ACCESSIBILITY POLICY AND PLAN

2023-26

Date Adopted: December 2023

Author/owner: Operations, Audit and Risk Committee, a Subcommittee of the Board of Trustees

Anticipated Review: Triennial

Table of Contents

1. About this policy

This policy gives guidance to schools regarding the provision of access to all aspects of Tarka Learning Partnership resources and strategy. The main tool for its delivery is through the Accessibility Plan (Appendix 3) which provides a format for addressing the statutory duties of The Equality Act 2010 and The Children and Families Act 2014.

Whilst this policy covers all schools within the Trust it will be the school's context that informs their Accessibility Plan.

2. Aims

This policy seeks to:

- **improve the physical environment of schools to enable disabled pupils to take better advantage of education** (this includes improvements to the physical environment of the school and physical aids to access education).
- **increase access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- **improve the delivery of information to disabled pupils** (this will include making written information available to disabled pupils and their families taking into account the parents' preferred format).

Schools are required under the Equality Act 2010 to have an Accessibility Plan and it will be through this plan that these aims are achieved.

All our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring our schools are socially and academically inclusive, which values and includes all pupils, staff, parents, volunteers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to include all users of the schools, including those with disabilities and protected characteristics, in the full life of the school. Our strategies to do this include:

- promoting a welcoming environment for all

- following the Tarka Learning Partnership's admissions and recruitment policies and in adherence with equal opportunities; which do not discriminate against people with disabilities or protected characteristics or treat them unfavourably

- raising awareness of The Equality Act amongst staff, Trustees and School Community Boards (SCB) through a programme of training; acknowledging the need for ongoing training in the matter of disability discrimination and the need to inform attitudes on this matter

- planning the physical environment of our schools to cater for the needs of all users of the school, including those with disabilities

- finding ways in which all pupils can take part in the full life of the school, including; a full curriculum, extra-curricular clubs, school excursions and residential trips, devising teaching and learning strategies to remove barriers to learning, having high expectations, working in partnership with parents and local agencies

- examining the curriculum, library and reading books to ensure there are examples of positive images of diversely represented individuals and groups, including people with disabilities

- providing written information in a form which is user friendly and where needed, providing alternative forms of communication to convey information, for example, face-to-face meetings, telephone conversations, visually supported text, etc

- using language which does not offend in its literature and raising awareness within the school of the importance of language

- effective monitoring through gathering views of stakeholders

- gathering the views of pupils through a variety of systems including, collective worship, the school council, Personalised Plan (SEND), pupil reviews

- systems in place for staff, SCB representatives and parents to communicate their views and opinions on a variety of matters; admissions information, parent- teacher meetings, SEND reviews, induction/transition meetings and home visits, parent questionnaires etc. It will be important to adapt and develop these communication procedures to ensure the voice of people with disabilities is regularly listened to and involved in the life of the school, to ensure disabled people are informing future plans.

3. Legislation and guidance

This document combined with the school Accessibility Plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

4. Action Plan

Following the use of the Accessibility Audit Tool (Appendix 1) and the Detailed Physical Access Check List (Appendix 2) each school should identify key actions and lay out a clear Plan (Appendix 3) for how these actions will be addressed over specified time scales. The whole school action plan should link with the Accessibility Plan review timescale of every three years.

The format of the Action plan is contained in the Appendices (Appendix 3).

5. Monitoring arrangement

The Trust Accessibility Policy will be reviewed every 3 years by Trustees.

The School Accessibility Plan will be reviewed every 3 years by the school, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school headteacher and SENCo. It will be shared with the School Community Board and collated by the Trust who will share it with Trustees.

6. Links with other documents and policies

The Accessibility Plan will be drawn up with reference to other school improvement documents:

- The Accessibility Plan should be read in conjunction with the following documents:
- Equality, Diversity & Inclusion Policy
- SEND Policy and SEND Information Report
- Whole School Behaviour & Anti-bullying Policy
- Teaching and Learning/Curriculum Policy
- PSHE Policy
- Health and Safety Policy
- School Improvement Plan
- Admission Policy
- Policy for school trips

7. Appendix 1: Accessibility Audit Tool

This accessibility audit tool has been designed for schools to use when developing their Accessibility Plan. The use of this tool will help schools feel confident about meeting the expectations and requirements within the SEND Code of Practice (2015) and the Equality Act 2010.

The areas shaded sit within the statutory guidance.

ACCESSIBILITY AUDIT TOOL FOR EDUCATIONAL SETTINGS

School/setting RCPA	Date of completion September 2024
Name of person(s) completing audit Lizzy Toon	Role of person(s) completing audit Deputy Headteacher & SENDCo

1. Is our school/setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Do you have an Accessibility Plan?	✓	**Website**		
2	Was your Accessibility Plan co-produced with children/young people with SEND, their families and other stakeholders?	✓	**Through parent questionnaires**		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	**Sent to staff to read when updated School website**		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	**Risk assessments in place so that children can take part Adaptive curriculum PEEP Work with professionals to adapt curriculum**		

			Sporting events – take part in **Planning** **Work with external agencies and professionals to ensure adapted to meet all needs**		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓			
6	Have you published your SEN information report?	✓	**Website**		
7	Is your SEN information report linked to the Local Offer?	✓	**Website**		

2. Do we increase the extent to which CYP with a disability can participate in the curriculum?

1.	Do all our staff have high aspirations and expectations of CYP with SEND?	✓	**Yes all staff have high expectations** **Regular staff training** **Monitoring of pupil attainment** **Pupil progress meetings** **Staff SEND handbook**		

2.	Are CYP with SEND included in pupil/student forums e.g. school councils	✓	**Yes included in all aspects of school life and have opportunities to these aspects**			
3.	Do we ensure that transition from setting to setting is carefully planned and personalised for CYP with SEND?	✓	**Individual transition plans for each pupil as needed Transition visits Communication with parents & Agencies involved**			
4.	Do staff have regular and updated access to training of a high quality to meet the learning needs of CYP with SEND?	✓	**In school training Training we purchase from external providers TLP training**			
5.	Are CYP and their families fully involved in the review of individual plans regarding curriculum access?	✓	**Regular TAF meetings Parent consultations ILPs shared**			
6.	Do we use a graduated approach when meeting the needs of CYP with SEND?	✓	**Graduated response used in identifying need, reviewing and planning provision**			
7.	Do we use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	**Cycle in place and followed across the school Provision map software**			
8.	Is the attainment gap between CYP with SEND and those without SEND being reduced over time?			✓	**Focus for our school**	
9.	Is the progress made by CYP at 'SEN support' and with an EHC plan as good as that made by CYP nationally?	✓	**In line with national averages**			

10.	Do we ensure that home learning is accessible to all CYP with SEND?	✓	**Home learning is tailored to meet the needs of all pupils if needed**		
11.	Are cover staff, including supply teachers, clear about the additional needs of CYP and how to meet these needs?	✓	**Internal staff used for cover so all know children Provision map software used – all teachers & TAs have access**		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	**PPA time each week Time to attend TAF meetings**		
13	Do CYP with SEND have access to appropriate information technology?	✓	**Good range of technology Advice sought from professionals and applied as needed**		
14	Do all additional adults, build positive relationships, support flexibly and facilitate independent learning?	✓	**Relational practice Training TA development 23-24 – developing independence**		
15	Are auxiliary aids used (and maintained) to ensure that CYP with SEND are included in the curriculum?	✓	**Used as necessary**		
16.	Do curriculum pathways ensure that CYP are ready for their next stage of education, work and training?	✓	**Planning ILPs EHCP reviews and provision**		
17.	Is the curriculum suitable and suitably tailored for CYP with SEND ensuring breadth and balance as well as implementing strategies to support CYP prepare for adulthood?	✓	**Curriculum planning**		

			Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
18.	Are CYP needs assessed quickly and appropriate provision put in place?		✓	**Regular pupil progress meetings to discuss any concerns** **Cause for concern form, staff can submit to SENDCo** **Referrals made quickly** **TAF meetings** **Provision Map**		

3. Is our setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Are our buildings adapted to ensure that the majority of areas are physically accessible for CYP with disabilities?	✓	**All areas of the building are accessible**		
2	If adaptations are not possible have we found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?		**n/a**		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	**All pathways are level** **New building 2020**		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	**Auditory system** **Emergency Lights**		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	**Accessible toilets – adults and children** **Used daily and kept tidied**		

6	Are calm low sensory areas available in the setting?	✓	**Library** **Sensory room** **Quiet room between classes**		
7	Are our rooms (including classrooms) optimally organised for CYP with a physical disability?	✓	**All easy to access and adapted as necessary**		
8	Are classroom interiors adapted to ensure access to all areas for CYP with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	**Kept tidy and without clutter**		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	**Height adjusted tables throughout the school** **Work with physios & OT for any specific equipment needs**		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for CYP with sensory difficulties?		**n/a**		
11	If intercom messages are used are they always relayed to CYP with hearing impairments?		**n/a**		
12	Are all signs and symbols in Braille for CYP with visual impairments and in picture form for those with communication and learning difficulties?			✓	**This can be developed further**
13	Are highly visible markings used to ensure the safety of CYP with a visual impairment?	✓			
14	Do we consult with CYP with SEND regarding the accessibility of classrooms, toilets and changing facilities?	✓	**As needed pupil voice gained**		

				Plus professionals involved		

4. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Are our SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	**Website but can be printed if requested**		
2	Do we promote Devon Information, Advice and Support Service' (DIAS) and Independent Support?	✓	**Link on SEND section of website** **Also parents signposted by staff if needed at TAF meetings** **Newsletter**		

3	Do we work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	**Parent views sought – questionnaires**	✓	**This needs to be developed further**
4	Do we hold review/ planning meetings at times when parents are able to attend?	✓	**Arranged with the parents who suggest best days and times for attendance**		
5	Have we developed communication channels and review processes that enable two-way information sharing with families?	✓	**Email used Tapestry – EYFS**		
6	Is information available in a variety of languages?			✓	**Develop this**
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?			✓	**Develop this**
8	Are staff familiar with IT used to share information with people with disabilities?	✓	**As needed**		
9	Do we ensure that CYP know exactly who they can contact for information, advice and support?	✓	**Families signposted Clear roles Good relationships**		
10	Do we give CYP and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	**Links on website TAF meetings Well being cafes**		

11	Do we signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓	**Link on websites** **TAF meetings** **Well being cafes**		

8. Appendix 2: Detailed Physical Access Check List

Consider each question from the perspective of each type of disability

1 of 9 Approach and Car Parking

	Question	Yes	No	Action
1	Is the building within convenient distance of a public highway?	X		
2	Is the building within convenient distance of public transport?	X		
3	Is the building within convenient distance of car parking?	X		
4	Is the route clearly marked/found?	X		
5	Is the route free of kerbs?	X		
6	Is the surface smooth and slip resistant?	X		
7	Is the route wide enough?	X		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
9	Is it adequately lit?	x		
10	Is it identified by visual, audible and tactile information?		X	
11	Is there car parking for people with reduced mobility?	x		**Gates closed for safety of pupils but alternatives times if gate access needed**
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		
13	Is the car parking as near the entrance as possible?	X		
14	Is the car parking are suitably surfaced?	X		
15	Is the route to the building kept free of snow, ice and fallen leaves?	X		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	x		

2 of 9 Routes and external level change including ramps and steps

		Question	Y	N	Action
	1	Is there a ramp, with level surfaces at top/intermediate/bottom?			n/a – no ramp
	2	Is it wide enough and suitably graded?			n/a – no ramp
	3	Is the surface slip resistant?			n/a – no ramp
	4	Are there kerbs and are there edges protected to prevent accidents?			n/a – no ramp
	5	Are there handrails to one or both sides?			n/a – no ramp
	6	Are there (alternative) steps & ramp			n/a – no ramp
	7	Identified by visual/tactile information?			n/a – no ramp
	8	Are there handrails to one or both sides?			n/a – no ramp
	9	Are ramps and steps adequately lit?			n/a – no ramp
	10	Are treads and risers consistent in depth and height?			n/a – no ramp
	11	Are all nosings marked and/or readily identifiable?			n/a – no ramp
	12	Are landings of adequate size and are they provided at intermediate levels in long flights?	X		

3 of 9 Entrances – including Reception

		Question	Y	N	Action
	1	Is the door clearly distinguishable from the façade?	X		
	2	If glass is it visible when closed?	X		
	3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
	4	Does it have a level or flush threshold, and a recessed matwell?	X		
	5	Is there visibility through the doorway from both sides at standing and seated levels?	X		
	6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
	7	Can the door furniture be used at both standing and seated height?	n/a		**Automatic doors**

8	Can it be easily grasped and operated?	n/a		**Automatic doors**
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	X		
10	If the door is power-operated does it have visual and tactile information?	x		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	X		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	X		
13	Do lobby layouts enable all users to clear one door before going through the next?	X		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	X		
15	Does the lighting installation take account of the needs of visually disabled people?	X		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	X		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
19	Is it fitted with an induction loop?			

		Y	N	Action
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	

4 of 9 Horizontal Movement and Assembly

	Question	Y	N	Action
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	X		
4	Is turning space available for wheelchair users?	X		
5	Do natural and artificial lighting avoid glare and silhouetting?	X		
6	Are there visual clues for orientation?		X	
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	X		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	x		
9	Are there tactile signs and information for those with impaired vision?		X	
10	Is the maintenance of these items checked regularly?	X		
11	Is lighting designed to meet a wide range of needs?	X		

		Y	N	Action
12	Is sufficient circulation space allowed for wheelchair users?	X		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
15	Are all areas for assembly/meeting equipped with an induction loop system?		X	

5 of 9 Doors

	Question	Y	N	Action
1	Do the doors serve a functional/safety purpose?	X		
2	If glass, are they visible when shut?	X		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	X		
4	Does the clear opening width permit wheelchair access	X		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
6	Is any door furniture/handle at a height for standing/sitting use?	X		
7	Are door/handles clearly distinguished?	X		
8	Can the door furniture/handles be easily operated/grasped?	X		
9	If door closers/mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	X		

		Y	N	
10	Is door/mechanism function checked regularly?	x		

6 of 9 Toilets

	Question	Y	N	Action
1	Is WC provision made for people with disabilities?	X		
2	Do all lavatory areas have slip-resistant floors?	X		
3	Are all fittings readily distinguishable from their background?	X		
4	Are all door fittings/locks easily gripped and operated?	X		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		
6	Is provision made for wheelchair users in disabled toilets?	X		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	X		
8	Is the location clearly signed?	X		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
10	Are the door fittings/locks and light switches easily reached and operated?	X		
11	Is there an emergency call system and is someone designated to respond?	X		
12	Can the emergency call system be operated from floor level?	X		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		
14	Are the fittings arranged to facilitate these manoeuvres	X		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	X		

	Question	Y	N	Action
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	X		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	X		

7 of 9   Fixtures and Fittings

	Question	Y	N	Action
1	Is any server/counter accessible to all users, including those with hearing impairments?	X		
2	Is it possible for people with disabilities to serve as volunteers?	X		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	X		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	X		
6	Are all relevant locations clearly signed?	X		

8 of 9   Information

	Question	Y	N	Action
1	Is the building equipped to provide hearing assistance?		X	
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
3	Are there large-print versions of information about the building/activities available?		X	
4	Is there braille information available for people with visual disabilities?		X	

9 of 9   Means of Escape

	Question	Y	N	Action
1	Is there a visible as well as audible fire alarm system?	x		**In some areas only**
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
4	Is the evacuation strategy checked regularly for its effectiveness?	X		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	X		
6	Are all fire warning devices and detectors checked routinely and regularly	x		

9. Appendix 3: The Action Plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To promote positive attitudes to disability and protected characteristics.	Staff training Assemblies for children to raise awareness Equality policy Equal opportunities for all	To ensure that all staff are trained regularly on protected characteristics to raise awareness. Continue with assemblies for all children to raise awareness and develop positive attitudes	EDI training for all staff Assemblies for children PSHE lessons / curriculum	SLT SLT	July 2025	Staff and children to have raised awareness of disabilities and protected characteristics All staff and children to have positive attitudes to all

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND.	Pupil progress meetings – termly Class on a page sheets kept up to date Interventions planned Pre teaching Adaptive teaching Referrals made	Lizzy Toon SLT	Monitored each term July 2025 July 2026	Children's needs identified each term and interventions planned to narrow gap Assessment analyzed each term to ensure the gap is narrowing over time

To review the school's accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Website is clear • Communication is mainly via email so parents can use google translate as needed	To review the website and ensure information is accessible and easy to locate for all stakeholders. To audit families/stakeholders needs related to communication and identify areas to improve- for example, information on DIAS, identified person in school to support queries, information available in a variety of formats. etc To ensure information for families is provided in different languages.	Review signage throughout the school Consider pictorial/widgit Braille / larger font Review of the website to ensure it is accessible Consult parents on website to check user friendly	SLT	July 2025	The website is accessible to all And available in a range of languages/can be translated All families can be supported through the most appropriate means of communication to them