

Accessibility Plan 2018-2021

A. Physical Access – Whole School

Update

Evacuation chairs being installed across areas of school used for public access and events.
 Some areas of main school building having electronic door opening for disabled access.
 Music building has had additional internal automated doors fitted (summer 2019)
 New Food & Nutrition Room has disabled food prep and cooking station (summer 2019)
 Sports Hall has new disable toilet/shower upstairs for multi-gym users (summer 2018)

Building	2018/19	2019/20	2020/21
Main Buildings	Electronic door access being installed on a prioritised basis. Evac chairs being installed and training provided. Stone paving outside Music re-laid to ease access to disabled parking space	Continued work on a needs/prioritised basis	Continued work on a needs/prioritised basis

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Art/DT Block	None foreseen	None foreseen	Some electronic door access being installed.
Music Block	None foreseen	None foreseen	None foreseen
Science Block	Evac chairs being installed and training provided.	None foreseen	None foreseen
Founder Hall	None foreseen	None foreseen	None foreseen
White House	None foreseen	None foreseen	None foreseen
Old Gym	None foreseen	None foreseen	None foreseen
Player Hall	None foreseen	None foreseen	None foreseen
Sports Hall	Non foreseen following 2018 work	None foreseen	None foreseen
Dining Hall	Electronic door access from one side for disabled access.	None foreseen	None foreseen
East Block Toilets	None foreseen	None foreseen	None foreseen
CCF Block	None foreseen	None foreseen	None foreseen

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Ristes Garage	None foreseen	None foreseen	None foreseen
Junior School	None foreseen following completion of extension in 2018	None foreseen	None foreseen
Valley Road	Consider ramping access to rear doors to pavilion	Investigate feasibility of providing disabled toilet and shower on ground floor	Investigate options for provision of disabled toilet for visitors
Infant School (Lovell House)	None foreseen	None foreseen	None foreseen
Infant Lovell House Extension	None foreseen	None foreseen	None foreseen

B.1 Curriculum Access – Senior School

Update

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The School has had in place a plan to increase the accessibility to disabled pupils since September 2002. Much of the curriculum accessibility plan is included within the sections of the School Development Plan. A thread runs through school plans and policies including accessibility plans related to the curriculum, teaching and learning practice, ICT and staff training, culture and ethos of the school and provision of information.

The Accessibility Plan applies to disabled pupils and potential pupils [referred to under the admissions section]. The school seeks to not treat them less favourably, to take steps to avoid putting disabled pupils at substantial disadvantage, to improve access for disabled pupils in a planned strategic way and to increase the extent to which they can participate in the curriculum, co-curriculum and full life of the school. This complements the plan to improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.

An accessibility audit and review of accessibility in the school following the 2006-2009, 2009-2012, 2012-2015 and 2015 - 2018 accessibility plans has identified the following areas requiring further action with appropriate targets, stages approaches where appropriate and implementation methods and evaluation. In priority, the plan focuses on the immediate needs of current pupils who have SEND/LDD. No pupils in the Senior School currently have an **Education, Health and Care (EHC) Plan** in recognition of complex needs.

Area	2018/19	2019/20	2020/21
<p>Admissions</p> <p><i>Aim: Admissions procedures which do not discriminate against disabled pupils.</i></p> <p>Deputy Heads to develop approach with Head of Year 7 to investigate with feeder school potential reasonable adjustment and offer alternative formats including, for example,</p>	<p>Review policy and procedures to ensure arrangements for admission of prospective students mean that arrangements continue to remain accessible to all. Ensure adjustments continue to meet the requirements of students with SEND/LDD and EAL.</p>	<p>Review policies and procedures to ensure that School has the capability and capacity to offer support if a student with an EHC Plan joins the School. Ensure procedures for working with the Local Authority if the School cannot provide support named in an EHC Plan.</p>	<p>Review admissions policy to ensure it remains up to date to ensure that a non-discriminatory admissions process is in operation.</p>

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<p>enlarged examination papers for the visually impaired when required.</p>	<p>Continue to ensure SEND and EAL information of prospective students is recorded on to database so that information can be easily retrieved at the start of the academic year so that effective support can be put into place at once.</p> <p>Ensure processes are in place to request information from potential feeder schools, ensuring that such processes are GDPR compliant.</p> <p>Continue to ensure that evidence obtained for access arrangements for the School entrance exam meets current JCQ regulations.</p> <p>Deputy Head [Academic] and Learning Support Coordinator to continue to work with Head of Year 7 to</p>		
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	investigate with feeder schools the potential for reasonable adjustment in the Entrance Exams and offer alternative formats including, for example, enlarged examination papers for the visually impaired when required.		
<p>SEND/LDD Policy</p> <p><i>Aim: To review and redraft policy materials to recognise any changes in practice and to reflect current obligations with reference to the Equality Act 2010 and SEND Code of Practice 2015.</i></p>	Learning Support Co-ordinator, working with the Deputy Head (Academic), to review yearly the current Support for Learning Policy with reference with the Equality Act 2010 and the SEND Code of Practice 2015, to ensure that it reflects current practice within the School and to ensure that it remains fit for purpose.	Review the Learning Support Policy to ensure it remains up-to-date and effective. Check the plan for consistency with the Support for Learning Policy in the Junior School.	Review Support for Learning Policy to ensure it remains fit for purpose.
<p>SEN/LDD Procedures</p> <p><i>Aim: To enable teachers to support SEND/LDD and EAL students effectively in their</i></p>	Ensure that information continues to be accessible to staff who teach students with SEND and EAL both on iSAMS and the Provision	Provide INSET to all staff members of SEND and EAL to build upon staff training provided during 2016/17.	Review how we are supporting SEND and EAL learners within each department with HoDs to ensure learners with SEND

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<p><i>lessons and to ensure the School is catering for students' individual needs.</i></p>	<p>Map of Learning Support. Ensure all staff are aware of how they can access information.</p> <p>Ensure that all staff are aware of the procedure for referring students to Learning Support.</p> <p>Review training for staff joining the School to ensure they understand SEND/ EAL procedures in the School and how to access Learning Support information.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>	<p>INSET to include recognising different learning needs and strategies for effective support in the classroom and a review of School procedures.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>	<p>and EAL are being effectively supported and that progress is being made. Learning Support Co-ordinator to review with Deputy Head (Academic) on processes for monitoring progress and data.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>
<p>SEND/LDD Monitoring Progress</p>	<p>Review procedures for monitoring progress against baseline data, including performances in interim reports and exams. Ensure that Tutors of students who are do not appear to be</p>	<p>Continue to ensure that reporting procedures are fit for purpose and School reports and termly reviews feed into the Annual Reviews to ensure that progress is being made and</p>	<p>Continue to review student progress against baseline data to inform support.</p> <p>Continue to involve teachers, students and parents/guardians in the</p>

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	<p>making progress are notified and an action plan is put together to support the student appropriately in conjunction with teachers.</p> <p>Continue to review reports to ensure that they are in line with the School's reporting policy and that they provide effective feedback on progress and how to improve.</p> <p>Review and develop reviewing procedures of Learning Support interventions to ensure they are helping to develop students' and informing future support.</p>	<p>that appropriate support is planned and implemented.</p> <p>Ensure that feedback from all teachers is incorporated into Annual Reviews and teachers are involved in the target setting process, as well as feedback from students and parents where appropriate.</p> <p>Continue to review student progress against baseline data to inform support.</p>	<p>process for reviewing support, progress and setting targets.</p>
SEND/LDD & EAL Identification	<p>Review procedures for screening students for LDD. Investigate current screening tools to ensure they are up-to-date and are effective.</p>	<p>Continue reviewing screening tools for effectiveness.</p>	<p>Continue reviewing screening tools for effectiveness.</p>

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<p>SEND/LDD Improving information on a variety of learning needs.</p> <p><i>Aim: To improve accessibility of information on different learning needs for staff and parents.</i></p>	<p>Review current information available to staff through Sharepoint, ensuring that information sheets and strategy ideas are up-to-date and include all the different SEND/LDD needs we have in School as well as offering IAG on other possible learning needs. Review how information can be provided to parents, including information provided on Open Evenings and information available on the School website and the Parent Portal.</p>	<p>Ensure that IAG to staff and parents continues to be accessible, up-to-date and appropriate.</p>	<p>Review extent of use of materials by staff, students and parents.</p>
<p>Curriculum accessibility and differentiation :</p> <p><i>Aim: to ensure students with SEND and EAL needs can access the School curriculum.</i></p>	<p>Review curriculum to ensure that it caters for and is accessible for students with SEND and EAL Review departmental schemes of work to ensure that SEND and EAL needs are catered for and that staff allow for the additional planning and time needs of learners with SEND/EAL.</p>		

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	<p>Review teaching to ensure that classrooms are SEND and EAL 'friendly'.</p> <p>Ensure that learners with physical disabilities and motor coordination difficulties can safely access activities in practical subjects through use of risk assessments.</p> <p>To review the use of assistive technology to ensure that learners with SEND can access curriculum effectively, such as mind-mapping, text-to-speech and speech recognition software.</p> <p>Review procedures for students with temporary injuries (particularly those that happen on the day) to enable them to access the curriculum. Review bank of 'emergency' loan laptops.</p>		
SEND/LDD Examination Access Arrangements	Review policies and procedures to ensure that	Review policies and procedures with the Examination Officer to	Review policies and procedures with the Examination Officer to

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<p><i>Aim: to ensure the School has robust procedures which meet JCQ regulations and that staff are aware of these.</i></p>	<p>they meet JCQ Regulations following yearly update. Work with Examination Officer to make sure current procedures and policies are fit for purpose. Ensure staff are aware of regulations, School policies and procedures through INSET. Review how information is collected from staff to make sure that this is fit for purpose.</p>	<p>ensure that they meet JCQ Regulations following yearly update. Provide staff updates on changes to JCQ regulations and School procedures.</p>	<p>ensure that they meet JCQ Regulations following yearly update. Provide staff updates on changes to JCQ regulations and School procedures.</p>
<p>Curriculum – Materials Accessibility</p> <p><i>Aim: To improve accessibility of materials for students with physical and learning disabilities</i></p>	<p>Learning Support to continue with programme of review of materials currently provided in written format to pupils including curriculum resources and handouts.</p> <p>Summarise current state of resources in use identifying accessibility and readability and their suitability for pupils with physical and learning disabilities, based on results of work scrutiny. Review strategies (ICT, large print, audio, pictorial, layout) for providing the same information taking into account pupil disabilities. Continue to facilitate the needs of the students when it comes to public exams.</p>		
<p>Teaching and Learning</p> <p><i>Aim: To encourage peer support structures</i></p>	<p>Develop flexible grouping arrangements in lessons where pupils (including disabled) can work with their peers to encourage further peer support and mentoring arrangements. Assitant Head [Teaching and Learning – from Sept 2018] to develop this further.</p>		
<p>Teaching and Learning – Classrooms</p>	<p>SMT members and some HoD with Estates to continue to assess further new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms</p>		

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<p><i>Aim: To enhance classrooms to promote participation of pupils with disabilities</i></p>	<p>of wheelchair disability accessibility and engagement with those with hearing impairment and auditory memory difficulties. To organise classrooms to promote the participation of students with learning and physical disabilities.</p> <p>Network enhancement to support wifi for BYOD across the school. Work on BYOD implementation to benefit all pupils including LDD.</p> <p>To enable the school to cope with pupils with restricted mobility to investigate possible options for portable specialist furniture. (Currently not required)</p>		
<p>Co-Curricular Involvement by pupils with disabilities</p>	<p>As part of implementation of High School Award (led by Assistant Head (Co-Curricular), sampled audit of co-curricular involvement in school life by <u>all</u> pupils including those with disabilities (after school clubs, sporting, cultural activities, school visits)</p>	<p>Assistant Head to carry out post audit analysis to identify potential barriers to access in these full areas of school life. Use of ISAMS and High School Award feedback for fine tuning of data collection.</p>	<p>Long term aim to gain evidence of even greater involvement of disabled pupils in the life of the school.</p>
<p>Staff INSET and Development</p> <p><i>Aim: To raise staff awareness on a range of disability issues.</i></p>	<p>Aim to review staff training needs to facilitate teaching and support of disabled children. Identify areas of good practice.</p>	<p>Materials to be coordinated onto school website. Engage with teaching staff to share good practice.</p>	<p>Look to provide externally-led INSET on specific access issues and how to provide further support for children with SEN and disabilities outlining educational implications of different</p>

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			disabilities and on the management of particular health needs in the classroom.
Disability Awareness	Disability discrimination to be addressed in Year 7 & 8 during GEP lessons as part of our 'Living in the Wider World' theme. Lesson plans to be updated to ensure they are relevant.	In Year 9, we are to deliver an assembly on Bullying & Special Educational Needs. Updated lessons in Year 7 and 8 to be review for quality.	To invite an external speaker (e.g. Paralympian, Invictus Games) to speak to the whole School, as part of the School assembly programme.

B.2 Curriculum Access – Infant and Junior School

Update

The Infant and Junior School has had in place a plan to increase the accessibility to disabled pupils since September 2002. Much of the curriculum accessibility plan is included within the sections of the School Development Plan. A thread runs through school plans and policies including accessibility guidelines related to the curriculum, teaching and learning practice, ICT and staff training, culture and ethos of the school and provision of information.

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The Accessibility Plan applies to disabled pupils and potential pupils [referred to under the admissions section]. The school seeks to not treat them less favourably, to take steps to avoid putting disabled pupils at substantial disadvantage, to improve access for disabled pupils in a planned strategic way and to increase the extent to which they can participate in the curriculum, co-curriculum and full life of the school. This complements the plan to improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.

An accessibility audit and review of accessibility in the school following the 2006-2009, 2009-2012, 2012-2015 and 2015 - 2018 accessibility plans has identified the following areas requiring further action with appropriate targets, stages approaches where appropriate and implementation methods and evaluation. In priority, the plan focuses on the immediate needs of current pupils who have SEND/LDD. We do not currently have any pupils in the Infant and Junior School who have an Education, Health and Care (EHC) Plan in recognition of complex needs.

Area	2018/19	2019/20	2020/21
Admissions <i>Aim: Admissions procedures which do not discriminate against disabled pupils.</i>	Review admissions policy to ensure it remains up to date to ensure that a non-discriminatory admissions process is in operation. Deputy Head (AC) and Learning Support Co-ordinator to be alert to parent concerns and to investigate reasonable adjustments and offer alternative formats including, for example, enlarged examination papers for the visually impaired when required etc.	Review admissions policy to ensure it remains up to date to ensure that a non-discriminatory admissions process is in operation. Review information given to Senior School in respect of Junior pupils who need special arrangements for the equal access to the Senior School Entrance Assessments.	Review admissions policy to ensure it remains up to date to ensure that a non-discriminatory admissions process is in operation.

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	<p>SEND and EAL information requested on references sent to feeder schools.</p> <p>Learning Support Co-ordinator to liaise closely with the Senior School to ensure that appropriate arrangements are made for Year 6 pupils sitting the SS Entrance Assessments.</p>		
<p>SEND/LDD Policy</p> <p><i>Aim: To review and redraft policy materials to recognise any changes in practice and to reflect current obligations with reference to the Equality Act 2010 and SEND Code of Practice 2015.</i></p>	<p>Learning Support Co-ordinator, working with the Deputy Head (Academic), to review yearly the current Support for Learning Policy with reference with the Equality Act 2010 and the SEND Code of Practice 2015, to ensure that it reflects current practice within the School and to ensure that it remains fit for purpose.</p>	<p>Review the Learning Support Policy to ensure it remains up-to-date and effective. Check the plan for consistency with the Support for Learning Policy in the Senior School.</p>	<p>Review Support for Learning Policy to ensure it remains fit for purpose.</p>
<p>SEN/LDD Procedures</p> <p><i>Aim: To enable teachers to support SEND/LDD and EAL</i></p>	<p>Ensure that information continues to be accessible to staff who teach students with SEND and EAL: Support</p>	<p>Provide INSET to all staff members of SEND and EAL to build upon staff training provided during 2016/17.</p>	<p>Review how we are supporting SEND and EAL learners at each Phase with Phase Leaders, HoDs and</p>

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<p><i>students effectively in their lessons and to ensure the School is catering for students' individual needs.</i></p>	<p>Grid, IEPs, Pupil Tracking Spreadsheet, Focus Pupil Tracker, iSams and Pupil Passports. Ensure all staff are aware of how they can access information.</p> <p>Review guidelines surrounding SEND procedures in light of GDPR compliance.</p> <p>Ensure that all staff are aware of the procedure for referring students to Learning Support.</p> <p>Review training for staff joining the School to ensure they understand SEND/ EAL procedures in the School and how to access Learning Support information.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>	<p>INSET to include recognising different learning needs and strategies for effective support in the classroom and a review of School procedures.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>	<p>Subject Co-ordinators to ensure learners with SEND and EAL are being effectively supported and that progress is being made. Learning Support Co-ordinator to review with Deputy Head (Academic) on processes for monitoring progress and data.</p> <p>Provide tailored INSET to any NQTs/Teacher Training staff working within the School.</p>
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<p>SEND/LDD Monitoring Progress</p>	<p>Review procedures for monitoring progress against baseline data, including performances in interim reports and exams. Termly Academic Tracking Meetings with Class Teacher, Phase Leader and Learning Support Co-ordinator used to highlight the performance of SEND pupils and discuss relative attainment and appropriate support and adjustments.</p> <p>Learning Support Co-ordinator to review reports to ensure that they are in line with the School's reporting policy and that they provide appropriate and effective feedback on progress and how to improve for SEND and EAL pupils.</p> <p>Further develop reviewing procedures of Learning</p>	<p>Continue to ensure that reporting procedures are fit for purpose and School reports and termly reviews feed into the IEP Targets to ensure that progress is being made and that appropriate support is planned and implemented.</p> <p>Ensure that feedback from all involved (teacher, pupil, parent) is incorporated into IEP Target. Pupil Passports are updated on a termly basis with full input of the pupil concerned.</p> <p>Continue to review student progress against baseline data to be discussed at Academic tracking Meetings and to inform support.</p>	<p>Review monitoring procedures to ensure that all SEND and EAL pupils are tracked very carefully and that all pupils, teachers and parents are aware of the most effective way to support the learning of these pupils.</p>
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	Support interventions; both by Class Teachers (as part of Focus Pupils) and Learning Support Teacher (during 1:2:1 sessions) to ensure they are maximising pupil progress and informing future support.		
SEND/LDD & EAL Identification	Review procedures for screening students for LDD. Investigate current screening tools to ensure they are up-to-date and are effective.	Continue reviewing screening tools for effectiveness.	Continue reviewing screening tools for effectiveness.
SEND/LDD Improving information on a variety of learning needs. <i>Aim: To improve accessibility of information on different learning needs for staff and parents.</i>	Review current information available to staff through Sharepoint, ensuring that information sheets and strategy ideas are up-to-date and include all the different SEND/LDD needs we have in School. Review how information can be provided to parents, including information provided on Open Evenings	Ensure that communication and specific information to staff and parents continues to be accessible, up-to-date and appropriate. Investigate ways to share SEND information via the Parent Portal.	Review extent of use of materials by staff, students and parents.

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	and information available on the School website.		
<p>Curriculum accessibility and differentiation :</p> <p><i>Aim: to ensure students with SEND and EAL needs can access the School curriculum.</i></p>	<p>Review curriculum to ensure that it caters for and is accessible for students with SEND and EAL</p> <p>Review planning to ensure that SEND and EAL needs are catered for and that staff allow for the additional planning and time needs of learners with SEND/EAL.</p> <p>Review teaching to ensure that classrooms are SEND and EAL 'friendly'.</p> <p>Ensure that learners with physical disabilities and motor coordination difficulties can safely access activities in practical subjects through use of risk assessments.</p> <p>To review the use of assistive technology to ensure that learners with SEND can access curriculum effectively, such as mind-mapping, text-to-speech</p>		

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	<p>and speech recognition software.</p> <p>Review procedures for students with temporary injuries (particularly those that happen on the day) to enable them to access the curriculum.</p>		
<p>Curriculum – Materials Accessibility</p> <p><i>Aim: To improve accessibility of materials for students with physical and learning disabilities</i></p>	<p>Learning Support to continue with programme of review of materials currently provided in written format to pupils including curriculum resources and handouts.</p> <p>Summarise current state of resources in use, identifying accessibility and readability and their suitability for pupils with physical and learning difficulties, based on results of work scrutiny. Review strategies (ICT, large print, audio, pictorial, layout) for providing the same information taking into account pupil disabilities. Pupil Passports alert staff. For a visiting member of staff we use a 'Pupil Support Information Folder' to assist their lesson delivery.</p>		
<p>Teaching and Learning</p> <p><i>Aim: To encourage peer support structures</i></p>	<p>LS to encourage the development of flexible grouping arrangements in lessons where pupils (including disabled) can work with their peers to encourage further peer support and mentoring arrangements.</p>		
<p>Teaching and Learning – Classrooms</p> <p><i>Aim: To enhance classrooms to promote participation of pupils with disabilities</i></p>	<p>With Estates to assess new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair disability accessibility and engagement with those with hearing impairment and auditory memory difficulties. To organise classrooms to promote the participation of students with learning and physical disabilities. Particular reference to accessibility in Lovell House for physical disabilities.</p> <p>To enable the school to cope with pupils with restricted mobility to investigate possible options for portable specialist furniture.</p>		

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<p>Co-Curricular Involvement by pupils with disabilities</p>	<p>Deputy Head (Pastoral) to devise a method of tracking pupils' co-curricular involvement in school, referencing those with disabilities (after school clubs, sporting, cultural activities, school visits).</p>	<p>Deputy Head (Pastoral), to carry out analysis of co-curricular tracker to identify potential barriers to pupils fully accessing these areas of school life.</p>	<p>Long term aim to continue to gain evidence of even greater involvement of disabled pupils in the life of the school.</p>
<p>Staff INSET and Development</p> <p><i>Aim: To raise staff awareness on a range of disability issues.</i></p>	<p>Aim to review staff training needs to facilitate teaching and support of disabled children. Identify areas of good practice.</p>	<p>Provide second stage of externally-led INSET on specific access issues and how to provide further support for children with SEN and disabilities outlining educational implications of different disabilities and on the management of particular health needs in the classroom.</p> <p>Materials to be coordinated onto school website. Engage with teaching staff to share good practice.</p> <p>Identify areas of specific INSET need based on the SEN/LDD pupils in IJS.</p>	<p>Materials to be coordinated onto school website. Engage with teaching staff to share good practice.</p> <p>Identify areas of specific INSET need based on the SEN/LDD pupils in IJS.</p>

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Disability Awareness	Deputy Head (Academic), with PSHE Head to review PSHE curriculum, to ensure coverage of disability awareness and equality. New PSHE scheme introduced.	Plans for future school assemblies to explore disability and access. Reacting to actual pupils with SEN/LDD in School. Monitor and evaluate effectiveness of new PSHE scheme with regards to Disability awareness.
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C. Other Information Access – Whole School

Area	2018/19	2019/20	2020/21
Materials in alternative formats	<p>Continuous review of materials currently provided [in written format to parents and pupils] including curriculum resources, timetables, handouts, newsletters, information about school events etc.</p> <p>Consider various strategies (ICT, large print, audio, pictorial) for providing information taking into account possible pupil disabilities (for example hearing and visual impairment) and their and parents preferred format for information in a reasonable timescale.</p>		