Special Educational Needs (SEND) information report

Crisp Vocational Provision

Crisp Vocational Provision Ltd

Building futures for tomorrow

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website SEND-Policy-November-2024.pdf

Or alternatively, you can ask a member of staff to make a copy and send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Natasha Wardhaugh – Assistant SENDCO and English Curriculum Lead

Who is currently working towards achieving the National Award in Special Educational Needs Co-ordination, through the NPQSENDCO route.

She has taught in SEN/SEMH settings for 12 years, after teaching in mainstream for three. Natasha is a trauma-informed practitioner who is experienced in completing LACs, PEPs and EHC Plans and is looking forward to extending her knowledge through the SENCo training.

Assistant SENCO



Andy Hawksworth – Headteacher

Our assistant SENCO is Andy Hawksworth, who has 2 years' experience in this role alongside being the Deputy Designated Safeguarding Lead. Andy started teaching in Derbyshire in 2006 and soon took on pastoral roles within a challenging setting. This lead to SLT roles and other roles within education before returning to teaching within an SEMH Specialist school. For two years he worked with students with complex needs and built upon his knowledge of trauma informed practice. And joined CVP as Deputy Headteacher in September 2025, before taking on the role of headteacher in April 2026.

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN.

Teaching staff are expected to complete the following training through TES Develop:

- Adaptive Teaching
- ADHD Awareness
- Adverse Childhood Experiences (ACEs)
- An Induction to Speech, Language and Communication Needs
- Autism Awareness
- Dyslexia Awareness
- Effective Questioning
- Efficient and High-Quality Lesson Planning
- Inclusive Practice
- Lesson Planning for Secondary Schools
- Marking and Feedback in the Inquiry Classroom (11- 16 Year Olds)
- Reflective Practice

Behaviour and Engagement Team

We have a team of 3 Behaviour and Engagement team members.

In the last academic year, Behaviour and Engagement team members have been trained in MELTSA, Positive Behaviour Support, delivering one to one intervention, data analysis to be proactive and introduction to Provision Map.

Behaviour and Engagement team members are expected to complete the following training through TES Develop:

- ADHD Awareness
- Adverse Childhood Experiences (ACEs)
- An Induction to Speech, Language and Communication Needs
- An Introduction to SEND Support
- Autism Awareness
- Delivering Effective Interventions for TAs
- Dyscalculia Awareness
- Dyslexia Awareness
- Effective Health and Safety for Children with SEND and ASN

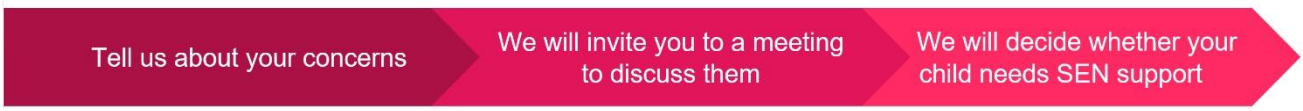
- Engaging with Parents and Carers
- Induction to Pastoral Care
- Mental Wellbeing in Children and Young People
- Preventing Bullying
- Reflective Practice
- Scaffolding Strategies for TAs
- Social, Emotional and Mental Health Needs (SEMH)
- Structures and Routines
- Supporting Behaviour in Classrooms for TAs
- Supporting SEND for TAs
- Trauma-Informed Practice in Schools
- Understanding Anxiety
- Understanding Low Mood and Depression
- Understanding Self-Harm

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have the first person you should tell your child's tutor or contact the Provision Receptionist who will pass your the message on to our SENCO, Natasha Wardhaugh who will be in touch to discuss your concerns.

You can also contact the SENCO directly. natasha@crispvocationalprovision.co.uk

We will meet with you to SEND, discuss your concerns and is try to get a better understanding of what child's strengths and difficulties are. discuss

Together we will decide You what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class tutors and the Behaviour and Engagement Team are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include:

- Individualised Education Plans (IEPs) - IEPs are customized plans developed for each SEND student, outlining specific goals, accommodations, and support services. These plans are regularly reviewed and updated to ensure they meet the student's evolving needs.
- Differentiated Instruction - Tutors modify their teaching methods and materials to cater to the diverse learning styles and abilities of SEND students. This can include using visual aids, hands-on activities, and technology to enhance learning.
- Small Group Instruction - SEND students may benefit from small group instruction, where they receive more personalized attention and support in a less distracting environment.
- Behavioral Interventions - Behavioral interventions, such as positive reinforcement, behavior contracts, and social skills training, can help SEND students develop appropriate behaviors and improve their social interactions.
- Peer Support Programs - Peer support programs, such as buddy systems and peer tutoring, can provide SEND students with social and academic support from their classmates.
- Flexible Scheduling - Flexible scheduling allows SEND students to take breaks, attend therapy sessions, or receive additional support without missing out on essential classroom activities.
- Parental Involvement - Engaging parents in the educational process through regular communication, meetings, and workshops ensures that they are informed and involved in their child's progress and support strategies.
- Professional Development for Staff - Ongoing professional development for teachers and staff on SEND best practices, inclusive education, and specific disabilities ensures that they are equipped to support SEND students effectively.

If the tutor notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the student in the classroom and during social time to see what their strengths and difficulties are. They will have discussions with your child's tutor/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

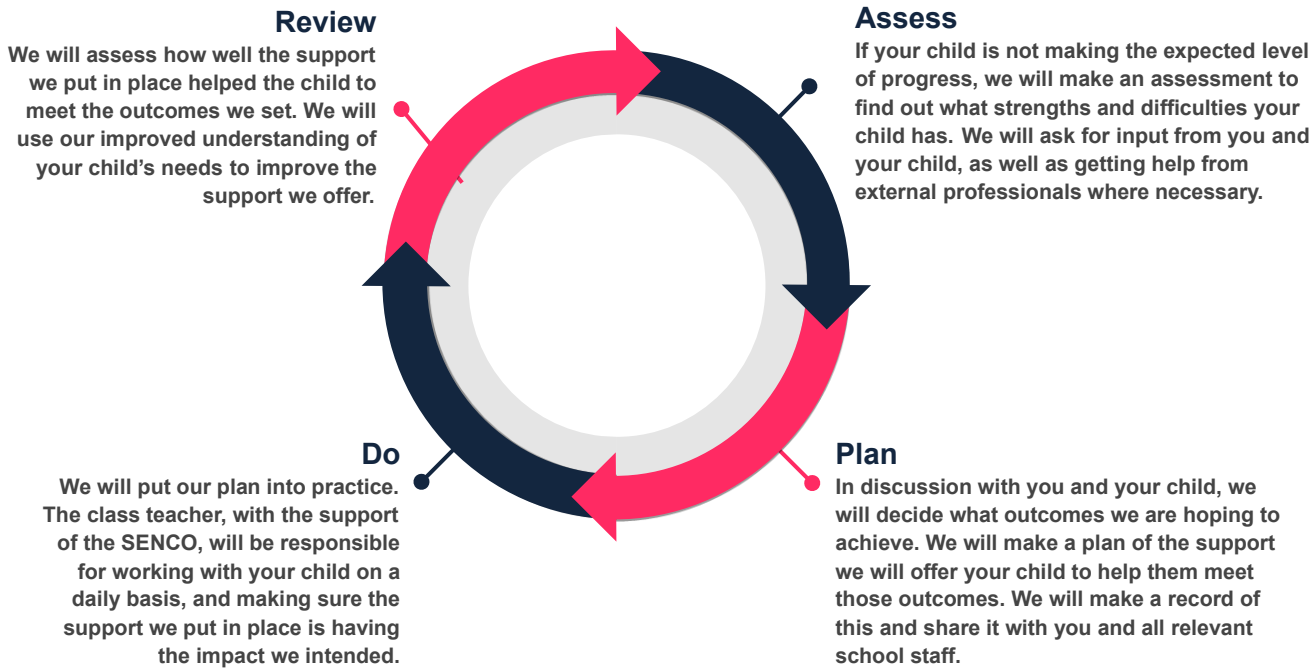
Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide half-termly reports on your child's progress, if an issues is identified you will ne notified more frequently.

Your child's form tutor will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your tutor, either directly via email or through our reception.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting • Complete a survey

8. How will the school adapt its teaching for my child?

Your child's tutors are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our Provision.

We will use adaptive teaching strategies to adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Our 45-Minute Lessons: Break down the lesson into manageable segments to maintain student engagement.

Practical Hands-On Activities:

- Variety of Activities: Incorporate diverse activities such as experiments, projects, role-playing, and interactive games to cater to different learning styles.

- Real-World Applications: Connect activities to real-life scenarios to make learning relevant and engaging.

Small Teaching Groups:

- Personalised Attention: Small groups allow for more individualized instruction and support.
- Collaborative Learning: Encourage group work and peer-to-peer learning to build social skills and teamwork.

Relational Approach:

- Building Relationships: Foster strong, positive relationships between teachers and students to create a supportive learning environment.
- Student-Centered: Focus on understanding each student's needs, interests, and strengths.

Trauma-Informed Approach:

- Safety and Trust: Create a safe and predictable environment where students feel secure.
- Emotional Support: Recognise and address the emotional needs of students, providing support and understanding.
- Trauma Awareness: Educate staff on the impact of trauma and how to respond appropriately.

One-to-One Interventions:

- Individualized Support: Provide targeted interventions for students who need additional help, based on their specific needs.
- Progress Monitoring: Regularly assess and monitor student progress to adjust interventions as needed.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction - Students with needs in this area have difficulty communicating with others. They may have difficulty	Autism spectrum disorder (ASD)	Visual timetables Social stories Consistent Routines

understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.	Speech and language difficulties	Speech and language therapy Encouragement Celebrating Success
Cognition and learning – Students with learning difficulties usually learn at a slower pace than their peers.	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Multisensory Teaching Structured Literacy Programs Breaking Tasks into Steps Visual Aids Hands-On Learning
	Moderate learning difficulties	Personalised Goals Scaffolding and Chunking Social Skills Training Visual Aids Hands-on Learning
	Severe learning difficulties	Specialist Support Multisensory Instruction Consistent Routines Calmer Spaces
Social, emotional and mental health - These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.	ADHD, ADD	Quiet workstation Consistent Implementation Self-regulation Techniques
	Adverse childhood experiences and/or mental health issues	Nurture groups Identified Safe Spaces Mindfulness Practices Social and Emotional Learning

Sensory and/or physical – These students may need ongoing additional support and equipment to access all the opportunities available to their peers, if possible, due to the practical nature of the provision.	Hearing impairment	Seating Plans Background Noise Minimising Clear Visuals Provide Written Instructions
	Visual impairment	Limiting classroom displays Larger Print Texts
	Multi-sensory impairment	Strategic Seating Positions Reduce background noise and visual clutter to help students focus. Provide Written Instructions Peer Support
	Physical impairment	Breaks Self-advocacy Strategic Seating Positions

These interventions are part of our contribution to Nottingham City and Nottingham County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

The referring school can secure extra funding. It may be that your child's needs mean that this funding is allocated to:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside students who don't have SEN?

All of our activities and school visits are available to all our students.

All students are encouraged to go on our school trips, including our residential trip(s) and Duke of Edinburgh activities.

All students are encouraged to take part in sports day, workshops and DofE expeditions.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

Crisp Vocational Provision specialises in providing places for:

- Those who have been permanently excluded or who are at risk of permanent exclusion
- Those who are not currently accessing education
- Those who require a tailored education package to complement their mainstream education

To acquire a place at Crisp Vocational Provision, children must be referred by an educational establishment or local authority (commissioners). The referral form (which can be found on our website) will need to be completed for all referrals.

The referral form must be completed fully, and any relevant documents should be sent over with the referral.

It is important that we have the child's previous attendance and engagement with education as this will allow us to effectively monitor patterns of absences, future attendance and engagement while at Crisp Vocational Provision.

Where there are more referrals for places at Crisp Vocational Provision than are available, a waiting list will be held and operated by the point of contact. On a place becoming available, and to ensure that vulnerable young people are offered a school place as soon as possible.

Places will be prioritised to children based on the following criteria:

- Looked after Children, or formerly Looked after Children.
- Children who are homeless.
- Vulnerable children, i.e. where child protection procedures are on-going.
- Children who have been out of education for two months or more (where more than one child meets
- this criterion the period of time beyond two months will be used to prioritise any application).
- Children from the criminal justice system or student Referral Units who need to be reintegrated into
- mainstream education.
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children with special educational needs, disabilities or medical conditions (but without an
- EHCP/statement).
- Children who are young carers.
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Length of time out of education.

13. How does the school support students with disabilities?

Our Accessibility Plan sets out our aims for supporting students with disabilities,

- Our provision offers a differentiated curriculum for all students
- We use resources tailored to the needs of students who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all students, including those with a disability
- Targets are set effectively and are appropriate for students with additional needs
- The curriculum is reviewed to make sure it meets the needs of all students

See Appendix i for our Accessibility Action Plan, these targets are also reflected in our School Improvement Plan 2025-26.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of students with SEN by Crisp Vocational Provision

- We operate small number classes to support with social or emotional development
- We have a ‘zero tolerance’ approach to bullying. Please see our Anti-Bullying Policy
- We have a MELTSA trained Behaviour and Engagement lead
- Staff receive annual training to support their understanding of social, emotional and mental health issues.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. When moving to Our Provision we will work with staff at their previous school to ensure that we have the information needed to allow us to support your child.

Moving to adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?



Natasha will make sure that all teachers understand how a looked after or previously looked-after student’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please see the Complains Policy on our website www.crispvocationalprovision.co.uk

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the Proprietor or leadership team. If the issue remains unresolved, the next step is to make a formal complaint.

Complaints against school staff (except the proprietor) should be made in the first instance, to Andy Hawksworth (Headteacher) via the provision office. Please mark them as Private and Confidential.

For complaints about the headteacher, please address these to Kev Crisp, the proprietor.

Complaints that involve or are about the proprietor should be addressed to Provision Administrator via the provision office. Please mark them as Private and Confidential and addressed to Adrianne Carter, who is our provision accountability officer.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the provision office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Appeals and Mediation - Ask Us Nottinghamshire

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottingham City Council or Nottingham County Council's local offer. Nottingham City Council and Nottingham County Council publishes information about the local offer on their website:

Special Educational Needs Service - Nottingham City Council

Special educational needs and disabilities (SEND) | Nottinghamshire County Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

East Midlands

Local charities that offer information and support to families of children with SEN are:

Special Educational Needs and Disabilities (SEND) | Early Help Nottingham

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

Appendix i

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	• Our provision offers a differentiated curriculum for all students	Ensure that the curriculum offer is of a consistent high standard appropriate to our students and to our values across the provision	New curriculum policy in place Teaching and learning professional development sessions on curriculum Curriculum planning INSET	All staff	25th July 2025	New curriculum policy in place All curriculum areas have a robust suitable curriculum in place, with clear progression
	We use resources tailored to the needs of students who require support to access the curriculum	Identify need	New admissions policy Improved communication with referrers	Amber Norwood	30thJune 2025	New admission policy in place
	Curriculum resources include examples of people with disabilities	Identify need, purchase resources in line with findings	Provision Map in place Information recorded on Provision Map and reviewed regularly	Subject leads	On going	Learning walks show a diverse range of resources appropriate to the need

	Curriculum progress is tracked for all students, including those with a disability	Implement a robust tracking system	Assessment built into calendar. Tracked through quality of education meetings.	Andy Hawksworth	Half-termly	Tracking evidence Assessment calendar

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Targets are set effectively and are appropriate for students with additional needs	For all students to have appropriate targets agreed by refers, parents, students and staff	Targets set based on baseline assessment and agreed with refers, students and parents. Group target setting and moderation sessions. Targets mapped through Provision Map	Natasha Wardhaugh	On going, half termly checks	Targets are robust, ambitious, and monitored effectively. Learning walks and work scrutinies show progress towards individual targets.
	• The curriculum is reviewed to make sure it meets the needs of all students					

Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: Access to buildings at ground level Disabled parking bays • Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Adaptable seating and furniture arrangements					
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	Our provision uses a range of communication methods to make sure information is accessible. This includes: Large print resources Pictorial or symbolic representations					