

Greater Manchester Education Trust

EQUALITY POLICY

V1.0

Approval History

Approved By:	Date of Approval	Version Approved	Comments

Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor

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1.0 INTRODUCTION

The Greater Manchester Education Trust is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the Trust, irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel welcomed, valued and supported to fulfil their potential irrespective of their potential or personal characteristics.

We believe it is our duty under the Equality Act 2010 to minimise any distress and disruption to any member of our school community regardless of personal characteristics. We also recognise that some of these characteristics are designated as protected under UK law. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Greater Manchester Education Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age, marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to students.

We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes as set out in the UN Convention on the Rights of the Child.

2.0 PURPOSE OF THE POLICY

The purpose of the Policy is to set out how our policies and practices have *due regard* to the Public Sector Equality Duty (April 2011) which requires all public organisations, including schools to:

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010
- advancing equality of opportunity between people who share a protected characteristic and people who do not

- fostering good relations between people who share a protected characteristic and those who do not
- consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination - affected people could include parents, pupils, staff and members of the local community

It explains how we listen to and involve students, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

3.0 OBJECTIVES

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- To foster good relationships through transparency of practice, timely and open communication, courageous conversations and a respectful curriculum

SPECIFIC DUTIES

In accordance with the specific duties the school will:

- Publish information annually to demonstrate compliance with the Equality Duty
- Review and publish equality objectives every four years
- Review individual school objectives every year

All information must be published in a way that is accessible to the public

4.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific objectives set out in this policy, the school operates equality of opportunity in its day-to-day practice in the following way:

5.0 TEACHING AND LEARNING

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any

gaps;

- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

6.0 ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on any of the *protected characteristics*.

Suspensions and exclusions will always be based on the Trust's Behaviour and Antbullying Policy. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

7.0 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff in the Greater Manchester Education Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All appointments and promotions are made on the basis of merit and ability and in compliance with the law. All *protected characteristics* are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re- evaluating staff structures, to ensure decisions are free of discrimination. We are also concerned to ensure wherever possible that the personnel of the school reflect the diversity of our community.

8.0 EMPLOYER DUTIES

As an employer we endeavour to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students, parents and visitors to the school and comply with reasonable requests relating to religious observance and practice.

We will ensure that all staff, both teaching and support, receive appropriate training

and are offered opportunities for professional development, both as individuals and as groups or teams.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention of staff;
- Monitoring of complaints or concerns including bullying and harassment;
- Review continued professional development opportunities for all staff;
- Proactive engagement with external agencies and awards that focus on the inclusion of all
- Policies that support the needs of staff
- Provide an employee assistance programme

Consultation and involvement

It is a requirement that the development of this policy and the objectives within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following:

- Feedback from Parent Forum meetings; Input from staff surveys or through staff meetings / INSET;
- Feedback from whole school surveys that collect student voice on a range of topics
- Student leadership programmes and school councils to provide students with opportunities to raise concerns
- Issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps;
- Feedback at Academy Committee meetings.

9.0 ROLES AND RESPONSIBILITIES The Role of the Trust Board

- To review and publish the Equality Policy and Equality Objectives every 4 years
- To ensure this policy is implemented and monitored effectively in Trustschools

The Role of the Chief Executive Officer

- To work with the Academy Headteachers and wider Trust Executive Team to implement and monitor the policy in the Trust schools
- To report to the Trust Board on the implementation and impact of this policy

The role of Local Academy Committee Governors

- Designate a Governor with specific responsibility to oversee compliance with the Equality Policy within their Academy
- Ensure that any appropriate objectives arising from the policy are part of the School Improvement Plan
- Support the Academy Headteacher in the implementation of any actions necessary
- Engage with parents and partner agencies about the School Accessibility Plan

as appropriate

- Review the Academy Accessibility Plan annually
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.

The role of the Academy Headteacher

- To implement the Trust's Equality Policy and is supported by the Academy Committee in doing so.
- To review and publish an annual Accessibility Plan
- To ensure that all staff are aware of the Equality Policy and that all staff apply these guidelines fairly in all situations.
- To ensure that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against in respect of employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- To ensure that the Academy environment positively reflects all members of the school community and seeks to challenge stereotypical portrayals of groups
- To ensure that it is clear to students and staff how they report incidents

The role of all staff:

- To maintain awareness of the Trust's Equality Policy
- To endeavour to ensure that all members of the school and Trust community are treated fairly, equally and with respect
- To endeavour to ensure that all curriculum and student facing material that gives positive images based on race, gender, sexual orientation, transgender identity and disability, and challenges stereotypical images.
- To challenge any incidents of prejudice, racism, sexism, transphobia or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- To ensure that all visitors to the schools, including parents and carers, understand that they are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will provide training and guidance for Equalities for all staff new to the school as part of the induction procedure. Schools will also provide ongoing CPD to staff regarding aspects of equality in schools e.g. Citizenship/PSHRE delivery training

10.0 TACKLING DISCRIMINATION

Harassment on any of the *protected characteristics* is unacceptable and is not tolerated within the school environment.

- All staff are expected to report any discriminatory incidents that may occur as per the school reporting processes. Racist, sexist, homophobic or any transphobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Middle Leader /Senior Leader/ Academy Headteacher where necessary. All incidents are reported to the Academy Headteacher and racist incidents are reported to the Trust Board on a termly basis.
- To identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

What is a discriminatory incident?

Harassment on grounds of any of the *protected characteristics* can take many forms including verbal or physical abuse, name calling, exclusion from groups and activities, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the McPherson Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes related to any of the protected characteristics
- Racist, sexist, homophobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation and other protected characteristics
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

The procedure for reporting a racist incident is followed in the Trust to report racist incidents. * see Appendix 2

Review of progress and impact

The policy has been agreed by our Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will

review progress against our Equality Objectives annually and review the entire policy and accompanying action plan on a three-year cycle.

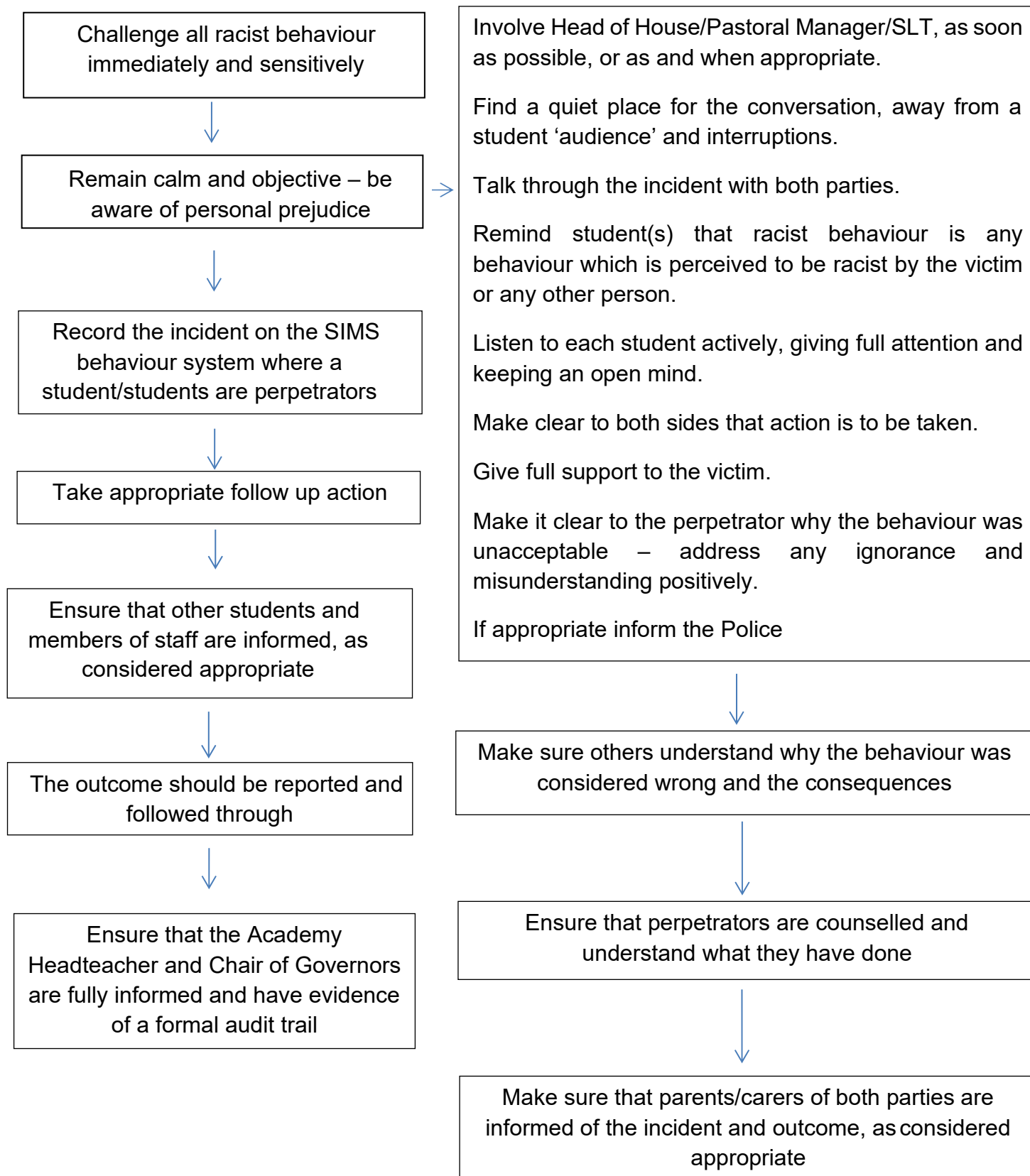
We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

11.0 PUBLISHING THE POLICY

This Equality Policy along with the Equality Objectives (*see Appendix 2) is available:

- On the school website
- As a paper copy from HR staff in school
- As an electronic copy shared with staff
- Linked to the staff handbook
- As part of our Induction for new staff.

PROCEDURES FOR RESPONDING TO RACIST BEHAVIOUR IN SCHOOL



EQUALITY OBJECTIVES – SEPTEMBER 2023

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school’s response to behaviour incidents	DJO	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
All	Ensure that all students are given opportunities to engage in extracurricular offer, trips and visits outside school to enhance confidence, social skills and cultural capital.	Data will be used to ensure equality of access and plan to address any inequalities found will be implemented.	AMO and DJO	Ongoing	Increased participation in extra curricular activities, trips and visits with proportionate representation of all vulnerable groups.
Community Cohesion	Involve local community groups in school life. Invite targeted groups into school for informal events. –SEND and EAL parental forum, support group and information evening	Feedback from parents and attendance to groups Tracking of parent/carers interactions with school at parent/carers evenings.	AMT LDO DJO NJO	Ongoing	Increased attendance at SEND/EAL parental support groups. Reducing the numbers of non-contact with parents
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum including focus days.	DJO NJO AMO ARE	Ongoing	Increased confidence in students and reduction in incidents of hate crime and negative behaviours.

All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and additional targeted support – eg. Counselling sessions for students needing support with their mental health and wellbeing	Development of Personal Development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive and emotional health and wellbeing offer and support.	AMO and ARE	Ongoing	Students demonstrate agency and increased resilience and are able to become independent life long learners.
All	Use school calendar to identify and promote months, weeks and days of celebration that focus on a specific group. E.g. BHM, LGBTQ+ months and religious festivals.	Through QA of PD curriculum, assemblies, and additional activities. Through staff and student voice.	DJO NJO AMO	Ongoing	Students and staff demonstrate greater understanding and increased levels of tolerance.
All	The school council will contribute to the content of the PD programme. Eg to include more activities that enable greater understanding of ableism.		DJO NJO AMO	Ongoing	Students and staff demonstrate greater understanding and increased levels of tolerance.

EQUALITY OBJECTIVES – SEPTEMBER 2023

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Regular assemblies and PDC information on Equality- linked to community value Analysis of data on a half termly basis	ER/MD	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
All	Increase participation of SEND	Monitor attendance at extra-curricular activities	KC/MD	Ongoing	Increased attendance at SEND at extra-curricular subjects
All	Ensure students eligible for the Pupil Premium and SEND attain at least as well as other students nationally	Curriculum offer IAG extra guidance Review screenings at different levels	EB/EF/MS	Ongoing	Decreases in number of behaviour incidents Progress Gap closer at screenings
All	Support learners to develop their character and help them know how to keep physically and mentally healthy	Development of personal development resources - revisit PSHE resources and MHWB in assemblies Student leadership Work with external partners	ER/KC	Ongoing	Student voice positive responses

THE EAST MANCHESTER ACADEMY

APPENDIX 4

EQUALITY OBJECTIVES – SEPTEMBER 2023

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to behaviour incidents	GHO	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
Community Cohesion	Involve local community groups in school life – SEND Parental Forum, support group and information evening	Feedback from parents and attendance to groups	RMO/HIN	Ongoing	Increased attendance at SEND parental support group. Engagement with the local offer.
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum offer Going the Extra Mile Curriculum offer e.g., Diversity Week	SLO	Ongoing	Increased confidence in students and reduction in incidents of hate crime
All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and the iThrive programme for students needing support with their mental health and wellbeing	Development of personal development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive programme.	SLO/RMO	Ongoing	Students demonstrate agency and increased resilience and are able to become independent life long learners.

EQUALITY OBJECTIVES – SEPTEMBER 2023

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school’s response to behaviour incidents	MCO	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
All	Ensure that all students are given opportunities to engage in extracurricular offer, trips and visits outside school to enhance confidence, social skills and cultural capital.	Tracking of engagement opportunities in extracurricular and trips and visits.	OBA	Ongoing	Increased participation in extra curricular activities, trip sand visits
Community Cohesion	Involve local community groups in school life – SEND and EAL parental forum, support group and information evening	Feedback from parents and attendance to groups Tracking of parent/carers interactions with school at parent/carers evenings.	SZA/KRO/CPL/SPK	Ongoing	Increased attendance at SEND/EAL parental support groups. Reducing the numbers of non-contact with parents
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum and Personal Development Days.	OBA	Ongoing	Increased confidence in students and reduction in incidents of hate crime and negative behaviours.

All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and the iThrive programme for students needing support with their mental health and wellbeing	Development of Personal Development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive and emotional health and wellbeing offer and support.	OBA/MCO	Ongoing	Students demonstrate agency and increased resilience and are able to become independent life long learners.
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Levenshulme High School Accessibility Plan

2023-2026

Levenshulme High School Accessibility Plan – 2023-2026

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.0 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Levenshulme High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At Levenshulme High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Levenshulme High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

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

The Levenshulme High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 Levenshulme High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEND Information report

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

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 103 students on the SEN register. Please see breakdown below.

Year 7	Year 8	Year 9	Year 10	Year 11	Total
24	19	18	19	23	103

Some students are categorised as having more than 1 SEN descriptor and have needs that fit into multiple categories. The table below captures the number of students with an identified need in each category – so the overall total is higher than in the table above.

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
K1 Communication & Interaction	10	9	8	6	8	41
K2 Cognition & Learning	15	22	19	20	18	94
K3 Social, Emotional & Mental Health	5	2	0	5	4	16
K4 Sensory and/or Physical Needs	1	2	6	3	4	16
Grand Total	31	35	33	34	34	167

Three current members of staff are registered as disabled.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The School has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the School's site. The School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of three two and three storey buildings, all of which have wide corridors and several access points from outside. The main Hall is on the first floor and is accessible via one of two lifts. There are 5 lifts in total which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Kone. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes six dedicated disabled parking bays. Each building has a ramped or flat entrance way and all entrances to the school have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception counter, this being fully accessible to wheelchair users. There are

a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

7.0 Accessibility Plan

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

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

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	DJO/LDO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips	Reviewed every half term	DJO/LDO	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens/introduce crick software	Reviewed every half term	DJO/LDO	All SEND students have access to relevant equipment so that they can access the curriculum

To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	DJO/LDO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	DJO/LDO	Modifications will be made to the school building to improve access.


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



Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SLT/LDO	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	SLT/LDO	Parents informed of children's progress.




Parrs wood High School
Accessibility Action Plan

12. Action Plan

13.1. Access to Information							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
		Maintain existing action and processes.					


13.2. Access to Site and Facilities							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.2	Disabled Parking	<p>Place a sign at the entrance to your site showing location of your accessible parking. For example:</p> 	A	L	2021	Sign ordered 21/11/2021 by LM. Install date 16 th Dec 2021.	December 2021






		<p>Erect signs in front of the bays at a height of 1 metre. (In case of snow on the ground.) For example:</p>  <p>Add a note on your web site under the Contact us section explaining where a disabled person can park.</p>	A	L	2021	Sign ordered 21/11/2021 by LM. Install date 16 th Dec 2021	December 2021
			A	N	2021	Note added onto website, LM to complete.	05/11/2021
10.2.5	Reception Facilities	<p>Install a portable hearing loop in the reception area and clearly display the sign.</p> 	B	L	2022	Portable loop is installed and sign been placed on reception window. Dec 2021	Completed Dec 2021.
		<p>Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:</p>	A	L	2021	Sign ordered 21/11/2021 by LM.	December 2021

		 <p>Provide a seat with high back and arms. For example:</p>  <p>Provide signage next to the intercom. For example:</p> 	A	L	2021	<p>Install date 16th Dec 2021</p> <p>Chair placed in reception area. LM to complete</p>	09/11/2021
			B	L	2022	<p>Signage put in place at the reception next to the access button. 03/05/2022</p>	03/05/2022

10.2.6	External Areas	Install further handrails to ramps where there is only 1. All ramps should be fitted with contrasting- coloured handrails on both sides.	C	L	2023	Quote obtained and booked in for June to be installed. installed June 2022.	25/06/2022
		Install dropped kerbs on routes where a wheelchair user needs to go for access.	A	L	ASAP	Drop kerb needed at the back of the sports centre, this is booked in for July/August.	02/06/2023
10.2.9	Internal movement – Stairs and Lifts	Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps. All handrails should be continuous across the landings.	C	L	2023		
		Change controls in lifts so they are more accessible. (Larger controls)	B	L	2022		
10.2.10	Accessible Toilets	Ensure accessible toilets are kept for the sole use of disabled users so that they are always fit for use.	A	N	Ongoing		

		Any white fittings on white walls should be changed to offer a contrast for any visually impaired users.	B	L	2022	Ordered with PHS to replace 25/04/2022, awaiting confirmation back.	
		Repair any broken taps	A	L	2021	Repaired Jan 2022	Completed Jan 2022
		Repair broken alarm cords	A	L	2021	Replaced Feb 2022.	Completed Feb 2022.
		Remove any unnecessary items being stored in accessible toilets so that a wheelchair user can manoeuvre easily into position.	A	N	Ongoing	Items removed Jan 2022.	Completed Jan 2022.
		Fit every toilet with an emergency aid beacon.	A	L	2021	All toilets fitted with an aid beacon Feb 2022.	Completed Feb 2022.
		Fit every toilet with a flashing internal fire alarm for a hearing-impaired person using a toilet.	A	L	2021	All toilets fitted with new flashing beacons Feb 2022.	Completed Feb 2022.
		Arrange training for appointed staff in how to respond to the activation of the accessible toilet alarm.	A	L	2021		
10.2.13	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering.	B	L	2022		

10.2.17	Social and Quiet Spaces	Ensure all pupils have access to the full curriculum in all subjects. For example, music, chemistry and food tech.	A	L	Ongoing		
10.2.18	Doors	<p>Change non-compliant door handles to the D style of handle: Example:</p>  <p>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:</p>	C	L	2023		
			B	L	2022		

		 <p>Ensure all doors are fitted with vision panels. (6th form building)</p>	C	L	2023		
10.2.19	Teaching and Study Spaces	<p>Provide rise and fall tables in specialist rooms.</p>    	C	I	2024		

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13.1. Access to Education							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
		Maintain existing action and processes.					
10.3.6	Access to the Curriculum	A specialist music room is needed on the ground floor so that all pupils can benefit from the subject. At the moment any pupil in a wheelchair cannot access the main music room.	A	I	ASAP		

The East Manchester Academy

Accessibility Plan

2023-2026

The East Manchester Academy Accessibility Plan – 2023 to 2026

- 1.0 Vision Statement
- 2.0 Aims and Objectives
- 3.0 Contextual information
- 4.0 Current good practice
 - Physical Environment
 - Curriculum
 - Information
- 5.0 Access Audit
- 6.0 Management, coordination and implementation
- 7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At The East Manchester Academy the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At The East Manchester Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The East Manchester Academy Accessibility Plan has been developed and drawn up based upon consultations with students, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

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

The East Manchester Academy Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to students, staff, parents and visitors with disabilities;

1.3 The East Manchester Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Cooperating for Learning and for Life Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information report

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

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for students with additional needs and disabilities,
- Improve and maintain access to the physical environment
- Improve the delivery of SEND intervention,

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 230 students on the SEN register at K level:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	18	16	23	18	22	97
Communication & Interaction	19	9	6	9	6	49
Sensory and/or Physical Needs	2	2	2	1	5	12
Social, Emotional and Mental Health	19	20	17	33	13	102
Grand Total	58	47	48	61	46	230

There are 21 students with EHCPs:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	6	1	1	3	1	12
Communication & Interaction		1	1			2
Sensory and/or Physical Needs					1	1
Social, Emotional and Mental Health		2	3	3		8
Grand Total	6	4	5	6	2	23

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The academy has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the academy's site. The academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

5.0 Access Audit

5.1 The school consists of a three-storey building which has wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. There are 2 lifts which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Sheridan Lifts. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 11 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

5.3 The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding students with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND needs.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term. Training delivered every fortnight through briefing and on INSET days.	RMO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students on trips	Reviewed every half term	RMO	All SEND students have opportunities to attend trips and participate in extracurricular clubs
To provide specialist equipment to promote participation in learning by all students.	Ensure that students have access to laptops/overlays/customised pens/	Reviewed every half term	RMO	All SEND students have access to relevant equipment so that they can access the curriculum.
To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year so that normal way of working is embedded within lessons. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	RMO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

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

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. Gender neutral toilets and changing facilities.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	PHO/RMO	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to the families of students with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information on SEND and inclusion.	Written information will be provided and in alternative formats as necessary.	As needed	RMO	Written information will be provided in alternative formats as necessary. Regular TAC meetings for students with SEND.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	RMO	Parents are informed of children's progress.

**Whalley Range 11-18 High School Accessibility Plan
2023-2026**

Whalley Range 11-18 High School Accessibility Plan – 2023-2026

- 1.0 Vision Statement
- 2.0 Aims and Objectives
- 3.0 Contextual information
- 4.0 Current good practice
 - Physical Environment
 - Curriculum
 - Information
- 5.0 Access Audit
- 6.0 Management, coordination and implementation
- 7.0 Accessibility Plan

1.1 Vision Statement

1.2 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Whalley Range 11- 18 High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.3 At Whalley Range 11-18 High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Whalley Range 11-18 High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

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

The Whalley Range 11-18 High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.4 Whalley Range 11-18 High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

1.5 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Development Plan
- Special Educational Needs & Disability Policy and SEND Information report

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

2.0 Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils. Our objectives are detailed in the Action Plan below.

3.0 Contextual information

There are currently 196 students on the SEND register. Please see breakdown below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Cognition & Learning	16	19	15	13	25	17	4	109
Communication & Interaction	13	2	8	6	5	1	1	36
Sensory and/or Physical Needs	2	2	6	5	3	4	3	25
Social, Emotional and Mental Health	3	3	4	3	9	3	1	26
Grand Total	34	26	32	31	42	25	9	196

There are currently 16 students with Education, Health and Care Plans.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The school has in place extensive disabled access to its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the school's site. The school has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

4.2 Curriculum

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of a number of two and three storey buildings, most of which are internally linked. The width of the corridors is due to the age of the buildings and has several access points from outside. The hall is on the ground floor and is accessible to all. There are 3 lifts which are maintained and serviced on a regular basis through a service agreement with a reputable provider. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 18 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

9.0 Accessibility Plan

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

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

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND needs	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	SZA	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips. If appropriate generate a specific risk assessment for the child	Reviewed every half term	SZA	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens	Reviewed every half term	SZA	All SEND students have access to relevant equipment so that they can access the curriculum
To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	SZA	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent

to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of Accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	JMO/SZA	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to the families of students with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SZA	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	SZA	Parents are informed of children's progress.