



DISABILITY EQUALITY SCHEME AND ACCESS PLAN

This policy covers:

Disability and Discrimination Information (Equality Act 2010)

Access Planning

Admissions Procedure

Access Plan April 2006-March 2009EA

Access Plan April 2009-March 2012

Access Plan April 2012-March 2015

Access Plan April 2015-March 2018

Appendix 1 - Identifying Barriers to ACCESS: A Checklist

DISABILITY AND DISCRIMINATION INFORMATION (EQUALITY ACT 2010)

The Equality Act 2010 consolidates and replaces the previous discrimination legislation. All schools have a duty to provide reasonable adjustments for disabled pupils, and from September 2012 the reasonable adjustment duty includes the provision of auxiliary aids and services.

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for its pupils.

A school's duty to make reasonable adjustments is an anticipatory one and, therefore, schools need to consider what disabled pupils might require and what reasonable adjustments might need to be made for them.

Some disabled pupils with Educational Health and Care Plans and auxiliary aids that are necessary as part of their SEN provision, will be provided for through the EHCP. In these cases the school will be under no obligation to duplicate that support.

Planning Duties

Schools have a duty to carry out accessibility planning for disabled pupils. The strategies and plans have to address three distinct elements of planned improvements in access for disabled pupils:

- improvements in access to the curriculum.
- physical improvements to increase access to education and associated services.
- improvements in the provision of information in a range of formats for disabled pupils.

Definition of Disability (DDA)

"A person has a disability 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 carry out normal day-to-day activities".

This definition covers physical disabilities, sensory impairments, such as those affecting sight or hearing and learning disabilities.

Red House School recognises the importance of Equality/Disability Discrimination legislation and follows appropriate guidelines for schools to ensure that disabled pupils and prospective disabled pupils are not discriminated against.

The school ensures that the two key duties are upheld:

- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the reasonable adjustment duty).

Consideration is given to the ways of enabling disabled pupils to participate in all aspects of the life of the school.

Red House is committed to promoting equality of opportunity between disabled and other people and eliminating discrimination that is unlawful under the Equality Act.

ACCESS PLANNING

The SENCo draws up the current access plan and updates it when necessary, in consultation with the Headmaster and the Head of Teaching & Learning. The Access Plan covers a 3 year period.

Meetings are held as necessary and at least twice yearly. The Access Plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act. The school is mindful of parents and other users of the school who have disabilities.

Duties under Discussion

Physical Access

Physical access is constantly under review and being improved through the new building plans. The Junior School has received major improvements to physical access and the school is aware of the anticipatory need to improve facilities with disabled pupils in mind:

- handrails
- ramps
- toilet facilities
- colour schemes
- lighting
- carpets/flooring

Future plans for improvements will be drawn up showing due regard to Equality legislation.

Curriculum Access

The school is aware of the importance of providing appropriate teaching strategies and learning opportunities for disabled pupils. Staff training, overseen by the Head of Teaching & Learning, is on-going to improve understanding of the needs of disabled pupils. The SENCo gives training to staff on disability awareness and how to avoid discriminating against disabled pupils.

The school works closely with our specialist dyslexia teacher providing support to dyslexic pupils and all staff are aware that dyslexics need:

- limited board work
- appropriate text books
- examination papers/worksheets that are well typed with writing well-spaced
- appropriate Access Arrangements in examinations

Provision of Information

- Mrs S Tomlinson (Head of Marketing) is involved in updating the school's website to make information more accessible.
- iSAMS has been introduced to provide information in different formats.
- The Modern Foreign Languages Department ensures CD roms/podcasts are available for pupils with Specific Learning Difficulties.
- Read and Write Gold has been purchased in order to make text accessible to those who need readers.
- iPads have been introduced across the curriculum on both sites.

Monitoring/Gathering of Information

- The Head of Teaching & Learning, SENCO, Team Leaders and Form Tutors look closely at available data to track progress of disabled pupils and to ensure they are achieving their full potential.
- The Head of Teaching & Learning/Heads of Departments analyse GCSE results to monitor achievements of disabled pupils.
- The SENCO works with disabled pupils running support sessions and listens to their thoughts on how they view their access to the curriculum and, indeed, any concerns they may have about their school life.
- Team Leaders meet with disabled pupils for mentoring sessions, as appropriate.
- A mentoring programme in Year 11, in which SEND pupils take part, gives the opportunity for a weekly discussion with a member of staff where pupils may voice any difficulties they have and gain support.
- Teachers are encouraged to provide information to the SENCo regarding pupils who have, or are perceived to have, special needs.
- Screening takes place in Year 4 and Year 7 in order to identify pupils who need access arrangements in examinations.
- Specialist assessments may take place during Key Stage 4 if staff are concerned about a pupil's progress.

ADMISSIONS PROCEDURE

The Admissions Procedure to Red House School follows Equality legislation. Pupils applying for a place at Red House School must satisfy certain academic criteria as the school has one curriculum leading to 9/10 GCSEs at grades 5-9. (See Admissions Procedure). As much information as possible is gathered on disabled pupils before entrance testing to ensure that he/she will be able to access the tests and have appropriate concessions, if applicable.

The school:

- ensures that there is an atmosphere and culture which is open and welcoming so that pupils and parents feel comfortable about disclosing information about disability.
- asks parents when they visit about the existence of and the nature of any disability that their child may have.
- has a space on admissions forms asking about any disability.
- encourages prospective parents/pupils to speak to and/or meet with the SENCo to discuss matters relating to

disability.

- CAT screening has been introduced so that a pupil's potential may be established rather than relying on aspects of taught curriculum knowledge.
- reasonable adjustments will be made to entrance assessments, if necessary.

ACCESS PLAN APRIL 2006-MARCH 2009

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Enhanced support for GCSE English Key Stage 4	Time available on EA's timetable	Support sessions available to provide better access to the English curriculum for SEN learners	TERM 1 2006-2007	Support established. 2 lessons for year 10, 2 lessons for year 11, with EA, during GCSE English
	Greater flexibility for curriculum for SEN pupils Key Stage 4	Policy for discontinuing subjects established	Severe SpLD pupils may discontinue modern language at GCSE or subject causing significant difficulty and have curriculum support as alternative	TERM 1 2006-2007	Policy adopted. EA supporting SpLD pupils who discontinue a subject.
	Improved access for severe dyslexics Years 4-6	Time available EA's timetable for support	1 to 1 support services for pupils Years 4-6	TERM 1 2006-2007	Support sessions allocated as appropriate to SEN pupils
	Enhanced school website. Different format from prospectus	JA updating and HoDs responsible for curriculum areas	Improved access to school information available for parents/prospective parents and detailed curriculum, information accessible	TERM 3 2006-2007	Website improved. Curriculum areas established. Also revision sites and podcasts available for pupils.
	Improved curriculum access Senior School	Laptops for all staff. Projectors installed in most classrooms	Updated technology providing greater range of teaching resources	TERM 3 2006-2007	Laptops provided. Projectors installed.
	Improved access to curriculum Science/French Key Stage 4	Third group to be established in French and Science Years 10/11	Smaller classes. Improved curriculum access	TERM 1 2007-2008	Third group in French/Science. KS4 established.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Medium Term	School fully informed regarding Every Child Matters/ Common Assessment Framework (CAF)	School involved in all local training available through LEA. <ul style="list-style-type: none"> • Headmaster • EML EA (attending training course) 	Legal duties met	TERM 1 2007-2008	Training on-going.
	Information for parents/prospective parents presented in a different manner/ format to prospectus and annual Open Morning	Arrange opportunities for sharing information at appropriate venues in area with staff available to talk to parents/prospective parents	Information available through displays and conversations with staff. Different opportunity for parents to find out how RHS could meet their children's needs.	TERM 3 2007-2008	First evening successfully held at Wynyard Golf Club. Future events planned.
	Improved access for music/drama	Improvement of 'house' space	Improved rehearsal area for music/ drama	TERM 1 2008-2009	Enhanced rehearsal area established.
	Review and update Whole School Assessment Policy	Working group set up MAM	Updated policy/ Assessment for Learning fully reviewed	TERM 3 2008-2009	Working party established TERM 1 2008-2009
Long Term	Improved access to Specialist Dyslexia teacher for pupils with SpLD	RHS to facilitate the employment of a specialist teacher <u>directly</u> , rather than through Dyslexia Action	Improved access to pupils as greater flexibility of timetable when arranging specialist lessons, also cheaper lessons for parents as no contract with Dyslexia Action	TERM 3 2008-2009	Achieved as planned.
	Physical access/ curriculum access to Science, Art and Technology improved	Chesterfield building acquired by RHS and adapted accordingly	Improved facilities/resources	TERM 2 ? 2009-2010	
	Improved buildings/classrooms on Main Site	Senior School classrooms available for reallocation/ redevelopment when Chesterfield opened	Improved facilities	BEYOND 2009	
	Improved curriculum access Maths Key Stage 4	Extra staff Third group to be established	Smaller class sizes. Improved curriculum access	When Chesterfield building established	

ACCESS PLAN APRIL 2009-MARCH 2012

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Enhanced support for GCSE Foundation Maths	Time allocation to be found on EA's timetable	Small group support available for pupils taking Foundation GCSE (new paper for Maths Dept)	TERM 2 2008-2009	Achieved: Support lessons each week for Year 11 SEN pupils taking Foundation Maths
	Increased scrutiny of disabled pupils' progress	EA + MAM regular meetings	Tracking of progress monitored and action taken if necessary	TERM 2 2008-2009	Meetings EA + MAM established. Careful scrutiny of assessments/exams informing action for disabled pupils.
	Improved access to specialist dyslexia teacher for pupils with SpLD	RHS to facilitate employment of specialist teacher directly rather than through Dyslexia Action	Improved access and greater flexibility of timetable when arranging specialist lessons; also cheaper lessons for parents as no contract with Dyslexia Action	TERM 3 2008-2009	Achieved : Contract with Dyslexia Action ended. Sally Lees working independently at RHS. Lessons better value for parents and greater flexibility of timetable.
	School reports completed on ICT system	RHS to adapt iSAMS for report writing across the school	Clearer report information for parents and pupils. (Larger print available, if necessary – information to disabled pupils/parents improved. Easier access to data for staff	TERM 3 2008-2009	Achieved: July 2009 reports sent out (Years 4-9). Staff able to access report data on line
	CAT screening for Years 4-6	Time allocation in ICT room for these year groups	Enhanced data on pupils and helpful in identification of possible SEN/G+T	TERM 3 2009	Achieved: Screening completed Head of Teaching & Learning
	Dyslexia screening extended	Any pupils in KS2 joining after Year 4 to have screening at the end of the year they join	More data available to establish if any SEN	TERM 3 2008-2009	Achieved: New pupils in Years 5/6 screened May 2009

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Medium Term	New prospectus and new website	JA + the Marketing Team from School Council to develop this	Improved information for parents/prospective parents	Academic year 2009-2010	New website established September 2010 Prospectus to follow
	Increased access on language trips	Opportunity of 2 nd language trip offered to literacy/numeracy pupils (including SEN/disabled) to enjoy cross curricular elements in Spain/Germany	More participation by disabled pupils in this area of the curriculum	TERM 2 2010	Achieved: TERM 3 2009 Trip offered to numeracy and literacy pupils
	New medical room at the Junior School	Plans to be drawn up and space allocated	Improved facilities for medical care	By TERM 3 2009-2010	Medical room built April 2010
	SENCo to update knowledge of access	Qualification to be sought	SENCo to share knowledge and implement relevant strategies	Academic year 2010-2011	Advanced diploma module begun May 2011 Focus: Accessible Learning Environment
	Increase relevant data to inform Access Arrangements at KS4	Whole year screening Y9	Improved identification SEN before GCSE courses begin	Academic year 2010-2011	Year 9 screening established June 2011
Long Term	Physical access/ curriculum access to Science/Art/ Technology improved	Chesterfield building acquired by RHS School and to be adapted accordingly	Improved facilities/resources	UNDER REVIEW	
	Improved classrooms on Main Sit	Senior School classrooms available for reallocation/ redevelopment when Chesterfield opened	Improved facilities	UNDER REVIEW	
	Improved curriculum access to Maths/ English/French Key Stages 3/4	Extra staff – 3 rd group to be established Years 7-11	Smaller class sizes. Improved curriculum access	When Chesterfield building established	

ACCESS PLAN APRIL 2012-MARCH 2015

In addition to new goals, previous 3 year plans will be monitored to ensure achieved goals are maintained and/or enhanced, if appropriate.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Increased scrutiny of disabled pupils' work KS3/4	Termly meetings MAM, DBK, EA with year group tutors to analyse reports/data	Improved tracking of progress. Action taken, if necessary. Form tutors increased responsibility to disseminate information to teaching staff and to set termly targets for members of tutor groups.	TERM 2 2011-2012	Meetings established. Tutors e-mailing staff with findings and form tutors meeting with members of tutor group to set termly targets.
	Improved ICT expertise	INSET for staff and ICT Working Party formed	Enhanced access to curriculum for disabled pupils.	TERM 3 2012-2013 On-going	ICT Working Party established. INSET training begun. Trialling of iPads Humanities.
	Relocation to new build school at Wynyard	Planning permission to be sought on both school sites in preparation for sale.	Next phase of plans for new school.	TERM 3 2011-2012	Planning now established on existing and new sites.
	Improved website for school	JC to oversee.	Improved access to information.	TERM 1 2012-2013	New website format established September 2012.
	Increased pastoral support, mentoring and monitoring of pupils	Appointment of new Team Leader positions for KS2, 3 and 4.	Pupils to benefit from greater access to pastoral leader. Improved tracking/support.	TERM 1 2012-2013	Team Leaders appointed: KS2 - CT KS3 - DK KS4 - JS Regular pastoral meetings established.
	Increased awareness of Quality Act 'Reasonable Adjustment' Duties	EA to attend conference to gain information /legal expertise.	Greater understanding of new legislation.	TERM1 2012-2013	EA attended Learning Works Conference October 2012. Policies to be amended, as necessary.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Increased dissemination of SEN information to all staff	SEN no longer to be a separate committee. To be incorporated into Whole School meetings.	All staff will be present at sharing of SEN information instead of only HoDs.	TERM 1 2012-2013	SEN embedded into Whole School meetings.
	Enhanced recording of information regarding Access Arrangements	New pro-forma with details to be established to begin as soon as pupils have any Internal Access Arrangements.	Enhanced record of evidence for Access Arrangements KS4.	TERM 1 2012-2013	EA has established new system for September 2012.
Medium Term	Increased awareness of Equality Act, 'Reasonable adjustment' Duties for all staff	EA to give INSET.	Greater knowledge of all staff to ensure no Disability Discrimination.	TERM 2 2012-2013	EA has shared information at academic meetings and Whole School staff meetings.
	To gain finance for new school	Headmaster/ School Council to source funding.	To enable new build to begin.	TERM 3 2012-2013	
	Improved curriculum access through technology for pupils with reading difficulties	Purchasing of iPads and relevant software.	Enhanced access to text.	TERM 1 2014-2015	iPads used across the school – available in all subjects. Read and Write Gold purchased. RHS now a member of Load2Learn for accessible textbooks.
	Study support time on timetable for pupils with learning difficulties Years 10-11	Study Support Group in French time	More time for pupils to consolidate learning in core subjects instead of learning MFL.	TERM 1 2014-2015	Support group established. 5 periods a week. Staffed by JS. Subject staff provide appropriate work/targets.

ACCESS PLAN APRIL 2015-MARCH 2018

In addition to new goals, previous 3 year plans will be monitored to ensure achieved goals are maintained and/or enhanced, if appropriate.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Short Term	Improved understanding of INCAS and MidYIS testing for staff	Staff training to be delivered by CEM Centre, Durham University	Staff more confident to use data to inform teaching. Better use of data to identify pupil weaknesses.	TERM 2 2014-2015	Whole School INSET Day. Spring Term.
	Better understanding of reading difficulties and how assistive technology can help SEND pupils	A study on using iPads in literacy lessons and questionnaires to pupils on attitude to using technology. EA to work with SW, Librarian.	Better understanding for teachers about how assistive technology can help pupils. More knowledge for pupils as to how assistive technology can be of benefit in the classroom.	TERM 3 2014-2015	Study completed over Summer Term. Year 7 + Year 9 literacy classes took part and gave feedback.
	Adoption of Read and Write Gold software throughout School	Training for teaching staff. More use in classrooms. Trial software in examinations.	Better access for pupils when reading taking place in class and in assessments.	TERM 3 2014-2015	Training taken place at Senior School and Junior School. Software trialled in class. Software trialled in Year 7 exams.
	Earlier identification of Access Arrangements in KS3	Screening to take place in Year 7. Information shared with parents. Discussion of results with staff, pupils and parents.	Access granted for summer exams for Year 7 pupils.	TERM 3 2014-2015	Screening undertaken. Parents, pupils and staff consulted. Access trialled for identified pupils in summer exams 2015.
	Developing of Learning Environments	Staff to undertake scrutiny of classrooms. Discussion of findings.	Agree on good practice. Better understanding of how the learning environment can promote access.	TERM 1 2015-2016	Ongoing. New classroom environment created in room Q. Year 5 pupils now have classroom base with class teacher.
	Improved Handwriting/ Spelling	Time in tutor time to practise key words/ subject specific words/ handwriting exercises.	Better letter formation. Reinforcement of key words.	TERM 1 2015-2016	Ongoing. Scrutiny of pupils' handwriting/ presentation has taken place. Subject staff in lessons to promote key literacy focus e.g. use of capital letters.
	Use of Load 2 Learn resources for dyslexics/ visually impaired	Make more of membership by downloading texts for pupils to use in lessons.	Better independence and focus for dyslexics/visually impaired in lessons. Improved access to new GCSE English curriculum for Year 10 SEND pupils.	TERM 1 2015-2016	Ongoing.
	Year 5 pupils to be taught by class	Appoint new member of staff.	SEND pupils to have continuity of teacher and	TERM 1 2015-2016	Goal achieved R.C. appointed as Year 5 teacher.

	teacher.		classroom base.		
Medium Term	Assistive technology embedded as normal way of working in class and in examinations for SEND pupils	Encourage teacher use of Read and Write Gold and Load 2 Learn. Encourage pupil use of Read and Write Gold and Load 2 Learn.	Better understanding of assistive technology for staff. Better access to curriculum for pupils.	TERM3 2015-2016	Goal achieved. Assistive technology available to pupils who wish to use it. Examinations in ICT room to access Read and Write Gold.
	Greater liaison SENCo and early years co-ordinator.	Improve systems for recording SEND support.	More effective monitoring of support plans.	TERM 3 2016-2017	Goal achieved. Regular meetings IM and EA established and support plans to be adopted throughout the Junior School SEPT 2017.
Long Term	To gain finance for improvements to the Senior School	Headmaster and School Council to source funding.	To enable new buildings with better access to be built.	2018-2019	School remaining on Norton site.
	Third group for Maths.	Acquire Maths teacher.	Better access and support for SEND pupils.	TERM 1 2016-2017	Achieved Sept 2016. Third Maths group for GCSE established with Maths specialist.
	More robust system for work scrutiny.	Headmaster, SMT and SENCo to monitor marking and feedback through regular book scrutiny.	Ensure marking policy effective. Establish more effective feedback for pupils and foster dialogue between staff and pupils to show feedback meaningful.	TERM 1 2016-2017	Achieved Sept 2016. Regular scrutiny established. Purple pen of progress initiative added SEPT 2017 for pupils to respond to teacher feedback.
	Improved monitoring of pupils.	Change report system to reflect progress linked to MIDYis.	More effective monitoring of progress.	TERM 1 2016-17	Established Dec 2016. New colour coded report system established.
	Timetable restructure.	Extend the duration of lesson times and restructure school day.	Longer lesson time to improve structure of lessons and access to curriculum.	TERM 1 2017-2018	Goal achieved Sept 2017. New timetable in operation with 55 minute lessons and start of school day moved to 8.30am.
	Greater focus on whole school literacy.	INSET training to be arranged.	A more cohesive approach to SPAG across subjects.	TERM 1 2017-2018	Achieved Sept 2017. INSET training for all staff by literacy consultant.
	Improved monitoring of progress.	Director of Teaching & Learning and SENCo to meet regularly to review.	Weekly meeting to ensure significant issues discussed in timely manner.	TERM 1 2017-2018	Goal achieved SEPT 2017. Weekly meetings on timetable between LR and EA .
	Improved SEND knowledge for staff.	INSET training to be arranged.	Update staff on SEND best practice.	TERM 2 2017-2018	Goal achieved. Whole school SEND INSET training Jan 2018. In addition, ASD training took place TERM 1 for

					the Junior School staff.
	Improved environment for examinations.	Sports Hall lighting to be improved.	Improved access GCSEs.	TERM 2 2017-2018	Goal achieved. New lighting system established in Sports Hall Jan 2018.
	Improved access across the school through restructure.	Pupils to remain on the Junior School site for longer period.	Improved access Senior School with more classrooms available. Improved continuity KS2 for pupils in Years 4 and 5.	TERM 1 2018-2019	

Reviewed by E Auty
March 2018

APPENDIX 1 - IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help you identify barriers to access that exist in schools. This list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

QUESTION	YES	NO	N/A
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			
Are your classrooms optimally organised for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Section 2: Is your school designed to meet the needs of all pupils?

QUESTION	YES	NO	N/A
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?			
Are non-visual guides used to assist people to use buildings, including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics or noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			

Section 3: How does your school deliver materials in other formats?

QUESTION	YES	NO	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			