

Hadrian Learning Trust

Accessibility Plan

Scheduled Review Date	Review Completed	Signed-off by Exec Head
01-09-23	09-02-24	12-02-24
01-02-25	20-02-25	25-04-25
01-02-26		
The Accessibility Audit is completed on a 4 Year cycle and is next due: 01-09-26 to inform the 01-02-27 Annual Review.		

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1. Aims

The Aims of this Accessibility Plan are to ensure that Queen Elizabeth High School (QEHS) and Hexham Middle School (HMS) continue to work towards improving the accessibility of provision for all pupils, staff, and visitors to the schools, in line with the provisions of the Equality Act 2010.

The three core purposes of this Plan are to:

- Increase the extent to which **ALL** pupils can participate in the curriculum and wider school community.
- Improve the physical environment of the school to enable **ALL** pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our schools aim to treat all of their pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. QEHS and HMS are committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and spiritually.

The Ethos statement is as follows and reflects our commitment to inclusive practice:

“Outstanding eagerness to promote good learning.

This is a happy, friendly, welcoming school where we work together to become all that we can be. We believe in the love of learning and the highest academic standards for everyone. We value education in its broadest sense. The arts, sports and good citizenship help shape us as individuals and as members of the wider community. We nurture an environment of mutual respect, built on care of others.

Through first class teaching, we are committed to enabling all our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our expectation is that every child will grow into a happy, fulfilled and successful adult.”

This Accessibility Plan will be made available online on each school’s website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust Board recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a new combined public authority duty was introduced from April 2011, covering all protected characteristics. These protected characteristics include:

age	disability	gender reassignment
pregnancy and maternity	race	marriage and civil partnerships
religion and belief	sex and sexual orientation	

A disability under the equalities act 2010 is: 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Trust Board recognises its duty:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- to publish an Accessibility Plan to increase access to education for disabled students

The plan has three interlinked elements:

- Increasing the extent to which ALL students can participate in the school curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.
- Improving the environment of the school to increase the extent to which ALL students can take advantage of education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities(impairments).
 - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
- Improving the provision of information in a range of formats for ALL students by:
 - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disability.

QEHS and HMS have clear ways of identifying, assessing and making provisions for SEN and disability (SEND) as set out in our SEND information reports.

We are inclusive schools and welcome learners with different needs and are receptive to new requests regarding accessibility issues and update our accessibility plan as the need arises. We respect the voices of the learner and their family and will always discuss their preferences regarding how learners' needs should be met. At QEHS and HMS we make reasonable adjustments for SEND students, including provision of auxiliary aids and services to ensure we minimise any disadvantage for the individual young person.

Our Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Relevant legislation and guidance

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the previous collection of laws and it extends protection from discrimination in some areas that were not previously covered. Schools cannot, by law, discriminate against pupils because of their sex, race, disability, religious belief, gender or sexual orientation.

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

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

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

The Equality Act 2010 requires schools to make ‘reasonable adjustments’ so that all students can access their facilities and services and 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. The term ‘reasonable’ is not explicitly defined in the Act, which leaves it up to the discretion of the school to determine what this means within the school’s procedures and actions. Some (but not all) of the factors that may influence a decision are:

Financial resources within the school	Cost of the aid or service
Effectiveness of the aid	Effect on other pupils
Provisions already made by the SEN Framework	Health and safety requirements

3. School aspects

All schools must publish at least one specific and measurable equality objective. This (or these) must represent the equality challenges a school recognises it needs to tackle. These objectives are set to cover each 4-year reporting cycle of the duty. The current cycle, for Hadrian Learning Trust’s Accessibility Plan began in January 2023 and the objectives should last until January 2027. The school should report annually on progress towards meeting the identified objectives.

Current good practice

The schools pride themselves on delivering curriculums for all students, that are accessible regardless of actual or potential barriers to learning, with students supported by appropriate adaptations to their needs, be this through staffing, equipment of suitable variations. The schools are pro-active in their approach to both identifying and meeting the needs of all students.

Our schools provide strong individual / pastoral support for all pupils, through form tutors, year group leaders and mentors. Access to these support systems is frequently and clearly signposted to all pupils and new starters.

Our Personal, Social, Health and Economic Curriculum is robust, diverse and appropriate, giving all students a breadth of understanding about the world we live in and combatting images and information around discrimination.

Physical Environment

The schools moved to a new site in September 2021, with all of the benefits of a modern build on 75% of the site, whilst the remaining site is an older heritage building which has been partially modernised.

The new build is a 3-storey building over 4 blocks, with 3 of them interconnecting, the 4th being a sports complex. The older site is a 4-storey building with additional provision provided through lifts, accessible dining halls and learning resource centre, plus a new main hall and theatre.

The site is easily accessible by car, with substantial car parking and marked dedicated accessibility bays. A walking ramp is provided from the school road site entrance to the main reception, this avoids various sets of steps. Disabled and wheelchair access to the building is via the main reception, whilst two of the new blocks have ground floor entrances with lift access to other floors (as does the sports complex). Access to specialist technology rooms is direct from ground level.

The site has 3 functional lifts in the main school complex and ramped access to sports facilities. All areas are accessible to all pupils to enable full access to the curriculum. Clear signage is in place in corridors and staircases, with lifts clearly indicated. Room numbering is clearly displayed on doors and vision panels are provided where appropriate. The library area and dining room are located on the ground floor, both are open designs. Library resources are at wheelchair height in the library.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. In addition, we look to utilise other support mechanisms such as access to IT, adaptations to delivery and access to assessment aids such as readers and scribes. The level of adjustments required to support access to the curriculum are discussed with parents, pupils, pastoral support and SEND support before implementation is agreed. Such adjustments are regularly reviewed.

Examples of this can be seen on a daily basis; with relevant adaptations provided by staff either through their long term classroom planning or spontaneously to meet the needs (inclusion based) of the individual within the specific context of the lesson. LSAs are deployed strategically to maximise support within the classroom; Additional LSA support is provided for some pupils, however this support may be superseded by direct teacher support for the individual whilst the LSA moves to support the class as a whole.

All staff are frequently made aware and have access to the pupil passports, updated and disseminated by the SENDCo on a regular basis.

Information provision

The majority of information is directed home via email, therefore it may be necessary that different forms of communication are made available to enable SEND pupils and their parents / carers access to this information where this is not appropriate. This will be discussed with all parties involved and ways forward agreed and regularly reviewed.

4. Accessibility Audit – Autumn 2022

This audit is completed annually, and updated below, as a guide to support the development of the action plan.

Item	Point of Note	Green	Amber	Red	Action Point	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?	G				
2	Are pathways and routes logical and well signed?	G				
3	Do we have emergency and evacuation procedures for specific pupils with disability?	G				
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	G				
5	Do furniture layouts allow for easy movement for pupils with disabilities?	G				
6	Are quiet rooms / calming rooms available for pupils who need this facility?	G				
7	Are car park spaces reserved for disabled people near the main entrance?	G			Updated from A to G Jan 2024	
8	Are there barriers to easy movement around the site and to the main entrance?	G			Updated from A to G Jan 2024	
9	Are steps needed to the main entrance?	No				
10	Do external steps have contrasting colour edges?		A		Colour markers to be applied to step edging	£250
11	If there are steps, is a ramp provided to access the main entrance?	G				
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	G				
13	Is it possible for a wheelchair user to get through the principal door unaided?	G			Updated from A to G Feb 2025	
14	If no is an alternative wheelchair accessible entrance provided?	Not relevant			Updated Feb 2025	
15	Is there a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	G			Updated from A to G Feb 2025	
16	Do all internal doors allow a wheelchair user to get through unaided?	G			When doors are correctly deployed.	

Item	Point of Note	Green	Amber	Red	Action Point	Cost
17	Do all corridors have a clear unobstructed width of 1.2m?	G				
18	Does each floor have a wheelchair accessible toilet?		A		All newbuild blocks do, however 2 floors of the Hydro building do not.	
19	Does the relevant block have accessible changing / shower facilities?		A		Some units have access, there are multiple facilities on the site as a whole.	
20	If the building is on more than one level, do the internal steps / stairs have contrasting colour edgings?		A		On all stairs in new build, on most stairs in Hydro block.	
21	Is there a continuous handrail on each internal stair flight and landing?	G				
22	Do the buildings have a lift that can be used by wheelchair users?	G				
23	Do we have any sort of mechanical means provided to move between floors?	n/a				
24	Is it possible for a wheelchair user to use all of the fire exits from areas which they have access?			R	No ramp provided to the Hydro exit to the HMS playground, or from Winter Garden to main car park access area.	£1000
25	Are non-visual guides used to assist people to use the buildings?	Currently no identified need.				
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	G				
27	Is a hearing induction loop available, either fixed or portable, in the school	G				
28	Do emergency alarm systems cater for those with hearing impairment (eg flashing light)	G				

5. Action Plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 210 so that the protected characteristics of sex, race, disability, religion or belief and sexual orientation are not barriers to participation and achievement. We also acknowledge that whilst financial disadvantage is not a legally protected characteristic, it is an aspect that can place limitations on participation and achievement.

(Aims identified with a “\$” are further expanded upon in the School Development Plan.)

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Lead	Timescale	Progress
QEHS Develop curriculum plans at all key stages that reflect the intention and ambition for all students with a focus on disadvantaged /SEND learners. (\$)	The school already fully integrates all learners within the delivered curriculum	Curriculum Leaders, teachers and all students should be able to articulate and evidence how the curriculum is planned and meets the needs of all learners.	Curriculum Leaders will complete and present curriculum plans to the Senior Leadership Team.	CLs will meet with GRA, NES, AML and narrate KS4 curriculum.	ANL	Sept 2022	Target Met
	Additional access arrangements exist through pupil passports and department plans where required.	Long term plans are in place for KS4 and KS5 and articulate the school and subject curriculum intent.	Curriculum Leaders development programme that focusses on curriculum planning, meeting the needs of SEN/DP students and careers/PD.	CLs will meet with GRA, NES, ANL and narrate KS5 curriculum.	RGA	Nov/Dec 2022	Target Met
	Learning Support Assistants are strategically deployed to support disabled and vulnerable students.	The curriculum intention for the whole school is known by all staff. Stakeholders can access information about the intention in each subject and the long-term plans.	CPD programme planned and implemented between September and February that focusses on inclusion and meeting the needs of all learners.	AML will present to SLT each half term on the Quality of Education in different subjects with action plans to promote continuous improvement.	AML	Ongoing	Ongoing
	Students and parents are involved in the identification of potential barriers to learning and work alongside staff to find appropriate adaptations to nullify or reduce such barriers.	The curriculum offer is inclusive with provision that meets the needs and ambitions of all learners.	Quality of Education reviews need to focus on the continuing development of the curriculum and ensuring that teachers and students articulate the intentions of curriculum planning.	The curriculum section of the website will include the QEHS intention, each subject intention and the sequencing from Y9-13.	AML	Jan 2023	Target met
			Put in place support for MfL and humanities to plan for wider inclusion. This will involve additional coaching.	Review of the curriculum offer for 2024-25, including a review of the curriculum’s accessibility needs , ensuring it meets the needs of all student groups.	GRA	May 2024	Target met

HMS Ensure access to the curriculum for pupils with a disability	Adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all. Liaise closely with local authority/ other agencies regarding children with specific needs. Additional training for specialist TAs and teaching staff. Staff training by specialist School has made appropriate adaptations to individual curricula for disabled pupils in line with developing needs. providers e.g. ADHD	Ensure all staff continue to use pupil profiles to effectively inform their planning and the needs of all pupils are catered for within lessons. Curriculum resources include examples of people with disabilities. Celebration of difference via assemblies and displays.	Ensure pupil profiles offer specific strategies and are regularly updated to reflect individual pupil need. Staff to be aware of this objective and this is embedded within planning where possible.	Learning walks/ lesson observations/ pupil panels and work reviews reflect pupils fully able to access lessons and the curriculum. Quality of Education Review Process.	MST/FAD MST	Ongoing Ongoing	Ongoing
							Ongoing

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Lead	Timescale	Progress
QEHS Guarantee that all students (particularly vulnerable students) participate in the wider life of the school including trips, visits and extra-curricular activities.		We will know what activities PP / vulnerable / disabled students are involved in and identify where students need support to overcome barriers. Vulnerable students will be directed to additional activities that support their personal development. DP students will be able to access extra-curricular provision, attend trips and visits without barriers to participation.	Create and implement a system for recording participation in activities.	Quality assurance on SLT calendar to track PP participation.	ANH	Schedule in place by Apr 2023	Target Met
			Collate a list of all trips and visits. Monitor the participation of DP/SEND students.	Pull data once a month and review levels of engagement.	ANH	Schedule in place by Apr 2023	Target Met
			Form tutors to interview students and collate information on what they are participating in.	Vulnerable students' review meetings to include information from ANH and year teams on engagement.	ANH	Apr 2023	Target Met
			HoY/DHoY to target students who are not participating, interview them and identify barriers to participation.	Each half term ANH to schedule form tutor check-ins to monitor student participation in wider life of school and share vulnerable students' data with HoY/DHoY.	ANH	Schedule in place by Apr 2023	Target Met
			Create a policy for funding PP trips and music provision.	Policy in place and shared with relevant staff and agencies.	SS	June 2023	Target Met
			Establish the Key project targeted at DPs.	Reintroduce the boxing club, gardening and PFM to extend NU activities to Y9 DP students.	ANH	Sept 2023	Target Met
QEHS Support sixth form vulnerable and disabled students to attend and achieve well. (\$)		Staff will know who the vulnerable and disabled students are and strategies to support their progress.	All staff to be made aware of students and their specific needs.	Disseminate to all tutors relevant information re access and progress.	REP	Apr 2023	Target Met
				6 th form Mentor to develop tracking and monitoring system for relevant students	LD	June 2023	Target Met

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Lead	Timescale	Progress
TRUST WIDE Maintain and where identified as needed; improve, access to the physical environment	Our current school site is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Elevators Corridor width Disabled parking Disabled toilets Annual Audit of Accessibility completed, as part of the annual Health and Safety Cycle.	Identify areas for site development. Implement to those areas for development where considered reasonably practical and appropriate.	Review Accessibility Audit and identify areas where the site can be improved to further meet the needs of complete site accessibility for all students, staff and visitors.	Completed next review and needs identified	H&S Lead	Jan 2025	Updated Next full review: Autumn 2026
				Complete Accessibility Audit in preparation for next 4 year cycle.	H&S Lead	Dec 2026	Updated Feb 2025.
QEHS Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources where needed. Pictorial or symbolic representations 	All pupils have access to high quality information, both specific to them and generic, delivered in a format that is accessible and appropriate. These needs will be regularly reviewed with parents and students.	Good communication to continue between school and the parents/carers of students with disabilities. SENDCo to regularly update and disseminate pupil profiles.	Students are able to take a full part in lessons and wider school life.	SENDCo	Annual Review	Target Met
				All students are able to access the communications they require in order to be fully involved in the full life of the school.	SENDCo	Annual Review	Target Met
			All staff to be made aware of pupils who may require alternate communications.	Evidence of regular staff updates from SENDCo to teaching team.	SENDCo	Annual Review	Target Met

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Lead	Timescale	Progress
QEHS Ensuring that all staff know who our vulnerable students are, what support they need and how we can help them to thrive and flourish. (\$)	SENDCo regularly updates and disseminates pupil profiles. Teaching staff have easy access to pupil information and are made aware of specific pupil needs through a robust SEND support system. Teachers of vulnerable students know who they are, their needs and how they can support them to make progress in lessons.	A tracking system will be in place that monitors and evaluates interventions that are in place for students. Heads of Year and Deputy Heads of Year will be able to confidently talk about who the vulnerable students are, what interventions are in place and how successfully they are making progress.	JW and HAC to create lists of all vulnerable students for each year group.	At each data round information will be provided on the progress, ATL and attendance of vulnerable students.	JW	Format in place by Apr 2023	Target Met
			HAC to meet with year teams and RAG rate the vulnerable students in relation to progress, ATL, Eng & maths, attendance and behaviour.	There are tracking meetings scheduled to evaluate the progress of vulnerable students, at Year and SLT level.	HAC	Annual schedule in place by Apr 2023	Target Met
			JW to improve the quality of information on student passports.	HAC will meet regularly with the HoY/DHoYs to check on the progress of vulnerable students.	HAC	Annual schedule in place by Apr 2023	Target Met
			HAC/JW/AFW to look at provision map and establish how we can use it to track and monitor the progress of vulnerable students.	On two occasions during the year, year teams and HAC will report to NES & GRA on vulnerable students. This will include attendance, ATL, and achievement data for individuals and the RAG rating for each year.	HAC	Annual schedule in place by Apr 2023	Target Met
			HAC, HOYs and JW to decide on which students will be highlighted at Friday briefings.				

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Lead	Timescale	Progress
HMS Improve delivery of information to pupils with disability	Regular verbal and face-to-face communication with parents of disabled pupils. Implementation of home- school book to support better communication for specific children. Open door policy, positive working relationships with parents. Parents are signposted additional support. All information is available in alternative formats on request. Website is clear, simple and easy to use for all stakeholders. Key Worker provision with a direct point of contact for all SEND pupils and parents/carers.	Collect feedback from parents of children with a disability	Termly questionnaire to gather views of parents	School can analyse parents' feedback and modify as required	MST/FAD	Termly	Target Met

6. Monitoring arrangements

This document will be reviewed annually and redrafted every 4 years, but may be updated more frequently if necessary.

The next full review and Audit should take place in the Autumn Term of 2026, to inform the review of February 2027.

It will be approved by the Executive Headteacher.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Relevant risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

Appendix A.

HMS Curriculum Accessibility website information:

Our full 'Accessibility Plan' is available in the policies section of our website and from the school office. The plan details (in line with the Equality Act 2010) how the school ensures that disabled children can access the curriculum, how the physical environment enables disabled children to take better advantage of learning, facilities and other services and how information accessibility is improved.

To ensure that our curriculum is accessible for children with special educational needs and disabilities, we have a dedicated team led by Mr Mark Stephenson (SENDCo) and Mrs Fiona Adams (Assistant SENDCo). The needs of all learners are understood through robust transitional arrangements as children join the school and through regular, ongoing assessment and communication between pupil, home, school and other external agencies.

The curriculum at Hexham Middle School is fully accessible to all pupils and all staff empower pupils with additional needs to thrive across the school curriculum. The curriculum can, where necessary, be adapted accordingly to ensure that all learners can make strong progress and be enabled to excel. We instil high-quality first teaching for all learners and have high expectations of achievement for all children in our school. At Hexham Middle School, all pupils access a broad, balanced and rich curriculum which empowers them to thrive. The school offers a wide range of targeted and bespoke support/interventions focused on both academic and social/emotional development as well as skills for life. Staff access development and training opportunities throughout the year to ensure the highest quality teaching and learning for all learners.

All learners with additional needs access a broad and rich classroom experience with a well-planned curriculum both within and beyond the classroom. Pupils with additional needs are enabled to achieve well by:

- High quality planning, teaching and learning across the curriculum.
- Adaptations made in teaching and learning to ensure all pupils succeed and learn well.
- Responding to learners' needs and adapting teaching as a result.
- Planning and delivering a wide range of high-quality interventions and support sessions.
- High quality 'Pupil Profiles' which ensure staff know each child as an individual, including how to support their learning.
- Where appropriate, an 'Individual Education Plan' with bespoke and individualised targets is implemented, and regularly reviewed.
- For learners with an 'Education, Health and Care Plan (EHCP)', a wide range of individualised targets and support strategies are implemented in a multi-agency approach.
- Coordinating our ambitious support in school alongside a multi-agency approach to ensure that all pupils achieve their full potential.

As part of our implementation model – the '10 Elements of Great Teaching', our teaching and support staff will enable pupils with additional needs to thrive by:

- Planning well-sequenced lessons which build progressively in small steps.
- Implementing the school's lesson design principles so that teachers gradually handover the learning through guided and independent practice.
- Maintaining a calm, focused, inclusive and positive environment for learning in all classrooms.
- Implementing a wide range of strategies to empower pupils to remember more over time and to check that this is the case.
- Using metacognitive strategies to encourage self-regulation and to plan, monitor and evaluate learning.
- Delivering expectations and instructions clearly in small steps.
- Teaching subject-specific vocabulary (tier 3), alongside tier 2 vocabulary, and ensuring that it is used and retained.

- Using a wide range of teaching resources and materials to support all learners including visual and audio resources.
- Using high-quality modelling in lessons through the 'I do, we do, you do' approach.
- Using a wide range of scaffolds to support learning including writing frames, planning structures, word processing.
- Providing high-quality worked examples which narrate the learning, steps and processes so that pupils develop their independence of learning.
- Using organisers such as 'Knowledge Organisers', diagrams, planning structures and writing frames to support pupils' learning.
- Allowing pupils to record their ideas in a range of ways including, where necessary, by using online resources and visual/audio support.
- Providing word lists/vocabulary banks to support pupils' access to learning.
- Using sentence stems to promote positive talk and discussion.
- Using flexible groupings in the classroom so that pupils can learn alongside and from each other.
- Implementing dyslexia-friendly approach to reading and writing tasks.
- Modelling thinking out loud strategies across the curriculum.
- Using a wide range of technologies including online resources, voice recording and visualisers to model worked examples.

Our 'Key Worker' model means that communication between home and school is more regular with time allowed for frequent assessment and review sessions (at least termly). We also use software which means that information about pupils with additional needs is easily accessible by all teaching staff. This also allows for very close tracking of progress and development so that the approach to pupil support can be regularly reviewed and adapted so that children access the curriculum fully and feel confident to progress in their learning. We strive to ensure that our teachers and support staff are equipped to support children with diverse learning needs and have an open-door policy to allow for the sharing of good practice across the school. We empower our pupils to be heard through regular review sessions, and work closely with parents/carers to review our provision in school.