrs	Staff members continually strive



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remove all barriers to learning & participation?	remove barriers to learning and participation for all pupils, including those with learning disabilities.	increasingly embed training as well as reflective practice to share experience and to collectively introduce strategies to remove barriers that pupils experience to learning and participation.		to remove barriers to learning and participation.
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2. Improving the Physical Environment of the School to Increase Access to Education by Disabled Students

Key Points	Short term targets	Strategies	Timeframe	Outcome
1. Does the size & layout of areas, including all academic and social facilities; classroom, canteen, library and common rooms – allow access for all students?	To enable disabled students, staff and visitors to access relevant areas of the School building	This is a very small school with a countryside ethos. Classrooms are mostly individual and open out onto the garden. All buildings have been constructed with disabled access in mind.	In place	The layout of the school allows for access for disabled pupils.
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?	To ensure that disabled people, including those with wheelchairs, can access all areas of the school.	All buildings are single storey. Currently, classrooms and all areas are accessed by single steps. The school has a ramp and funds are available for further ramps if necessary. Provide accessible toilet facilities for disabled students, staff and visitors.	In place	Pupils who use wheelchairs are able to gain access to all areas of the school.
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	To ensure that pathways of travel round the school and parking is available for disabled people.	School buildings are linked by lawns and pathways that are well-maintained for access. All areas of the site are visible from the main school entrance. There is a pathway alongside parking areas. There is a parking space close to the school designated as disabled parking. Designate at least one parking space for disabled people and signpost it clearly	Areas of travel in place. To identify disabled parking within 1 mth.	Pathways of travel and parking on the school site are safe for disabled pupils
4. Are emergency & evacuation systems set up to inform all students, including disabled students, including alarms with both visual and auditory components?	To ensure that emergency and evacuation systems are practiced with all pupils on entry to the school, and termly thereafter.	New staff and pupils to the school are informed about evacuation systems. All pupils are on 2:1 staffing. The high staffing ratios, 2:1, allow for staff to support all pupils in the event of evacuation.	In place	To continue to evidence practice that emergency and evacuation systems are robust and fit for disabled pupils.
5. Are non-visual guides used to assist people to use buildings?	To ensure that partially sighted and blind pupils can use the buildings.	Pupils remain on 1:1 staffing for support. Here is a handrail alongside the main pathway to the school. There is funding in place for additional handrails to be installed if necessary	Staffing and handrails in place.	Assistive structures in place as currently necessary.
6. Could any of the décor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?	To ensure that all pupils are supported to read and understand décor or signage.	Pupils personalise their own classroom space. Staff to support new pupils to personalise their own classrooms and to contribute to communal areas. Pupils remain on 2:1 staffing for support in understanding signs and décor.	In place	Pupils are supported to understand décor and signage.
7. Are areas, to which pupils should have access, well lit?	To ensure that classrooms, communal areas and outdoor areas are well-lit for access	All classrooms have individual electric lighting and windows onto the garden. The garden areas have external lighting on a sensor switch which lights up areas after dark.	In place	The school maintains indoor electric systems and external areas are lit by sensor lighting after dark
8. Are steps taken to reduce	To ensure that acoustics in	In interleading classrooms where noise transfers between	In place	To take steps to reduce



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background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?	classrooms are considered when planning for disabled pupils.	rooms efforts have been made to have quieter lessons in these classes. Newer buildings have been constructed separately to reduce noise.		noise for disabled pupils in class.
9. Is furniture & equipment selected, adjusted and located appropriately?	To ensure that disabled pupils have suitable furniture in education spaces.	Classrooms are laid out for pupils with different needs and staff arrange the learning areas as required for individual pupils. Furniture is selected, adjusted and located according to the needs of pupils	In place	Staff ensure that disabled pupils are comfortable in classrooms and that furniture is suitable.

Key Points	Medium term targets	Strategies	Timeframe	Outcome
1. Does the size & layout of areas, including all academic and social facilities; classroom, canteen, library and common rooms – allow access for all students?	To ensure that during reconstruction, all areas of the school allow for access for disabled pupils.	While restructuring, to take advice from Centre for Accessible Environments on cost-effective and practical measures to improve access. Record all barriers/access problems for disabled students and visitors and consider these in any plans for refurbishment or new buildings.	Within 1 yr	Awareness of accessibility issues given full consideration in all refurbishment and new build plans
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?	Disabled students staff and visitors will continue to have unrestricted access to all the school buildings.	For access to be considered during reconstruction and to ensure that toilet facilities are constructed large enough for disabled access and have hand rails.	Within 1 yr	Any wheelchair users continue to have access to all areas of the school.
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	For pathways of travel continue to be accessible including parking arrangements.	During reconstruction, to ensure that new pathways of travel round the school link with existing paths and with parking areas and are logical and well-signed.	Within 1 yr	To maintain well thought out and accessible parking and pathways of travel.
4. Are emergency & evacuation systems set up to inform all students, including disabled students, including alarms with both visual and auditory components?	For emergency and evacuation systems to continue to be safe and accessible for all pupils.	For emergency evacuation procedures to be paramount in planning reconstruction of classrooms to new locations. For staff to be trained to support pupils to use systems.	Within 1 yr	To maintain safe and accessible emergency and evacuation systems
5. Are non-visual guides used to assist people to use buildings?	For main paths to have handrails to support access for visual disabilities.	All pupils are staffed on 2:1. Staff support pupils to access all areas of the building.	Within 1 yr	Handrails and staffing are used to support pupils to access areas of the building.
6. Could any of the décor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?	All staff continue to support disabled pupils to understand décor and signage.	When classrooms are moved, new signs and displays and clearly laid out and are accessible for pupils with disabilities.	Within 1 yr	In re-sited buildings décor and signage continues to be accessible for disabled pupils.
7. Are areas, to which pupils should have access, well lit?	During reconstruction of buildings, to ensure new pathways are well-lit and link with existing pathways.	As classroom are re-sited, new lighting is placed to ensure that classrooms are well lit and that pathways have sensor lighting to continue access after dark.	Within 1 yr	Areas which pupils access are well-lit
8. Are steps taken to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?	To consider noise in the planning and re-siting of classrooms.	To move classrooms while giving due regard to transfer of noise between cabins. To ensure that there is a gap between cabins to prevent transfer of noise.	Within 1 yr	Steps have been taken to reduce noise when classrooms are re-sited.



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9. Is furniture & equipment selected, adjusted and located appropriately?	To ensure that furniture and equipment is selected, located and adjusted for disabled pupils.	When classrooms are re-sited, to ensure that they are furnished with suitable furnishings and equipment for disabled pupils.	Within 1 yr	Furniture and equipment in rooms is suitable and appropriate for disabled pupils.
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Key Points	Long term targets	Strategies	Timeframe	Outcome
1. Does the size & layout of areas, including all academic and social facilities; classroom, canteen, library and common rooms – allow access for all students?	To ensure that all new buildings for the school development will be fully accessible.	When planning for development of the school consideration continues to be given to ensuring that new buildings and development allow for access for all pupils.	Within 3 yrs	As the school develops, consideration continues to be given to ensuring access for all.
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?	To ensure that all plans for school development consider access for wheelchairs, to all areas including toilets.	When seeking new sites for development of the school, to consider access at the planning stage to ensure that wheelchair users can move around freely.	Within 3 yrs	As the school develops, wheelchair access is given consideration in planning.
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	To continue to ensure that pathways of travel and parking arrangements are in place for all school developments.	When seeking to develop the school, to maintain safe, accessible and well-signed pathways of travel and parking arrangements	Within 3 yrs	Pathways of travel and parking continue to be accessible in all school development.
4. Are emergency & evacuation systems set up to inform all students, including disabled students, including alarms with both visual and auditory components?	When considering plans for development of the school, to ensure that emergency and evacuation systems take account of the needs of all disabled pupils.	In all planning to develop the school, to secure expert advice and risk assessment regarding emergency and evacuation systems including alarms for disabled pupils.	Within 3 yrs	Emergency and evacuation for school buildings always considers the needs of all disabled pupils to exit the school safely.
5. Are non-visual guides used to assist people to use buildings?	In new developments in the school, to consider installation of non-visual guides to assist disabled people to use the buildings.	All new paths, buildings and facilities to have hand rails where necessary. All new toilet facilities to have disabled access.	Within 3 yrs	Non-visual guides are used to assist people using the buildings.
6. Could any of the décor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?	Consideration is to be given to the profile of pupils using the school, and adaptations made to the décor and signage to ensure that they are not confusing for pupils.	Pupil profiles will be considered in the risk assessments of each child. Pupils who require specific decor or signage will have their needs met by trained SEND staff.	Within 3 yrs	All pupils can access signs and décor relevant to them without becoming confused. This will help to keep them safe.
7. Are areas, to which pupils should have access, well lit?	All cabins to be wired to mains electricity or alternative power source to provide lighting. All new cabins will have windows for natural light and sensor lights externally for use after dark.	When considering new buildings, access to power will be taken into account, rooms will have windows for natural light and electric, or other, lighting. External pathways will be lit by sensor lights to facilitate exit after dark.	Within 3 yrs	All areas pupils have access are well lit and monitored by health & safety teams.
8. Are steps taken to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?	When constructing new buildings, consideration is to be given to noise levels which may affect hearing disabled, or sensory challenged pupils.	In the construction of new buildings, consideration is given to noise levels which may affect hearing disabled, or sensory challenged pupils. Wooden cabins, which may transfer sound, are spaced to minimise disruption to	3 yrs, then ongoing	Consideration of noise levels is always taken into account when planning and construction new buildings.



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		neighbouring cabins.		
9. Is furniture & equipment selected, adjusted and located appropriately?	For suitable and appropriate furniture and equipment to be offered to pupils with disabilities.	When refurbishing and furnishing cabins, pupils are consulted. Furniture and equipment are sourced which is safe and appropriate for pupils with disabilities.	3yrs, then ongoing	Furniture and equipment is selected with pupil needs in mind.

3. Improving the Delivery of Information to Disabled Students

Key Points	Short term targets	Strategies	Timeframe	Outcome
1. Does the school provide information in simple language, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information	To audit the capacity of staff to offer information in large print, verbally or audiotape.	Staff are trained to support pupils to access information visually. This includes staff trained as 'readers' for examination purposes. The school has a photocopier capable of enlarging printing for pupils who needs it. Staff are trained to edit and cut printed information to make it easier for children to read.	In place	Disabled pupils who struggle to read standard print are offered alternative forms of printed information.
2. Does the school 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?	To ensure that information is accessible to disabled pupils.	Staff are trained to present information in a variety of ways to 'entice' children into wanting to learn, including using projectors, computers, pictures and diagrams.	In place.	Information is presented to disabled pupils in a user-friendly way.
3. Does the school have the facilities such as ICT to produce written information in different formats?	For the School to provide written Information in alternative formats including ITC.	The school has several computers and use these and other technology to produce written information. Teaching staff are trained to deliver information using a variety of formats, including ICT.	In place, partially, further training planned for next term.	For the school's ICT facilities to be used to optimally to reproduce information for pupils in a variety of ways.
4. Does the school ensure that staff are familiar with technology and practices developed to assist people with disabilities?	The school to ensure that staff can use technology and practices to support disabled pupils.	Staff to be trained to use a variety of technology and practices to assist pupils with disabilities, such as recordings and computers.	Planned for next half term	Staff are trained and competent to use technology and practices to support disabled pupils

Key Points	Medium term targets	Strategies	Timeframe	Outcome
1. Does the school provide information in simple language, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information	To consider the availability of written material in alternative formats	Disabled students able to access all information in the preferred choice of format upon application	Within 1 yr	If necessary, the school sources and provides access to Braille for visually impaired pupils.
2. Does the school ensure that information	For Staff to be increasingly able to	Leaders research sources of alternative	Within 1 yr	School leaders continue to



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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?	teach a diversity of disabled students with confidence	formats including costings for potential use for disabled pupils. Staff are trained to use these formats for the benefit of pupil's learning.		research alternative ways of presenting information to pupils and present this to them.
3. Does the school have the facilities such as ICT to produce written information in different formats?	For the school to undertake an audit of school ICT equipment and to update this to ensure that equipment is able to provide up-to-date access to information for disabled pupils.	Ongoing training given to ensure that staff are up to date with all current and relevant research, recommended practices and available technology	Within 1 yr	The school has updated ITC equipment capable of producing information in different formats.
4. Does the school ensure that staff are familiar with technology and practices developed to assist people with disabilities?	For staff to be aware of updated recommendations for teaching practices and available technologies which are beneficial for pupils with learning disabilities.	Leaders remain up-to-date with technology and practices to support learning disabled pupils. Leaders source suitable materials and staff are trained to deliver lessons using such.	Within 1 yr	Staff are aware of current recommendations for teaching practices and available technologies

Key Points	Long term targets	Strategies	Timeframe	Outcome
1. Does the school provide information in simple language, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information	All pupil documentation to be available in a range of formats including Braille, audiotape and large	Pupil profiles are perused on admission and any pupils with visual difficulties are offered information in accessible formats.	3 years	As necessary, all pupil documentation is presented in a variety of forms including braille.
2. Does the school 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?	Student documentation to be reprinted and recorded in accessible formats	All staff are given ongoing training to learn how to present information in a variety of formats. This is updated annually and new techniques employed.	3 yrs, then ongoing	Staff have continuous up-to-date training on presentation of information to disabled pupils and use this to maximise learning.
3. Does the school have the facilities such as ICT to produce written information in different formats?	All student documentation to be made available in a variety of formats as part of normal practice	The school purchases equipment and appoints an ICT officer to support and train staff to carry out this.	3 yrs, then ongoing	ICT is used to ensure that information for disabled pupils is produced in different formats.
4. Does the school ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Disabled students able to access all information in the preferred choice of format upon application	Staff are continuously trained to use ICT to produce written information for disabled pupils	3 yrs, then ongoing	All staff use ICT to produce information for pupils in various formats.

4. Improving access to qualifications for Disabled Students.

Key Points	Short term targets	Strategies	Timeframe	Outcome
1. Does the school offer suitable qualifications for pupils?	For all pupils to have access to an individualised curriculum including	The school offers a variety of qualifications for pupils at all levels. Each child is given individual options for	In place.	All pupil have an individualised curriculum, including enrichment



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	relevant qualifications	achieving suitable qualifications.		which offer qualifications relevant to the pupils.
2. Does the school offer a comprehensive assessment system to support the identification of pupils for relevant qualifications?	For the school to have a comprehensive assessment system to support pupils to obtain suitable qualifications.	All pupils are assessed using Boxall, baseline and standardised assessments on entry to the school and termly thereafter in order to identify suitable qualification routes.	In place	All pupils are able to access curriculum routes appropriate to their levels which lead to relevant qualifications.
3. Does the school facilitate access to qualifications for all pupils?	For the school to facilitate access to qualifications for all pupils.	The school is registered as an exam centre including BTec, ASDAN & AQA UA qualifications. The school offers individualised programs of study suitable for each pupil to achieve relevant qualifications.	In place	The school celebrates the success of disabled pupils in examinations
Does the school ensure that staff are willing and able to support all pupils to achieve suitable qualifications?	For the school to appoint and maintain a bank of suitable staff members who support pupils.	Staff members are trained and encouraged to understand the needs of pupils and support them to achieve suitable qualifications.	In place	The school has a committed and suitable staff team who support pupils to progress and achieve qualifications.

Key Points	Medium term targets	Strategies	Timeframe	Outcome
1. Does the school offer suitable qualifications for pupils?	The school continues to offer a range of suitable qualifications for disabled pupils	The school consolidates the list of opportunities for qualifications, and audits these to track suitability for qualifications for all pupils.	1 yr	The school offers a range of suitable qualifications for all pupils, including those with disabilities
2. Does the school offer a comprehensive assessment system to support the identification of pupils for relevant qualifications?	For the school to continue to offer a comprehensive assessment system to identify pupils for suitable qualifications	The school consolidates and improves the assessment system by tracking progress of pupils and setting appropriate targets for improvement as well as by comparing with past results for school improvement	1 yrs	The school has a comprehensive assessment system which is analyzed annually to ensure that it supports the identification of all pupils and relevant qualifications
3. Does the school facilitate access to qualifications for all pupils?	The school to facilitate access to qualification for all pupils and ensure that this is monitored and recorded.	The school continues to monitor teaching and learning to ensure that pupils have access to high quality teaching leading to preparation for suitable qualifications.	1 yr	The school ensures that all pupils have access to high quality lessons and access to appropriate qualification according to need.
Does the school ensure that staff are willing and able to support all pupils to achieve suitable qualifications?	The school to ensure that high calibre staff are appointed and retained who are able to support pupils to gain relevant qualifications.	The leaders hold regular 'workforce development' meetings to ensure that a dedicated and committed team is retained. All staff have annual targets for development, including supporting all pupils to progress and achieve.	1 yr	A dedicated staff team is in place to support pupils to progress and achieve qualifications.

Key Points	Long term targets	Strategies	Timeframe	Outcome
1. Does the school offer suitable qualifications for pupils?	The school continues to offer a range of suitable qualifications for pupils, increasing options as these become available	As the school becomes aware of any further opportunities for qualifications, these will be added to the school portfolio.	3 yrs, then ongoing	The school offers an extensive and developing range of suitable qualifications for all pupils, including those with disabilities
2. Does the school offer a comprehensive assessment system to support the identification of pupils for	For the school to continue to audit the assessment system continually to add new opportunities for suitable qualifications for all pupils	The school continuously modifies and improves the assessment system to track progress of pupils and set appropriate targets for improvement. This is recorded online and in hard copy.	3 yrs, then ongoing	The school has a continuously development assessment system which supports the identification of all pupils and



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relevant qualifications?				relevant qualifications
3. Does the school facilitate access to qualifications for all pupils?	The school to continue to facilitate access to alternative qualifications for all pupils.	The school continues to monitor teaching and learning to ensure that pupils have access to high quality teaching leading to preparation for suitable qualifications. This includes remaining compliant with new guidance and developments in curriculum and qualifications	3 yrs, then ongoing	The school ensures that all pupils continue to have access to up-to-date and appropriate qualification according to need.
Does the school ensure that staff are willing and able to support all pupils to achieve suitable qualifications?	The school to ensure that in line with whole school development, high calibre staff continue to be appointed and retained who are able to support pupils to gain relevant qualifications.	The leaders hold regular 'school development' meetings to ensure that a suitable, dedicated and committed team is retained. All staff have annual targets for development, including supporting all pupils to progress and achieve, increasing options for pupil progress in line with new developments .	3 yrs, then ongoing	A dedicated staff team is in place to support pupils to progress and achieve qualifications in line with current and up-to- date trends in education.

Assessed by:Jennifer Collighan, reviewed March 2024.....

Signed: ..*Jennifer Collighan*..... Date: ..January 2023.....

... *Jennifer Collighan*..... Date: .. March 2024.....

..... Date:

..... Date: