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**Two Boats School**

**Special Educational Needs  
Policy**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

### **Legal Status:**

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

### **Applies to:**

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

### **Related documents:**

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Single Equalities
- English as an Additional Language Policy

### **Availability**

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- We undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:  
Farah Quinn

Date: April 2020



Head Teacher

## Background

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, we are committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Two Boats School follows the Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014).

This policy has been drawn up with reference to models for best practice. However, the policy must also operate within the unique local conditions and limited resources available on Ascension Island:

Factors affecting provision:

- Isolation of the island and there being only one school on the island means that it operates without the usual Special Educational Needs Support networks of a local authority, health authority, social services, psychology services or specialist services e.g. speech therapy, behaviour support service, sensory impairment services or Child & Adolescent Mental Health Services.
- In the absence of external professional support agencies, expertise must come initially from the staff available within the school, agencies on the island or agencies/advice available online.
- Where additional support has been agreed there is likely to be a time delay in providing specialist support, equipment and training whilst sourcing takes place.
- Location means that external assessment, advice and training may have significant budgetary impact.
- Small class size means that the curriculum can be tailored to meet the majority of individual needs. However, there may still be some children who require additional/special support.
- The number of pupils with additional needs across the school is comparatively small; therefore pupils and their families do not have local support networks.
- The terms School Action and School Action Plus, EHCP and IEP commonly used as terms of identification within SEN are replaced by locally used stages;
  - Monitoring
  - Action
  - Significant Additional Needs
  - SEN plan
  - ISP (individual support plan, which cascades targets from the SEN plan)



## **Definition of Special Educational Need (SEN)**

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.”

### **Children have a *learning difficulty* if they:**

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of the educational facilities generally provided for children of the same age on the island.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. It is important to distinguish learning difficulties from difficulties with learning resulting from home circumstances, erratic attendance, poor behaviour etc. Such difficulties with learning will be addressed as far as possible, but not through special educational provision.

### **Special educational provision means:**

- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age on the island

## **Aims**

We believe that every child has the capacity to learn and has something positive to offer society, so we provide a broad, balanced curriculum that pupils find stimulating and enjoyable, and that provides them with skills, knowledge and understanding relevant to their current and future needs. We want to make it possible for every child to achieve their potential regardless of ability or disability and no matter what their heritage or family circumstances. To this end we include every child as fully as possible in everything that we do at school.

We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the education of all other children in the school.

## **Objectives**

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Individual Support Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the setting and review of targets for their Individual Support Plans;

- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

### **Identification & Assessment Arrangements and Review Procedures**

The school follows a graduated approach and recognises that children's needs and requirements may fall within or across the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and/or physical needs

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN within our school in tandem with information from parents and carers, then use this to reflect on and reinforce the quality of teaching. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at Two Boats School will use appropriate assessment to set targets which are deliberately ambitious. Where a pupil is identified as having SEN, our school will take action to remove barriers to learning and put effective special educational provision in place. We will identify potential areas of difficulty and these will be addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process; through the documentation received from the previous education provision
- by staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a pupil who is experiencing emotional/behavioural problems;

- through discussion with external professionals
- through concern expressed by parents

In line with the SEN Code of Practice 2014, we follow the assess, plan, do and review cycle.

### **Assess**

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the teacher, working with the school SENCO, will carry out an analysis of the pupil's needs. Our school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Teachers and teaching assistants supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition as they advance through the school.

The first response to such progress will be high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has a potential SEN. While informally gathering evidence (including the views of the pupil and their parents/carer) our school will not delay in putting into place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be easily identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents/carers know their children best we place great importance when parents express concerns about their child's development. Additionally we will also listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Two Boats School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low

attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across several areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements. Whilst we may not be in a position to complete a detailed assessment of need, we will ensure that the full range of an individual's potential needs is considered, not simply the primary need. The support provided to an individual will always be based on and a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Our school will take seriously any concerns raised by a parent/carer. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is

developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

### **Plan**

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents/carers, although parents/carers will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent/carers and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. In lieu of an EHCP (Education, health and care plan) the school will write an SEN plan based on the assessment. Before provision is planned for, expected individualised outcomes will be identified and documented. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject, the views and experience of parents, the pupil's own views and, if available/ relevant, advice from external support services. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required through the SEN plan. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents/carers will be invited to a meeting to contribute to the plan and in doing so will be fully aware of the planned support, interventions and outcomes.

### **Do**

An ISP (Individual Support Plan) will be written each term and shared with all teachers, support staff and parents and carers, this will break down the SEN plan into 'SMART' targets. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. All staff who are regularly involved with the pupil are to be aware of the targets. We aim for the targets set to be

- |               |               |              |
|---------------|---------------|--------------|
| 1. Specific   | 4. Relevant   | 6. Evaluated |
| 2. Measurable | 5. Time bound | and          |
| 3. Achievable |               | 7. Reviewed  |

Parents/carers will be encouraged to contribute ideas about how needs could be met and what helps the child to learn and will be expected to share with the school success when targets are met at home. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties.

Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;





- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Teachers will remain responsible for working with the child on a daily basis. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEN are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or be withdrawn from the class for specific, timed activities related to the needs identified. This may be delivered by a teacher, teaching assistant or volunteer and will complement class work so that skills, knowledge and understanding will be transferred to the classroom. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil and in secondary for their subject area. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, where possible the SENCO seeks advice from external agencies, which may include an educational psychologist report. Subject teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school.

N.B. Ability grouping for teaching phonics through the programme RML and/or numeracy in the primary school is part of the normal curriculum provision not additional or different from that provided. However, individual and small group teaching may constitute additional provision.

## **Review**

The effectiveness of the support and interventions documented in the ISP and their impact on the pupil's progress will be reviewed in line with the agreed date at the end of each term. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carer. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.



Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

### **Involving Specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Given the unique context of Two Boats School, there are many factors which are out with our control which means this may not come to fruition.



Parent/carers should try to attend any meeting called by the school to review the targets with at least one review in the year coinciding with a parents' evenings.

## Admissions

- Provision for children with SEN is a matter for the school as a whole; we strive to be fully inclusive.
- In the first instance the school will decide if they are able to meet the individual needs of pupils. We endeavour to ensure that appropriate provision is made to cater for their needs. Exceptions will be made where the school's capacity and resources are insufficient to meet significant and/or complex needs. In such cases the final decision for admission rests with the Island Administrator (see Island Education Policy)
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Where pupils with significant additional needs are admitted into school they are fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## Resources

Most of the resources used by children with SEN are available within the classrooms. Money may also be spent on further additional resources, staffing costs and time allocated to manage the support for SEN and meet the objectives of this policy. Any requests for further additional resources should be made to the Headteacher.

## Roles and responsibilities

### **Special Educational Needs Co-ordinator (SENCo) also please refer to the SENCo job description.**

The Head teacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The staff work collectively to help oversee the needs of pupils throughout the whole school. It is the responsibility of the SENCo to oversee this work and to co-ordinate the operation of the Special Educational Needs Policy. The SENCO who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

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The SENCO:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all pupils with special educational needs;
- maintains the school's SEND and EAL lists;
- liaises with and advising fellow staff;
- liaises with parents of pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all pupils at our school;
- Provides high quality training for teachers and LSAs to support pupils well-being.

### **Timetabling**

The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a second language in order to ensure extra support is given for English and Maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

### **Able Pupils**

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

### **Emotional and Behavioural Difficulties**

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Our school caters for pupils with emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school counsellor.

### **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups or in a one-to-one situation within the classroom

### **Learning Support Assistants (LSA)**

We also use LSAs who are timetabled termly to work with various pupils either individually or in the classroom. Teachers and LSAs hold regular weekly meetings to discuss pupils learning and to plan next steps. This includes which children will be focused on and allow time for both staff and LSAs to plan provision and differentiation for those children to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our pupils. As part of inclusion we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

### **The role of the School Governors Committee**

- Governors are involved in monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

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## **Partnership with parents**

Our school works closely with parents//carers in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will meet parents at least three times each year. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents/carer. The school's management information system will be updated as appropriate.

## **Pupil participation**

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their ISPs and in the termly ISP review meetings. Pupils are encouraged to make judgements about their own performance

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against their IEP targets. We recognise success here as we do in any other aspect of school life.

### **Complaints**

Parents/cares are encouraged to discuss any concerns with the pupil's class teacher, SENCo, relevant SEND leader or the Head teacher.

### **Disability Discrimination Act**

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

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