



Dania School Accessibility Plan

Created: May 2013

Reviewed & approved by Board: 28th April 2017

Next Review: April 2018

Introduction

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on local education authorities (LEAs) and schools in relation to disabled pupils and prospective pupils. 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. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Part 4 of the DDA September 2002 states school governing bodies have three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Further guidance was issued in September 2012 by the DfE for the DfE Equality Act 2010. These additions concern auxiliary aids and services. The duty relating to provision of these came into force on 1st September 2012. Other relevant Documents are listed in Annex A.

At Dania School we recognise the importance of the **Equality Act 2010**. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc) have equality of opportunity in accessing and experiencing the life of the school. When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be

Legal Position

This plan sets out the proposals of the Dania School Board to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



Our Commitment to Inclusion

Dania School recognises that disabled students are made up of the following groups: physical, medical, sensory, behavioural and those with learning difficulties. We recognise that all children have a right to be valued and have access to equal opportunities.

Aims

- Our school is non-discriminatory towards disabled students and endeavours to provide equal access and opportunity to the curriculum, 'irrespective of social background, culture, race, gender, differences in ability and disabilities'.
- Equally value and encourage all children.
- Foster positive attitudes towards disability within our community.
- Every child has the right to be healthy, stay safe, enjoy, achieve, make a positive contribution and enjoy economic wellbeing.
- The school places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.
- Our aim is to **break down and remove barriers, then widen the horizons** for every child in every aspect of their school life. Inclusion is one of the four statutory general requirements of the national curriculum. As a school we have a responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils.
- To facilitate the needs of Special Education Needs and Disabilities (SEND) children, the Special Education Needs Coordinator (SENCO), Sandy Mathewson and Trine Lindhardtsen, liaises with outside agencies, parents and previous educational providers to ensure that the children's needs can be addressed on admission. To ensure that money allocated to SEN children is used solely for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support.
- To ensure the curriculum at Dania School is inclusive we will:
 - set suitable learning challenges;
 - respond to pupils' diverse learning needs;
 - overcome potential barriers to learning and assessment for individuals and groups of pupils.
- In line with the three key duties of the Disability Discrimination Act (DDA) we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:
 - increasing the extent to which disabled pupils can participate in the school's curriculum;
 - improving the physical environment of the school;
 - improving the delivery of information to disabled pupils.
- It is our aim that the responsibility for ensuring equal access to all lies with every member of the school's staff and governing body. The planning, implementation and evaluation of this belongs to everyone at Dania School.
- The school has set the following priorities for the development of the vision and values that inform the plan:
 - ensure everyone is aware of and familiar with the contents of the Accessibility Plan;
 - ensure everyone is responsible and accountable for the successful implementation of the Accessibility Plan. *(See table at end of plan for action plan)*

The School



- Dania Schools policies, practices and procedures refer specifically to inclusion for all children taking into account their special needs in terms of language, disability, special learning needs, medication;
- regular monitoring of long, medium and short term planning and lesson delivery ensure that provision is differentiated and adapted to individual pupil needs;
- when undertaking a school visit or activity planning is made for all children taking into account their specific needs;
- all children's progress is tracked using teacher assessment and tests in order to inform attainment overview sheets. Specific monitoring is undertaken, through detailed progress analysis at the end of each term in addition to continual assessment on a daily/weekly basis.

Priorities

The school has set the following priorities for the development of the information and data to support the school's accessibility plan:

- keep registers and details of participation in extracurricular activities;
- continue to keep detailed records of children's progress including specific special needs groups;
- ensure policies and procedures continue to make provision for access for all children taking into account their specific individual needs;
- keep parents/carers informed;
- provide details of plan via the internet and give contact details for parents/carers to contact school to be able to make suggestions;
- ensure that further input/recommendations from outside agencies is added to the plan
- we aim to ensure that every strand of the school improvement plan will address the accessibility for all pupils and their needs;
- SENCO and other staff involved in the support of disabled children plus staff from other agencies (such as speech and language specialists, educational psychologists, autism specialists, physiotherapists and mobility services, music therapists) will be consulted when policies are written;
- subject coordinators will include disability needs for long term and medium term planning
- when the curriculum policy is due for renewal subject area leaders will consult with the aforementioned staff to ensure the needs of all and specific children are included and addressed;
- where/when appropriate we will consult with surrounding schools;
- use ICT, such as the computer network, alphasmart, audio equipment, Braille equipment (including software, keypads, printers etc) where/when appropriate;
- we aim to ensure children with accessibility needs are supported through the effective deployment of learning support staff and resources although these will be restricted in the early years of Dania because of the very small size of this "start up" school;
- ensure work is supportive yet focuses on challenging children with high expectations for attainment and progress;
- ensure children work in appropriate groups and encourage the use of peer support as well as adult support;
- use attainment overview sheets (related directly to the National Curriculum Levels) to track all children with a focus on specific groups which include statemented children, those with disabilities;
- SENCO time is appropriately apportioned to support pupils and staff who support them;



- ensure all parents/carers know who our SENCO is;
- all school plans should seek to increase awareness of disability issues;
- ensure all leaders are fully aware of accessibility issues and needs of disabled pupils and reference is made to specialist advice and support that may be required;
- good practice/provision should be shared across the school (SENCO, SLT to ensure policies reflect this);
- undertake careful planning to make sure learning support assistants are deployed effectively and are aware of any child with a specific need;
- timetabling should take into account movement required around school i.e. there isn't undo movement around the school building between lessons (movement to the hall for P.E. shouldn't be preceded/followed by movement to another end of the school);
- ensure all staff are aware of how to use any lifts and other relevant equipment and have access to operating keys;
- Dania School will ensure that all equipment is correctly maintained and immediate action is taken in the case of breakdown or other technical problems.
- Specific arrangements will be made for disabled children for all sorts of recreation, movement around the school, special events: sports days, visiting theatre groups or story-tellers, extra-curricular activities: breakfast clubs, after-school clubs, and school trips.

The school community will

1. Review the school's Equal Opportunities Policy and Accessibility Plan every year.
2. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustments.

Admission to the School

- Dania School is a start-up school enrolling children in The Early Years Foundation Stage and Key Stage 1 and Key Stage 2.
- No children will be omitted from school in respect of any physical disability
- The school will endeavor to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers.
- The school policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents or outside agencies.
- The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.



Education

- Staff will continue to be made aware of students with Disability or Special Educational Needs by the SENCO Sandy Mathewson and Trine Lindhardsen.
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation will be reflected in The Individualised Education Programmes (IEPs) and Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their health and safety.
- The school cannot at this stage provide auxiliary support such as additional classroom assistant time but would address this with development of the school. Voluntary teacher assistant help will be sort from the community.
- The School provides additional auxiliary Teaching aids e.g. Ipads. Other required resources will be provided as needed.
- The school ensures that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, notification to place of visit and pre-visit to site if appropriate.
- Within the resources available to our start up independent school we will endeavour to provide extra input for children requiring specific work to improve their mobility, such as additional gross/fine motor skills sessions.
- The SENCO will ensure that disabled children have access where necessary to suitable furniture, classroom adaptations, aids & resources (laptops, Ipads pens, scissors etc).
- In assessing any student the school may take such advice and require such assessments e.g., Educational Psychologist’s report and recommendations as it regards as appropriate.
- The school follows Department for Education (DFE) guidelines and procedures to enable all children with disabilities to have equal access to national assessments for example the Scholastic Assessment Tests (SATs).
- Children/staff have access to outside agencies that will support and advise them on a regular basis.

Physical Environment and Access of the School

- Parents should be aware that the school is all on one site.
- A Sensory room is downstairs on the school site. Dania school is in negotiations with 3Corners regarding accessing this purpose built area (with soft play and audiovisual ambience)
- There is a disabled toilet.
- Recent refurbishing of the school complies with current regulations.
- Outdoor play area is wheelchair accessible.



- Dania school wishes to provide access to its buildings, facilities and curriculum for all those who wish to access them irrespective of physical ability;
- We are committed to improving access within the limitations of the physical structure of the buildings and other resources
- We will endeavour to make improvements wherever/whenever we can;
- The Trustees and Headteacher will make provision, where possible, to meet the needs of individual children and adults;
- We are committed to improving access to the disabled and will consult with the council about recommended alterations to the 3Corners Site; either externally or within the school buildings
- we will seek advice from a range of agencies as well as the LA

Sporting & Recreational Activities

- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.
- Individual Risk Assessment will be provided for disabled students engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally all children are encouraged to take part in all aspects of school life.

Welfare Awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Management Policy & Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.



Delivery of information to disabled pupils

- Dania plans to develop and provide Information for disabled pupils – such as handouts, timetables, worksheets, notices, information about school events in appropriate formats, colours, size etc. This will include the delivery of information in Braille, in large print, in simplified language, on audio or video file and through sign language, using a symbol system;
- when identifying the appropriate format Dania School will take account of: pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- Dania School will also take account of preferences expressed by pupils or their parents;
- We will seek help from visually impaired support services in respect of more specialised formats, for example: Braille;
- Dania aims to provide information for disabled pupils: Handouts, timetables, worksheets, notices to be available on enlarged format/on appropriately coloured paper/on audio file on request ;
- ensure above are brailed when requested.

Management, Co-ordination and Implementation

The planning process:

- the governing body will review the accessibility plan and set recommendations for the forthcoming years and will take into account the views of the pupil council, staff, parents and the board of governors;
- a working party consisting of staff and a board member will evaluate the plan during the second half term in the summer of each year;
- a variety of evidence including attainment overview sheets & individual pupil progress, SEN data ({Individualised Education Programmes} IEP's etc), extra-curricular clubs registers will be used in the evaluation of the plan together with views of children and parents.
- Other Agencies: Dania School will coordinate and cooperate with other services and agencies in the continued development and implementation of the plan including the Local Authority; Social Services and Health agencies.

Implementation: The Headteacher and Board of Governors of Dania School will:

- be primarily responsible for the implementation of this plan;
- set out clear timescales;
- take funding for this plan from delegated budget;
- work with the action plan which is included at the end of this plan to show what the anticipated outcomes are (with performance criteria where necessary);
- review and revise the plan each year in the Summer term;

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- plans related to capital works and premises management;
- curriculum;
- Information Technology support services;
- staff training and associated services.



The school has set the following priorities for the Management, Co-ordination and Implementation of the Accessibility Plan:

- Review and revise the plan once a year during the summer term.
- To include plan in the school development plan and subject plans.
- Set up a working party to plan and review accessibility plan.
- Dania School will make its accessibility plan available via the school website.

Public Sector Equality Duty (PSED)

When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012. The **Equality Act 2010** replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty.

Related Policies

- Dania School Confidentiality Policy
- Dania School Behaviour Management Policy
- Dania School Equal Opportunities Policy
- Dania School Diversity Policy
- Dania School PSHE/SRE/Citizenship Policy
- Dania School Special Education Needs Policy

The legal frameworks for this policy are

- The Equality Act 2010
- Children Act 1989; and Special Educational Needs and Disability Act 2001
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Age) Regulations 2006

Dania School Disability Access Plan 2015-2019

Target	Strategies	Outcome	Timescale	Finance	Responsibility	Monitoring
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Dania School

Scandinavian Learning in the Heart of London

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08/03/2016

Access to curriculum Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes priority purchasing for computers as required for pupils with special needs School staff to update on available technology on an annual basis	Access to appropriate computer technology will be improved for all disabled pupils	As required - unless needs of pupils in school require immediate action	£1000 p.a.	Head & Board	Board
Access to curriculum Reflect identified areas of need in lesson planning and delivery	Incorporate Quality First Teaching into all planning Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties Purchase of resources to increase student participation	Improved access to curriculum for all pupils	Ongoing	Curriculum plans	All staff	Board
Access to curriculum Prioritise student participation in school activities	Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if needed Ensure student activities are accessible to all	Increased participation in school life for students with disabilities	Ongoing	Curriculum plans	Staff & Board	Board
School Policies Ensure all policies consider Disability Access	Ensure all policies consider the implications of Disability Access	Access to all aspects of school life for all students	Ongoing	n/a.	Head & Board	Board
School Policies To ensure that all reviewed school policies are compliant with Equality legislation relating to disability	To include an Equality statement on all reviewed policies	To include an Equality statement on all policies as they are reviewed	2015	n/a	Trustee	Board
Dyslexia To become a Dyslexia Friendly School	To proactively address the needs of pupils with dyslexia	To improve achievement of children on the Dyslexic spectrum To improve achievements of all children.	Three years	Initial cost £1000 + vat	SENCO	Board
School Buildings Ensure access to school buildings and site can meet diverse pupil needs	Accessibility & clarity of signs Awareness of independent access Clear identification of room functions	Improved access to buildings and site	Ongoing.		Head & Board	Board
Classrooms Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements	Plan classrooms in accordance with pupil need Ongoing negotiation for Soft Play access Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives Provide quiet areas within the school Think beyond the ramp. Look at accessibility in all areas of school life	Appropriate use of resources for diverse needs of pupils with disabilities.	Ongoing	£1000	Head	Board
Newsletters & Documents Availability of newsletters and school documents in alternative formats	Letters in English & Danish Large print & audio when required Text E-mail	Information to pupils with disabilities and parents / carers will be improved	Ongoing	£500 p.a	Head	Governors
National Award for Special Education Needs	Train and support SENCo teacher, with dissemination of training to other staff	Providing excellent care to all children incorporating the needs of all children with varying degrees of special needs	12 month online training	£1,800 plus Vat	Board, Head Teacher, SENCo governor and SENCo (Jozef Mastilak)	Head Teacher

Person Responsible

Mr Mike Papesch (Trustee) updated this policy in June 2015



Annex A

Most unpriced documents can be obtained from the **DfES Publications Centre** at: PO Box 5050, Sherwood Park, Annesley, Nottinghamshire NG15 0DJ. Tel: 0845 60 222 60; Fax: 0845 60 333 60; minicom: 0845 60 555 650; e-mail: dfes@prolog.uk.com

Priced documents can usually be obtained from **The Stationery Office** at: PO Box 29, Norwich, NR3 1GN. Tel: 0870 600 5522; Fax: 0870 600 5533; Website: www.thestationeryoffice.com or www.clicktso.com

Key documents

- **The essential guide to the public sector equality duty. Vol. 1 of 5 Equality Act 2010** guidance for English public bodies (and non-devolved bodies in Scotland and Wales) http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/essential_guide_guidance.pdf
- **The SEN and Disability Act 2001** <http://www.legislation.gov.uk/ukpga/2001/10/contents>
- **Disability Discrimination Act 1995 Part IV: Education.** <http://www.legislation.gov.uk/ukpga/1995/50/part/IV>
- **Disability Rights Commission: Code of Practice for Schools.** Available from the DRC. Tel: 08457 622 633; website: www.drc-gb.org
- The SEN Code of Practice and the Department for Education and Skills (DfES) Guidance on Inclusive Schooling
- **Guidance on matters to be taken into account in determining questions relating to the definition of disability.** Available from The Stationery Office.
- **DfES: Inclusive Schooling: Children with Special Educational Needs** (Ref DfES 0774/2001) published November 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk/sen
- **DfES: SEN Code of Practice 2001 and SEN Toolkit** published December 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk/sen

Access to school premises

- **British Standards [BS8300]: 2001.** Design of buildings and their approaches to meet the **needs** of disabled people - Code of Practice. £148 for non-members. Available from British Standards; website www.bsi-global.com
- **DfE: Access for Disabled People to School Buildings: Management and Design Guide.** Building Bulletin 91. 1999. £14.95. Available from The Stationery Office and website: www.dfes.gov.uk/schoolbuildings
- **DfE and DfES Asset Management Plans Guidance sections 1-6.** 2000 and 2001. Sent to all LEAs. Available from DfES Publications Centre and website: www.dfes.gov.uk/schoolbuildings
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www.daniashool.com | www.facebook.com/DaniaSchool | Twitter: @dendanskeskole
DfE registration no: 206/6000 | Registered charity no: 1153166 | Private company limited by guarantee | Company no: 08155547



www.dfes.gov.uk/schoolbuildings

- **DfE: Inclusive School Design Building Bulletin 94.** 2001. £19.95. Available from The Stationary Office and website: www.dfes.gov.uk/schoolbuildings
- **DfES: Guidance on the Constructional Standards for Schools.** July 2001. Available from website: www.teachernet.gov.uk/sbconstand
- **JMU Access Partnership/ICI Paints/Reading University: Colour and Tonal Contrast 2001 CD Rom:** Available from Dulux Technical Group. tel: 0870 242 1100; website: www.duluxtrade.co.uk
- **JMU Access Partnership: Sign Design Guide (2000);** Available from Royal National Institute of the Blind customer services: tel: 020 7391 2002; website: www.jmuaccess.org.uk/publications.asp
- **The Building Regulations. 1991:** Access and Facilities for disabled people: approved document M. 1999. £7.99. Available from The Stationary Office.

Other useful publications

- **Centre for Studies on Inclusive Education: Index for Inclusion 2000.** £24.50. Available from CSIE. tel: 0117 344 4007; fax: 0117 344 4005; website: www.inclusion.org.uk
- **DfE: Connecting Schools for Inclusion** an interactive CD Rom which looks at strengthening links between special and mainstream schools to support the inclusion of pupils with SEN. Available from Voluntary Partnerships Team, SEN Division, DfES. tel: 020 7925 6881; fax: 020 7925 5920
- **DfE: National Curriculum 2000** sets out the curriculum for schools and local education authorities. Also includes Inclusion Statement at beginning of the document. Available from website: www.nc.uk.net
- **DfE/QCA: Supporting the Target Setting Process** DfES Communication: 0065/2001 (Revised March 2001) guidance for effective target setting for pupils with special educational needs 2001. Also known as the 'P scales'. Available from DfES Publications Centre and website: www.standards.dfes.gov.uk
- **DfES: The Distribution of Resources to Support Inclusion** (Ref LEA/080/2001) Nov 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk
- **Disability Equality in Education: Training for Inclusion & Disability Equality Course Book.** Priced. This and other resources for inclusion and disability equality are available from DEE, tel: 020 7359 2855; e-mail: info@diseed.org.uk website: www.diseed.org.uk
- **OFSTED: Evaluating Educational Inclusion** - Guidance for inspectors and schools. October 2000. Ref No. HMI 235. Available from Ofsted. tel: 020 7421 6800; website: <http://www.ofsted.gov.uk>
- **Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties 2001.** £60. Available from Qualifications and Curriculum Authority Publications; PO Box 99, Sudbury, Suffolk CO10 2SN; tel 01787 884 444; website: www.qca.org.uk
- **RNID: Effective inclusion of deaf pupils into mainstream schools.** Education guidelines project. 2001. Information available from tel: 0808 808 9000; website: www.rnid.org.uk



Dania School

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- **RNID: Promoting access to the curriculum for deaf pupils.** Education guidelines project. 2001. Information available from tel: 0808 808 0123; website: www.rnid.org.uk
- **Teacher Training Agency: the National SEN Specialist Standards** identifying your training needs. 1999. CD-ROMs available from TTA Publications; tel 0845 606 0323; e-mail publications@ttalit.co.uk website: www.canteach.gov.uk

Useful websites

- **BECTA:** British Educational Communications and Technology Agency. www.becta.org.uk
- **Inclusion website:** <http://inclusion.ngfl.gov.uk> This website provides a free catalogue of resources for teaching professionals, learners, parents and carers. Resources include publications, software, hardware, guidance and links to other organisations to aid independent living and learning.
- **DRC:** The Disability Rights Commission www.drc-gb.org
- <http://www.tes.co.uk/teaching-resource/Narrowing-the-Gap-through-Quality-First-Teaching-6153613/>

Revised: Sandy Mathewson March 2017

This policy was adopted on	Signed on behalf of Dania School	Date for review
26/04/17		April 2018