

# TASIS



THE AMERICAN SCHOOL IN ENGLAND

# Accessibility Plan

## January 2021 – January 2024

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

### Document

<b>Information Sharing Category</b>	PUBLIC
<b>TASIS Document reference (Org, Doc, version, date)</b>	TASIS_AP_V9_0_01092020
<b>Version</b>	9.0
<b>Date published</b>	04 September 2019
<b>Date reviewed</b>	29 January 2021
<b>Date ratified by Head of School</b>	04 September 2019
<b>Review/Update date</b>	29 January 2024
<b>Responsible area</b>	Executive Director of Finance Operations / Head of School

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

## **1. Introductory statement**

- 1.1. TASIS England is an independent, co-educational school for day (ages 3-18) and boarding students (ages 13-18). Students from more than 50 countries contribute to a unique and dynamic learning environment, thriving in an atmosphere that encourages character development and academic achievement and celebrates the School's international population.
- 1.2. This accessibility plan has been drawn up in consultation with the management of the School and covers the period up until and including December 2023.
- 1.3. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **2. Background**

- 2.1. The School is committed to making reasonable adjustments to allow students with disabilities to access educational provision at the school. The School occupies a site consisting of a number of separate buildings, some being historic and listed, and of several storeys.
- 2.2. Teaching takes place in fixed classrooms for each subject which means students move widely around campus. This requires students to go from classroom to classroom, often under tight time pressures using steps, stairs and, in parts, uneven ground.
- 2.3. TASIS England is a day and boarding school based upon a traditional boarding house structure. The buildings are widely dispersed around campus and consist of multi-storey buildings with accommodation, social and catering facilities on several floors. Again, given the age and layout of many of the buildings, students are required to use stairs and steps for routine access and emergency evacuation purposes.
- 2.4. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school in the following areas:
  - a. increase the extent to which students with disabilities can participate in the school curriculum
  - b. improve the physical environment of the school to increase access to education by students with disabilities
  - c. improve the delivery of written information to students, staff, parents and visitors with disabilities
- 2.5. It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - a. School Prospectus
  - b. Equal Opportunities Policy
  - c. Health and Safety Policy
  - d. Special Educational Needs Policy
  - e. Curriculum Policy
  - f. Risk Assessment and Student Access to Risky Areas Policy
  - g. Mental Health Policy

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- 2.7. The Plan will be monitored through the Executive Director of Finance and Operations / Bursar's Office. There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Head of School. The Plan will be renewed on a three-yearly cycle.

### **3. Welcoming and Preparing for Students with Disabilities**

- 3.1. Where it is practicable to make reasonable adjustments to enable prospective students to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 3.2. Where the School agrees to provide additional services or put in place reasonable adjustments, these are not charged on to the parent, unless the cost of providing adjustments exceeds the definition of "reasonable". Details of any such additional costs would be fully assessed and agreed in writing beforehand between the parent and the School.
- 3.3. In order to meet the needs of students with disabilities, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 3.4. In assessing the student or prospective student, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.
- 3.5. Reasonable adjustment can be made to ensure that any student (boarding and/or day) with disabilities is provided with appropriate assistance to eat, go to the bathroom, and take part in lessons and activities in a manner which promotes dignity and choice.

### **4. Sports activities**

- 4.1. The government sport strategy "*Sporting Future: A New Strategy for an Active Nation*", published by the Department of Culture, Media and Sport in December 2015, and the more recent paper published in 2020 by the Center for Disease Control and Prevention's School and Youth Programme: "Active People, Healthy Nation" place a particular emphasis on helping inactive people to become more active.
- 4.2. Achieving this goal will include helping students with disabilities to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are properly represented among sport volunteers, coaches, the wider workforce and leadership.
- 4.3. TASIS The American School in England will work with staff and outside suppliers to offer the widest possible range of sports and physical activities using the existing campus facilities.

### **5. Special Educational Needs (SEN)**

- 5.1. The duties on Special Educational Needs (SEN) and disability provision apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:
  - a. Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the Equality and Human Rights Commission (EHRC)

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- b. The SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
- c. Statutory guidance on supporting students with medical conditions in December 2015.

**6. Mental Health**

- 6.1. TASIS will ensure that students with a diagnosed mental health condition have a risk assessment and care plan in place that supports full access to all aspects of student life at TASIS.
- 6.2. TASIS will ensure that accessibility to school life for students with diagnosed mental health conditions is on-going through a regular review of risk assessments and care plans, ongoing training for faculty and staff and adherence to the TASIS health and wellbeing model (see Appendix 2).

**7. Protected Characteristics**

- 7.1. TASIS is fully committed to supporting all students with identified protected characteristics, as outlined in the 2010 Equality Act, in accessing all aspects of school life.
- 7.2. TASIS will ensure that the learning environment and physical plant is accessible to all students with protected characteristics through a regular review of the relevant care plans and risk assessments.

## **Appendix 1 – Reasonable Adjustment**

### **A. Legal Status:**

1. Special Educational Needs and Disability Act (SENDA)
2. Equality Act (2010) and The Public Sector Equality Duty (2011)

### **B. Applies to:**

1. The whole school along with all activities provided by the School, including those outside of the normal school hours.
2. All staff (teaching and non-teaching), the directors and volunteers working in the school.

### **C. Introduction**

1. In accordance with the Equality Act 2010, TASIS England must take steps to make reasonable adjustments for students and applicants with disabilities so that they are not put at a substantial disadvantage when compared with students and applicants who are not disabled.
2. TASIS England therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our policy, which sets out the principles underlying our approach to making adjustments for students and applicants with disabilities and the factors the School will take into account when considering requests for reasonable adjustments.

### **D. When does the duty arise?**

A student or applicant is disabled if (s)he suffers from a *'physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

### **E. What is the scope of the duty?**

1. TASIS England seeks to ensure that students with disabilities and applicants are not put at a substantial disadvantage, by making reasonable adjustments:
  - i. to our policies, criteria and practices (i.e. the way we do things); and
  - ii. by providing auxiliary aids and services (i.e. additional support or assistance).
2. There is no standard definition of an auxiliary aid or service.
3. Examples include:
  - a. pieces of equipment;
  - b. extra learning support assistance;
  - c. note-taking;
  - d. induction loops;
  - e. audio-visual fire alarms;
  - f. readers; and
  - g. assistance with guiding.

### **F. What is not covered?**

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for students with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

**G. Entry tests**

We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with disabilities sitting the entry test, such as, for example, allowing it to be completed on a computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

**H. How are requested adjustments made?**

TASIS England prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or student with disabilities. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If the child has a disability and you believe that they are being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that could be made which would overcome this, the parents may write to the relevant school Learning Resource Specialist at TASIS England setting out in full the adjustment and (if necessary) how the School could put this into practice.

**I. The School's response**

In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the School to take. In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

**J. How will the School decide whether an adjustment is reasonable?**

When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:

- i. whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
- ii. the practicability of the adjustment;
- iii. the effect of the disability on the student;
- iv. the cost of the proposed adjustment;
- v. whether it would be provided under a statement of special educational needs or an Education, Health and Care Plan from the Local Authority;
- vi. the School's resources;
- vii. health and safety requirements;
- viii. the need to maintain academic, musical, sporting and other standards; and
- ix. the interests of other students (and potential students).

**K. Confidentiality**

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

The parent (or the child if the School believes they are ‘Gillick Competent’ and have sufficient understanding of the nature of the request) may request that the existence or nature of your child’s disability be treated as confidential by the School. We will take any such request into account when considering whether an adjustment is reasonable.

**L. Outcome**

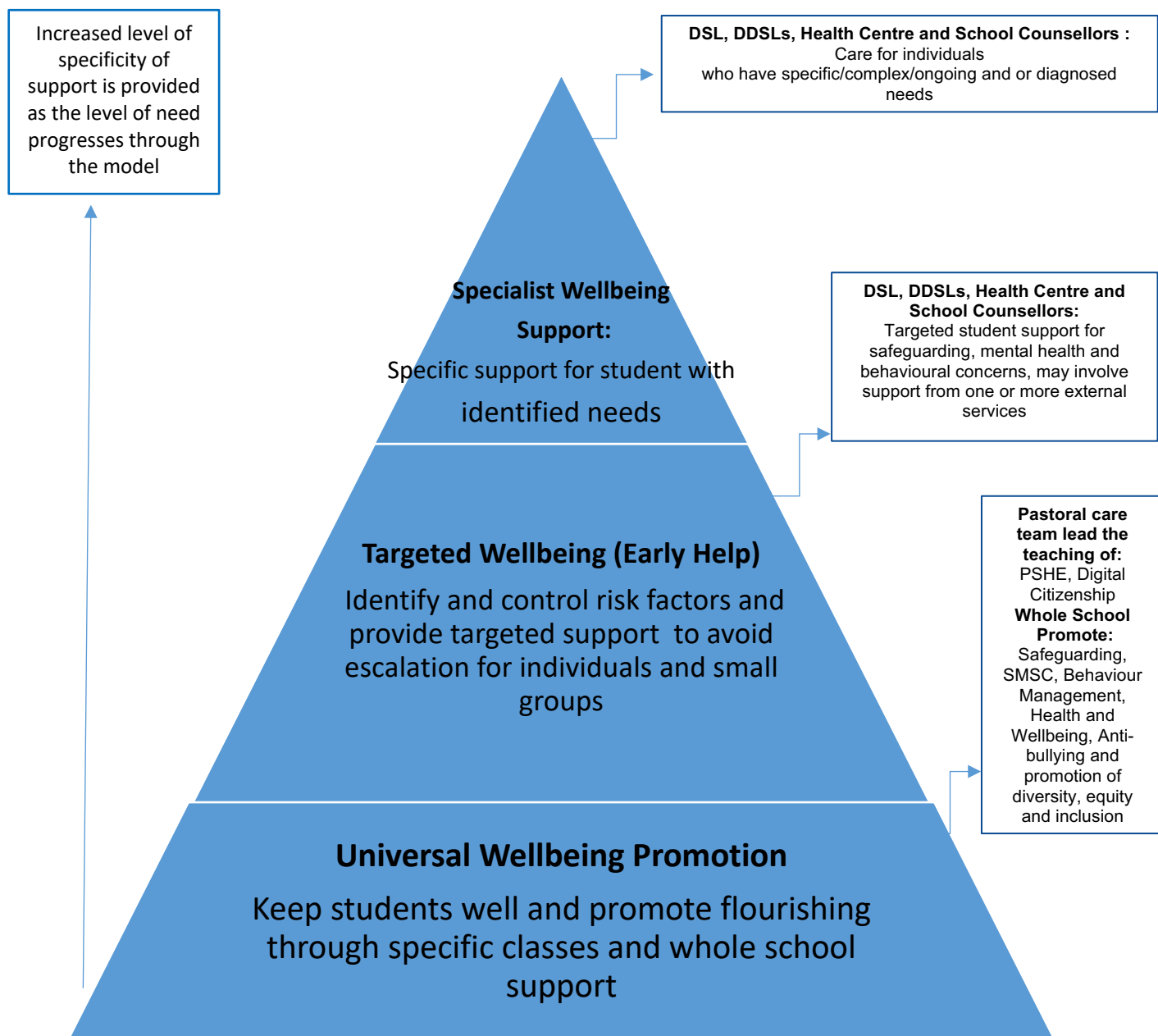
Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

**M. What can you do if you are not happy with the School’s decision?**

If the parents are not happy with the School’s decision about the reasonableness of the adjustment, they may lodge a complaint using the School’s Complaints Procedure.

Appendix 2

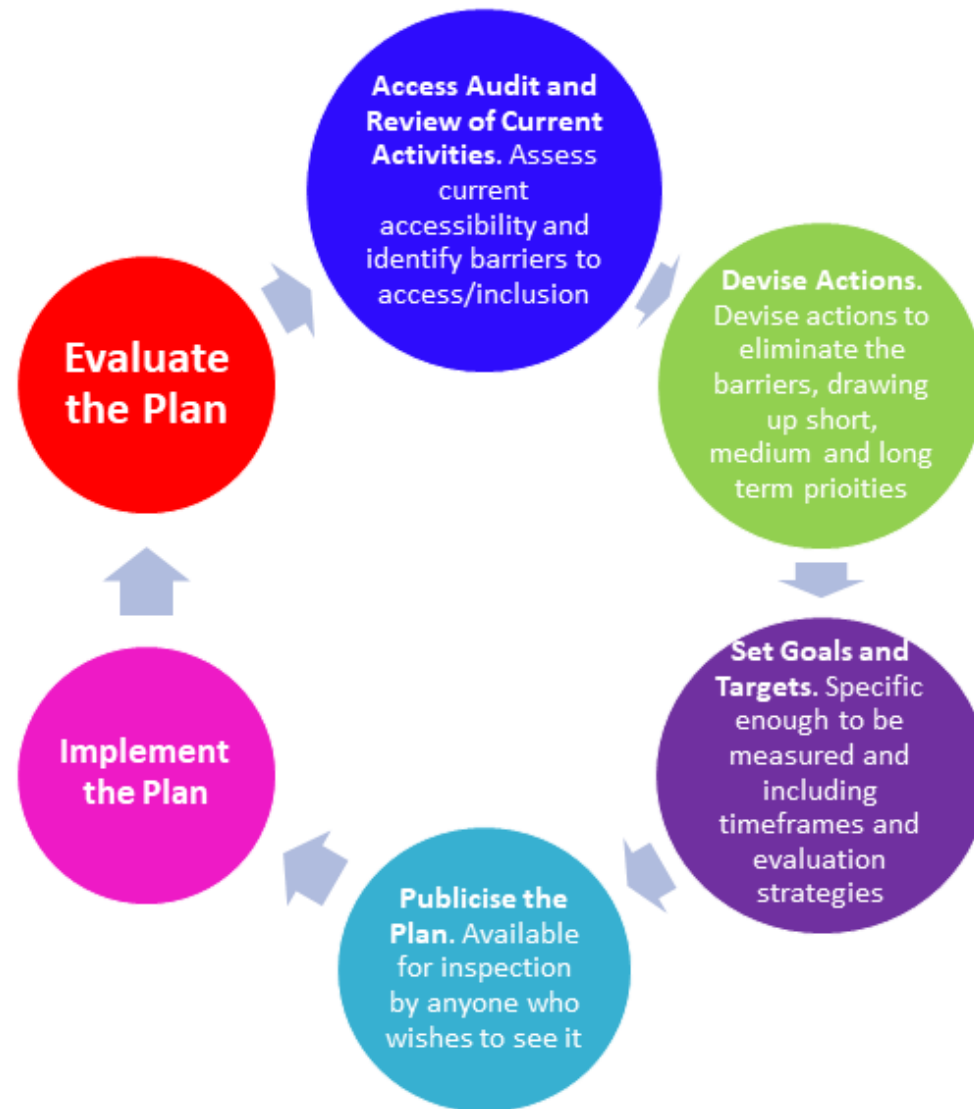
TASIS Health and Wellbeing Model



TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.



**Developing Our Accessibility Plan**



TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

EQUALITY OBJECTIVE TASK OR ISSUE	ACTION	LEAD	ORIGINAL TIMEFRAME	UPDATED TIMEFRAME	SUCCESS CRITERIA
Complete full-site accessibility audit.	Board of Directors and Estates Manager.	Estates Manager	May 2019	Monthly Health and Safety inspections undertaken by Housekeeping, Maintenance and Security identify any areas where access is difficult or risky. Database drafted that captured this data in August 2019. An independent auditor will continue to oversee this process. Review - December 2023	Site fully compliant with all stakeholders able to access required areas of the campus.
Consider options to provide ramped accesses to ground floor corridors if required.	Executive Director Finance and Operations/Bursar, Director of Boarding and Heads of Section to understand the physical environment and its challenges	Estates Manager	May 2019	Not required at present, alternative routes into campus have been identified as rampless. All new building works are governed by building regulations which are compiled to. Planning applications are subject to listed Building Status.	All areas are accessible for people with mobility challenges.
Investigate feasibility of improving access within any plans for refurbishment of buildings. All re-signing should consider the impact on any students with visual impairments.	To be built into the 10 Year Master Plan . Advice to be taken from architect and research re: educational implications by Heads of LS, MS and US and by members of the new Campus Development Project Committee being set up mid 2021.	Estates Manager	May 2019	The 10 Year Master Plan will take approximately 18 months to complete from start date in March/April 2021 Review - December 2023.	A new 10 Year Master Plan guides our campus development from 2022 onwards.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>Improve and maintain access to the physical environment of the School, adding specialist facilities as necessary – this covers improvements to the physical environment of the School and physical aids to access education within a reasonable timeframe.</p>	<p>Ensure the facilities meet the needs of all students with protected characteristics and ensure that any adjustments made are reasonable and timely.</p>	<p>Pastoral Team, Heads of Section, Director of Boarding</p>	<p>April 2018</p>	<p>March 2019 - Refurbishment of gym toilets and changing room facilities can now accommodate wheelchair access and people with restricted mobility. Review – December 2023</p>	<p>All new building work and refurbishment work to incorporate accessibility and people with mobility challenges. As above.</p>
<p>To promote awareness of the Accessibility and Equality Plan amongst School stakeholders.</p>	<p>Board of Directors to adopt plan, publish on website, intranet (LMS). Promote to parents through School newsletter, TPA, website and the PIRC.</p>	<p>Senior Leadership Team to promote awareness</p>	<p>May 2019 – ongoing as new stakeholders join the School.</p>	<p>To be reviewed by December 2023</p>	<p>All stakeholders aware of plan and actively consulting it.</p>
<p>TASIS England does not have a Special Educational Needs Coordinator (SENCO). The Learning Support and SEN Policy and Procedures guide the provision and support for students and for faculty.</p>	<p>The Board of Directors and Head of School annually review and all teachers receive professional development on the Learning Support and SEN Policy and Procedures.</p>	<p>Board of Directors Head of School Heads of Section</p>	<p>April 2018</p>	<p>SENCO discussed and considered at SLT level. Not considered a requirement at present. Confirmed by ISA. We do have Learning Support Coordinators at each school section to ensure we coordinate services and accommodations  The Learning Support and SEN Policy (Learning Support Handbook) is reviewed annually.</p>	<p>All staff are aware of students with protected characteristics.  The Learning Support handbook guides the provision and is the support for faculty and staff.</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>All school staff ensure that all students with protected characteristics and a diagnosed mental health condition are supported within the School.</p>	<p>Learning Support Team and pastoral teams to create a programme which can be delivered to support staff with teaching and learning for SEN students and students with a diagnosed mental health condition</p> <p>Pastoral teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics and/or mental health conditions. Training is available to all staff to ensure up-to-date methods of support are being utilised.</p> <p>Relevant care plans and risk assessments are put in place and reviewed on a regular basis to ensure accessibility is fully supported.</p>	<p>Learning Support Team, Pastoral Team, Faculty and Staff</p> <p>Pastoral Team</p>	<p>April 2018</p> <p>April 2018</p>	<p>From August 2018 the Learning Support and SEN Policy is presented each year to all faculty, coordinators work with individual teachers on differentiation and this will be an area of continued focus both through our Professional Learning Journeys and the Curriculum Development Project.</p> <p>All staff have undertaken relevant training to support them with their understanding of working with students with protected characteristics such as anti homophobic bullying training, Diversity, Equity and Inclusion training, Safeguarding and Mental Health First Aid. Regular training will continue to be provided to staff in this area.</p> <p>Training provided each year.</p>	<p>The Learning Support handbook guides the provision and is the support for faculty and staff. Annual review and all teachers receive annual handbook and processes for Learning support.</p> <p>Students with protected characteristics have their needs met appropriately and feel supported. Supportive evidence - Student Voice page.</p>
<p>Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. EVC to keep up to date with current regulations and to check website 'learning outside the classroom /</p>	<p>Blanket medical form which enables students to go on all educational trips throughout the year. Currently there is a space for special or medical</p>	<p>Educational Visits Coordinator (EVC) Health Centre Manager/Head Nurse</p>	<p>Ongoing</p>	<p>March 2018 - New protocol for EpiPen's developed and shared with all staff. EVC to ensure paperwork is updated accordingly and reviews policy annually for applicable updates. Continue to Risk Assess as and where required.</p>	<p>All students enjoy the same school experience. All students with medications have a medication risk assessment and have orientation and full contact details and operational times</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>OEAP'; information on specific students including nut allergy sufferers, asthmatics and diabetics to be disseminated by senior first aider to trip organizers and leaders; trip leaders to receive EpiPen training.</p> <p>Students with protected characteristics enjoy the same 'school' experience, including access to trips and events.</p>	<p>needs on the 'School Visits' form. EpiPen training for staff. Review how allergy information is initially sought/received, coordinated, and who is in charge of keeping track.</p> <p>Liaison with parents to formulate action plans. Risk assessments carried out for the activity.</p>	<p>Pastoral Team, Event Leader</p>	<p>Ongoing with every new intake of students.</p>	<p>To be reviewed by December 2023</p>	<p>(including out of hours) of the Health Centre.</p> <p>Students can safely and happily engage with the school experience including trips and events.</p>
<p>Review provision for English as an Additional Language (EAL) Handbook.</p> <p>Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.</p>	<p>All EAL students receive additional support.</p> <p>Heads of Department will consider syllabi to review accessibility to content within the lessons.</p>	<p>EAL Coordinator Heads of Section</p> <p>Section Heads Heads of Department</p>	<p>April 2018</p> <p>Annually</p>	<p>As per EAL Handbook reviewed during 2018 – 2019. New annual phasing of terms of language acquisition to promote consistency across sections took place in March 2019. April 2019 – decision taken for full time EAL teacher to replace part time element. Continuous reviewing of staffing to ensure meeting the provision requirements.</p> <p>EAL Handbook reviewed annually</p> <p>In August 2019 we added digital art into the Visual Art curriculum and renovated a space in the Art department to provide access.</p>	<p>Students with English as a second language are supported.</p> <p>2020/21 EAL Handbook readily available to students, parents, staff and faculty across LMS platform.</p> <p>Access to practical subjects is adequately supported</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>Develop Assessment materials to monitor students with difficulties writing at speed and other learning challenges.</p>	<p>Learning Support Team to consider appropriate resources for assessments.</p>	<p>Learning Support Coordinators</p>	<p>April 2018</p>	<p>Ongoing. All educational assessments are conducted by external Ed Psychologists. Assessment outcomes are shared internally. Recommendations and adaptations for all students are considered and enacted. Support for classroom teachers provided by Learning Support Teams.</p>	<p>Students with difficulty in writing and other learning challenges are adequately supported with technology</p>
<p>Expand touch typing programme to assist students with handwriting or poor coordination.</p>	<p>Learning Support Team to review current provision to see if there is a shortage in resources with regard to Handwriting development.</p>	<p>Learning support Team</p>	<p>May 2020</p>	<p>Ongoing. One to one Mavis Beacon resources implemented where required.  To be reviewed each June. Next Review June 2021.</p>	<p>Departmental assessments are in place and ongoing</p>
<p>Review departmental methods of assessment and learning support provision.</p>	<p>Departmental methods of assessment and learning support provision will be reviewed by the Learning Support Coordinators and Heads of Department/Subject Coordinators to ensure consistency where practical.</p>	<p>Learning Support Coordinators, Heads of Department/Subject Coordinators</p>	<p>April 2018</p>	<p>Continued exploration into available viable options as and when required.  Accommodations beyond technology can also be made in terms of preferred seating, extended time, provision of class notes, using visual cues etc.  Reviewed on a case by case basis.</p>	<p>Consistency of provision established across all sections following the Learning Support Flowchart and Handbook.</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>If a student were to require a hearing aid, the school will explore the technological needs to ensure the student is appropriately catered for.</p> <p>Learning Support Coordinators to ensure students with learning difficulties (e.g. with dyspraxia, dyslexia) receive extra time to complete longer projects and tests where appropriate. Tests may also be undertaken in a separate room to assist concentration and audio books may be provided for students who have difficulty reading.</p>	<p>Learning Support Coordinators and IT Manager to organise review of technology requirements.</p> <p>Learning Support Team to review procedures and ensure appropriate action is Implemented.</p>	<p>Learning Support Coordinators</p> <p>Learning Support Team</p>	<p>January 2018</p> <p>Ongoing</p>	<p>All such accommodations are provided in line with our policy.</p> <p>Reviewed annually.</p> <p>The provision need is monitored at each intake and when reviewing each student's learning plan and provision. As per Learning Support and SEN Policy.</p>	<p>Hearing impaired students are appropriately assessed and offered reasonable support according to their needs</p> <p>Awareness among faculty and students is appropriately increased and appropriate support offered according to a student's assessed additional needs</p>
<p>If a visually impaired student is present within the school, investigate alternative forms of written materials and communication.</p> <p>Identify alternative methods of data collection and recording e.g. video/audio recording on a laptop or devise for students with disabilities.</p>	<p>Learning Support Team to review procedures and ensure appropriate action is Implemented.</p> <p>Learning Support Coordinators to determine accommodations and then to assist teachers in implementing the devices or alternative data collection</p>	<p>Learning Support Team</p> <p>Learning Support Coordinators Faculty Hybrid Learning PD team</p>	<p>Review Annually</p> <p>Review Annually</p>	<p>Reviewed each August against new student intake through admissions for a general baseline assessment of provision.</p> <p>Hybrid Learning Program introduced in August 2020 has provided online and on campus access to a wide variety of differentiated learning materials and recorded lessons on Zoom and Google Classroom.</p>	<p>Accommodations will be researched and provided as per Learning Support SEN Policy</p> <p>Schemes of work annotated. Hybrid learning lessons are recorded for reference for student to be able return at their leisure as needed.</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

<p>Ensure the curriculum promotes the School’s commitment to the Accessibility and Equality Plan and that students make excellent progress in their learning.</p>	<p>methods. through curriculum as required.</p> <p>Curriculum department and PSHE schemes of work promote diversity and inclusion. Students with protected characteristics are monitored through assessment data.</p>	<p>Senior Leadership Team. Director of Pastoral Care. PSHE Coordinators. Heads of Section, Heads of Department.</p>	<p>Review Annually</p>	<p>PSHE schemes developed by the PHSE Coordinators.</p>	<p>Evidence is available of diversity, equity and inclusion being explored throughout the school’s curriculum and analysed through student performance data.</p>
<p>Produce departmental Learning Support Handbooks for core subject departments – with subject specific information and useful teaching strategies to help teachers deliver the curriculum.</p>	<p>Sectional Heads and Learning Resource Coordinators to work together to create information Handbooks specifically targeted at supporting teaching and learning throughout the curriculum.</p>	<p>Heads of Section/ Learning Support Team</p>	<p>Review Annually</p>	<p>We now view this in terms of our policy and supporting teachers with differentiation in terms of process, product and content. This support is provided for teachers with students in LRC</p> <p>These are accommodations that may prove useful for support students within LRC but not all students. If required LRC support teachers in implementing these accommodations.</p>	<p>Always on-going as part of continuous development</p>
<p>Review strategies on use of the intranet and email to facilitate students with organisational or memory problems.</p>	<p>Teachers to ensure students have access to the available systems to support their needs.</p>	<p>IT Manager Section Heads Hybrid Learning PD Team</p>	<p>Review annually</p>	<p>The creation of our Hybrid Learning Program has provided online learning and teaching for all students that can be accessed and reviewed as needed.</p>	<p>Hybrid learning has supported learning through - Google classroom for lesson materials</p>

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.



<p>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the School and school events; the information should be made available in various preferred formats within a reasonable timeframe.</p>	<p>Many of our resources have moved to online platforms and include more visuals (pictures and infographics), videos and diagrams. We need to ensure the School website and other platforms are GDPR compliant.</p>	<p>Heads of Section, Learning Support Coordinators</p>	<p>Reviewed annually</p>	<p>Information available is accessible and is provided in various formats.</p> <p>Website, weekly school communications, surveys and the development of our hybrid learning program has dramatically improved our communication and information sharing for all stakeholders.</p>	<p>tasks and supplementary content.</p> <p>LMS for assessment recording and feedback. Zoom - for synchronistic and asynchronistic learners and a record of classroom engagement. Seesaw (Lower school only). Every stakeholder able to access all information.</p>
---	---	--	--------------------------	---	--

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.