

SEND Policy and Information Report

Ashton West End Primary Academy



Approved by: The Full Governing Body

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1. Aims

At Ashton West End Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that every teacher is a teacher of every child, including those with SEND and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Raise the aspirations of and expectations for all children with SEND and disabilities
- Provide a focus on high quality teaching and outcomes for children
- Have high expectations of all pupils including those with SEND and/or a disability
- Remove barriers to learning and participation, by using a flexible range of responses, in all aspects of the school by knowing and caring for each individual.
- Encourage all children to have a positive self-image and to have respect for others
- Identify at an early age or as the child enters school, the children who need extra help and support
- Ensure that the special educational needs of children are identified, assessed and provided for
- Provide for individual children's needs by supporting them in various ways including whole class, individual and small group work
- Endeavour to meet the individual needs of each child enabling each child to partake in and contribute as fully as possible to school life
- Ensure that Performance Management is linked to SEND provision and high-quality teaching
- Ensure that parents are actively involved in supporting their child's education
- Respect our children by involving them in the process and listening to their views and aspirations
- Provide access to and progression within the curriculum
- Work with parents and other agencies to provide assessment, support and opportunities for those children with SEND
- Use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children

- Assist and support all staff in the delivery of the educational entitlement and with the assessment of children who may have a special educational need
- Provide training to staff as appropriate

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Ms. S. Barnett.

Email sbarnett@awepa.org.uk

Telephone 0161 330 4234

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal, SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Ashton West End Primary Academy we also use a number of indicators to identify children's special educational needs including:

- Close analysis of data including: EYFSP (Early Years Foundation Stage Profile); termly and annual assessments, including reading and spelling ages.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools.
- Information from other services.
- Tameside Thrive Tool
- WellComm Language Screening

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and parents receive a copy of their child's targets and needs in a Person-Centred Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO and to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- Reviewing pupils' progress towards their individual targets
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and parents invited to meet with the class teacher and SENDCO at least once each term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Phased transitions are arranged when appropriate.

5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Fast Track Phonics
- Handwriting Support
- Motor Skills
- WellComm Language intervention
- Narrative Therapy
- Speech and Language Support
- Vocabulary Development
- Zones of Regulation
- Emotional Support
- Maths Intervention Groups
- RM EasiMaths
- Support for Spelling
- Comprehension Skills
- Alternative Augmentative Communication Systems
- 1:1 support
- Small group support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision of Sound Fields for hearing impaired students
- Software to enlarge text and enable teaching prompts to be displayed on an I-PAD for individual use

See Accessibility Plan (Appendix 1) for more information.

5.8 Additional support for learning

We have twenty-six teaching assistants who are trained to deliver interventions such as PECS, WellComm, Narrative Therapy, Zones of Regulation, Vocabulary Development. We also use agency staff when requires to ensure we have suitable cover to meet the needs of our pupils.

Teaching assistants will support pupils on a 1:1 basis when a pupil's need requires intensive support or their needs mean they are best taught away from distractions.

Teaching assistants will support pupils in small groups when pupils need extra support to be able to access the curriculum in class. Small groups will also be appropriate where pupils have similar needs or when they are working on group-based targets such as sharing or cooperative learning.

We work with the following agencies to provide support for pupils with SEND:

- Integrated Service for Children with Additional Needs (ISCAN)

- Speech and Language Therapy Service

- Education Psychology Service
- Occupational Health
- Tameside Specialist Outreach Support Service
- Specialist teachers for sensory impairments
- Tameside SEND team
- Pupil Support Services
- Health Visiting Team
- NHS
- Portage

5.9 Expertise and training of staff

Our SENDCO has over 15 years' experience in this role and has worked as a teacher for over 20 years.

We have a large team of teaching assistants, including two higher level teaching assistants (HLTAs) and seventeen Teaching Assistants who specialise in SEND support.

Some staff have been trained to deliver a range of speech and language interventions.

We employ a private speech and language therapist half a day each week from Speech Leap. They work with pupils and help to train staff to deliver interventions.

5.10 Securing equipment and facilities

Specialist equipment and access to specialist facilities is arranged with relevant outside agencies. Where specialist equipment must be purchased by the school, this is done in consultation with the SENDCO, the pupil (where appropriate) parents, relevant agencies, Principal and Governors.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after agreed time periods (dependent on intervention)
- Using pupil questionnaires
- Monitoring by the SENDCO, SLT and Subject Leaders
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- Admission of all pupils is managed through Tameside. Where pupils have additional needs, Ashton West End will consider if they are able to meet individual needs and make reasonable adjustments if required. These decisions are made on a case-by-case basis.
- Ashton West End has a number of Sound Fields to support Hearing Impaired Students.
- Ashton West End has a fully accessible toilet and ramps to make the school accessible. We put in place reasonable adjustments depending upon the needs of the child. See the school's Accessibility Plan (*Appendix 1*) for more information.
- We work alongside the Sensory Support team to ensure children with a hearing or visual impairment are able to access the environment, curriculum and resources that they need affectively.

- Children can use iPads and computers in class. They are provided with large print books or documents, sloping boards and darker lined books as required.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching Assistants provide one to one or small group interventions as required and support the children in working towards their targets as set out in their Person-Centred Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The use of Zones of Regulation across the school
- The use of the My Happy Mind scheme for PSHE
- Pupils with SEND are encouraged to take on roles around school.
- Our Learning Mentor works supports children by providing interventions to support their individual needs including social interaction groups.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Tameside Council provide a local authority Local Offer. Details can be found at

<http://www.tameside.gov.uk/localoffer>

The SENDCO at Ashton West End Primary Academy is able to make links with other agencies to support the child and their family.

- Transition- we ensure that there are transition meetings from year group to year group. We pass on the relevant SEND information and documents to the high schools and also take part in transitional discussions with high school staff.
- We support children and families to manage medical conditions in line with the child's individual needs and in accordance with the school policy.
- Where necessary, we lead an Early Help Assessment with the aim of providing support for children and families.
- We can also lead referrals to other services (e.g. Speech and Language Therapy) and/or provide data for other referrals, provided that parental consent is obtained.

5.15 Complaints about SEND provision

The School follows Tameside's LA procedure for dealing with complaints.

- Complaints about SEND provision in our school should be made to the SENDCO in the first instance, SENDCO who will aim to resolve the issue, if necessary involving the Principal. If still dissatisfied, parents they will then be referred to the school's complaints policy.
- Bullying- see the school's behaviour policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parents of pupils with SEND

SENDIASS (Formally known as Parent Partnership Services) provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

Tameside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
Jubilee Gardens
Gardenfold Way
Droylsden
Tameside
M43 7XU

Tel: 0161 342 3383

<https://www.tameside.gov.uk/sendiaass>.

5.17 Contact details for raising concerns

SENDCO – Ms. S. Barnett

sbarnett@awepa.org.uk

0161 330 4234

Principal – Miss. K. Pizuti

head@awepa.org.uk

0161 330 4234

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.tameside.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Ms. S. Barnett **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan (*Appendix 1*)
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Accessibility Plan

Ashton West End Primary Academy



Approved by: The Governing Board

Date: 18th October 2023

Last reviewed on: September 2023

Next review due by: September 2026

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Ashton West End Primary Academy we aim to provide the best possible opportunities and a broad, balanced and inclusive curriculum for children who are receiving Special Educational Needs support. We ensure the children receive high quality first teaching. They have additional and extra support in individual and small group situations, as well as in whole class settings. Each child's work is differentiated to meet their needs. We liaise with other agencies to support the needs of individual children.

The accessibility plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. large print text, specialist scissors, access to a sound field.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>After school clubs are available to all children.</p>	<p>To increase use of resources and books that depict people with disabilities.</p> <p>To continue to monitor the curriculum to ensure it meets to needs of all pupils.</p> <p>All children have appropriate targets set termly.</p> <p>To increase the numbers of children with additional needs who attend an after-school club.</p>	<p>Audit current resources.</p> <p>Monitor progress on Target Tracker.</p> <p>All pupils with additional needs to have a Person-Centered Plan.</p> <p>Personal invites for children with additional needs to after school clubs.</p>	<p>Curriculum Co-ordinators</p> <p>Miss Pizuti, Mrs. Beswick SENCO</p> <p>SENCO, Class Teachers</p> <p>Class Teachers, SENCO, Miss Mather</p>	<p>Review Termly</p> <p>Termly</p> <p>Termly:</p> <p>Reviewed Termly</p>	<p>Resources throughout school will include images of people with disabilities.</p> <p>Progress for all pupils tracked across the year.</p> <p>Person-Centered Plans have appropriate targets that are reviewed each term.</p> <p>Attendance at after-school clubs of children with additional needs tracked</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Accessible toilet • Disabled Parking Bay 	<p>Main Entrance: Remove small kerb outside Main Gate.</p> <p>Improve signage at entrances – Larger Fonts - consider audible and tactile information.</p> <p>Consider replacing Main Gate with an automatic/power assisted opening.</p> <p>Consider moving Front Door Buzzer to a lower position to allow access for all.</p> <p>Consider changing Main Entrance door to an automatic or power assisted opening.</p> <p>Ensure paths and paving are accessible to all.</p>	<p>Get quotes for adding small ramps to remove some low kerbs.</p> <p>As signs are replaced, consider additional features and the location of signage to improve accessibility.</p> <p>Get quotes for works as part of general maintenance.</p> <p>Check paths and paving weekly.</p>	<p>Principal, Site Manager, Business Manager, SEN Governor, Health and Safety Governor</p> <p>Business Manager, SEN Governor</p> <p>Principal, Business Manager, SEN Governor</p> <p>Site Manager</p>		<p>There is a plan of improvement works that considers ways to improve accessibility each year.</p> <p>Quotes are presented to Governors.</p> <p>Signage is updated as required.</p> <p>Main Gate if fully accessible.</p> <p>Front Door buzzer is lowered to allow full access</p> <p>Un-even floors and steps and clearly identified.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Induction loops/Sound Field • Pictorial or symbolic representations 	<p>To increase the range of large print texts available.</p> <p>Keep Sound Fields/Induction loops maintained.</p> <p>Investigate further training for staff in Hanen, Makaton, PECS etc..</p>	<p>Class teachers to identify texts required and liaise with VI service.</p> <p>SENCO to liaise with HI service to ensure all systems are working.</p> <p>SENCO to find out about relevant training.</p>	<p>VI service, Class Teachers</p> <p>HI Service</p> <p>SENCO, Speech and Language Therapist</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>There will be a greater range of texts available.</p> <p>Systems work effectively.</p> <p>Relevant staff access training.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and the full governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Consideration for future works
Number of storeys - 2	Library on mezzanine. Staff room, PPA room and Principals Office all up flights of stairs.	Consider moving library, staff room, PPA room and/or Principals to lower levels if required.
Corridor access	Most corridors are accessible – some small changes in level may require adjustments in the future.	None currently – consider as part of any future re-flooring works.
Lifts	None	
Parking bays	One disabled bay	
Entrances	<p>Doors</p> <p>Main Gate has a step up that is not fully accessible. It could not be opened independently by someone with reduced mobility.</p> <p>Main door – the buzzer is high up and not fully accessible</p>	<p>None of the doors could be opened easily by a person with reduced mobility – consider replacing them with assisted opening.</p> <p>Consider replacing them with assisted opening.</p> <p>Considering lowering the height of the entrance buzzer.</p>

Ramps	Currently have a number of ramps to make the building accessible.	
Toilets	Have one accessible toilet in the Early Years.	Look to add in additional accessible toilets as part of any future works.
Reception area	Fully accessible space.	

Internal signage	Internal signage is minimal.	Consider improving signage around school, look for opportunities to use larger fonts or include tactile signage.
Emergency escape routes	Emergency escape routes are clearly signed around the school.	Would need to consider safe evacuation of a person with reduced mobility.

