


ACCESSIBILITY PLAN

2022-2025

Approved by Settlebeck School Academy Trust Board	
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Signed:	
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APPENDIX A

Improving Access to the Curriculum

Improving Access to the Physical Environment

Improvement Access to Written Information

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled student does not have a statement

of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

In Settlebeck School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

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.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we

endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to a student's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

6. CONTEXTUAL INFORMATION

Settlebeck School is a mixed comprehensive with a strategically resourced provision for autism, set in Cumbria and the Yorkshire Dales National Park. Our popularity is based on;

- a track record of good examination results;
- its commitment to inclusion;
- that it is small enough to know every student as an individual whilst still providing a wide range of courses;
- the broad and balanced curriculum;
- the wide variety of enrichment activities.
- Its 'family feel' ethos which is built on excellent relationships and outstanding pastoral care.

The School, which currently has 206 students on roll (September 2022), converted to academy status in 2011. It is a member of the South Lakes Federation, a partnership of secondary schools, a special school, Kendal College and the University of Cumbria, who work together, pooling collective expertise and resources to enable them to meet the individual needs of all young people across the area

The main part of the school dates from circa 1790, with extensions and an additional building dating from the 1970s. The school has extensive grounds to the rear, with wonderful views of the surrounding countryside.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School;

- Has high ambitions for all its students, regardless of any disability and expects them to participate and achieve in every aspect of school life;
- Is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- Values the individual and the contribution they make to all aspects of school life
- Will strive to ensure that its disabled students have access to all areas of the curriculum, high quality teaching and teaching resources so as to ensure that they have the same opportunities as their peers.
- Acknowledges its commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.
- Will continue to focus on removing barriers in every areas of the life of the school.
- Is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Student Data and School Audit

The school has identified that we have, as at the start of the academic year 2022/23 no. of students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired 2,

physical mobility problems (non-wheelchair users) **2**, visual impairment **2**, ADHD **2** Autistic **21** epileptic **3**

Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;

The school identifies the following examples of our good practice:

- Students with SEND participate well in the life of the school and have opportunities to take part in a wide range of extra-curricular activities.
- Students with disabilities are able to access most areas of the school and all off site visits are made accessible through careful planning with staff. Visits and events are planned well in advance to account for the individual needs of students attending.
- Students with SEND have full access to the whole curriculum
- Students with medical needs are well-supported by school policies and practices.
- Staff have additional training where needed.

The school acknowledges the following as areas for improvement:

- School staff could have better knowledge of equalities legislation
- School policies could be more specific in their practices with regards to students with SEND
- The way in which information is provided for disabled students and parents/carers with disabilities could be made more accessible

7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full Trust Board and SEND LA link;
- consult staff including specifically SENDco, Heads of Year/Department and the Health and Safety Committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled students can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;

- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Settlebeck School aims to work collaboratively with agencies and stakeholders when devising and implementing appropriate staff training and development. The leadership team, Trust Board, SENDco and pastoral staff will work together to plan and implement any changes to the plan. These will be reviewed and monitored by the Trust Board as necessary.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Settlebeck School is committed to ensuring that students with particular needs and disabilities are provided for through rigorous planning and collaboration with students, parents/carers and stakeholders to ensure that we are responding to individual needs. The Trust Board will support the Headteacher and staff to enhance teaching and learning opportunities for all those in the school community with disabilities. Including:

- consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the school response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying student peer support mechanisms and the ways that the school/setting has ensured students have a voice in decisions that affect them;
- taking action to ensure that disabled members of the school/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;

- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

The school SENDCo in addition to working with the Headteacher and school staff will:

- access and arrange appropriate staff training as required by staff and students (identified through audit, advice from professional colleagues in other services, parents/carers and young people) in order to better understand the needs of students with a range of disabilities;
- Be responsible for the dissemination of key information to enable appropriate support for students
- Identify how classroom support arrangement, such as deployment of TAs, provision of ICT, contribute and enhance learning opportunities;
- Consider how liaison and communication with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted
- Take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievements
- Enhance the positive culture and ethos of the school by undertaking quality marks to improve the schools' ability to include those with disabilities

8.2 Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has students or visitors with disabilities and is preparation for a situation when they do.

Current levels of accessibility across the school site is as follows:

- All ground floor classrooms are accessible but some do necessitate a journey around the building;
- Yellow nosing fitted to the majority of external steps within the main school grounds but not when accessing the playing field.
- Accessible toilet for those with mobility issues
- LED lighting in the majority of classrooms and corridors in the main building
- Disabled parking space
- Lift access to the upper floor in the Cottage.
- When facilities are upgraded, careful account is taken of colour contrast and colour schemes.

In addition the school has a 16 seater minibus with a rear tailgate lift and removable seats to accommodate wheelchair access.

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has students or visitors with disabilities and is preparation for a situation when they do. We will also consider ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches and portable aids for children with motor coordination and poor hand/eye skills. Version

We will undertake an audit of the signage around school to ensure that it is accessible to all

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

8.3 Financial Planning and Control

The Headteacher together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Our Leadership Team will produce, review and monitor the accessibility plan on a regular basis. Access to the school, to education and to the curriculum will form part of the school's overall Self-Evaluation and Improvement Planning. This information is shared with, and challenged by, the Trust Board. We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will review:

- success in meeting identified targets
- changes in physical accessibility of school buildings
- student voice feedback
- increased levels of achievement for students with disabilities

We will undertake a disability audit using a cross section of our staff, students and parents. Signs that our accessibility plan is successful will include:

- completed training and awareness opportunities for staff, trustees, local advisors, parents/carers on issues regarding equality and inclusion
- completed targeted training for specific groups of students or staff
- collaboration and the sharing of good practice – particularly with our peers in the South Lakes Federation of schools
- specific support and advice from outside the school, from services, other agencies and organisations
- awareness of all the support services that provide advice to schools and staff

The three year plan will be made available on the school website

9.2 Monitoring

We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. The Trust Board will monitor and review the progress of the plan on an annual basis.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme/Objectives
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy.
- SEND Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Improvement Plan
- Complaints Procedures

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ACCESSIBILITY PLAN 2022-2025

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Annual training provided to all teaching and TA staffing who are identified in training audit	Hearing impaired child is successfully included in all aspects of school life.	
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Annual training provided to all teaching and TA staffing who are identified in training audit	Children with ASD are successfully included in all aspects of school life.	
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of students	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing on an annual basis	Increase in access to all school activities for all disabled students	
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	Ongoing	Increase in access to the National Curriculum	
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Summer 2022	Society will benefit by a more inclusive school and social environment	
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed annually and on an ongoing basis weekly	Children who need individual adult support to participate in some activities have access to this support.	

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IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
1	Disabled parking bay(s) and signs	Needed to be repainted and signage erected by school office for access by parents of children with disabilities and parents who have disabilities	January 2022	£50.00	HT/Site Manager	
2	Staircases	<ul style="list-style-type: none"> ▪ Colour-contrasted stair nosings and handrails to both sides of staircases where possible (the layout of the building is prohibitive in some instances) 	Summer 2023	Quotes sought	HT/Site Manager	
18/20	Provision of induction loops	Main Hall	Summer 2024	Quotes sought	HT/Site Manager	
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Summer 2025	Quotes sought	HT/Site Manager	
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Regular training for staff in the use of evac chairs. ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing from September 2022	Quotes sought	HT/Site Manager	
N/A	Improve acoustics for hearing impaired students.	Seek advice from SEN service to increase access for students with hearing impairments in some areas of school when refurbishing classrooms etc.	Ongoing from September 2022	Quotes sought	HT/Site Manager	
N/A	Improving the visual environment for students with visual impairments.	Incorporation of appropriate colour schemes when refurbishing classrooms seek advice from SEN Service and relevant students on appropriate colour schemes, glare reduction etc	Ongoing from September 2022	Quotes sought	HT/Site Manager	

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IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled students improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Summer 2022	Parental opinion is surveyed and action taken appropriately.	
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from Visually Impaired Specialist Advisory Teacher on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2023	Delivery of school information to students & parents with visual difficulties improved.	
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	2022/23	School is more effective in meeting the needs of students.	
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.	