

Reach Academy Hanworth Park

SEN Information Report and Accessibility Plan

Document Control Table	
Title	Reach Academy Hanworth Park SEN information report and Accessibility Plan
Category	Student
Owner	SENDCo
Date approved	2nd July 2026
Approved by	Local Governing Body
Date of next review	July 2027
Updates/revisions	
Academies to note: This is a Reach template, but the plan must be checked for local context and procedures before being submitted for approval.	

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose is to increase the extent to which disabled students can participate in the curriculum; improve the physical environment of the school to enable disabled persons to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled students.

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Accessibility report

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 students can participate in the curriculum;
- Improve the physical environment of the school 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.

Definition of disability

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

The plan outlined in section 6 here 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 students, families, 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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. 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 Local Governing Body.

4. 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 statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions



5. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
Increase and maintain access to the curriculum for students with a disability	Wherever possible and reasonable classrooms are organised for students with SEN or a disability Understanding and planning for additional time requirements Our school offers the use of centralised booklets which outlines the core knowledge that students require to access the curriculum. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it	The environment is regularly audited to reduce all barriers to learning, achievement and full participation. Students are able to gain access to all resources and stimuli which they need to order to reach their full potential	Ongoing risk assessments to ensure that all children including children with physical disabilities can access trips and staff are fully briefed with regards to children with SEND. Ensure venues and means of transport are vetted for suitability. Review PE curriculum to ensure PE is accessible to all students Where students require reasonable adjustments to be made for their exams, they are provided in line with JCQ's Exam Access Arrangements policy.	Students are happy and fully engaged in their learning and making good or accelerated progress. Classrooms optimally organised for students. Class seating plans in all subjects. All students are able to access all school trips and take part in a range of extra-curricular activities. PE curriculum to include disability sports. All students have access to PE and are able to excel, for example via support from an adult. Individual Health Care Plans are in place to support students with specific ongoing underlying medical health issues, these are reviewed as appropriate.



Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	meets the needs of all students. The Leadership Team regularly monitors the delivery of the curriculum via learning walks which are undertaken on a lesson by lesson basis. CPD is focused on the delivery of the curriculum to guarantee that all of our students are exposed to the curriculum. Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of EpiPens. Increased staffing in some subject areas to allow smaller classes.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of students wherever possible and reasonable. This includes: Corridor width	Signs are clear and understandable for students with visual impairment. Fire wardens trained to ensure a full evacuation across the building and would assist any individuals	Ensure size and colour of signage is suitable. Consider suitable placing of signs. Signs clear and updated as required.	Visually impaired students are able to read and follow instructions on signage. Modifications are made to the school building to improve access.



Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	- Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height - Specialist equipment in science rooms at wheelchair-accessible height.	who have not heard the sounders for the alarm.	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective.	PEEPs are prepared and reviewed as individual needs change.
Improve the delivery of information to student with a disability Make sure disabled families have every opportunity to be involved	Our school uses a range of communication methods to ensure information is accessible. This includes: - Large print resources - Induction loops - Pictorial or symbolic representations Coloured paper and dyslexic friendly fonts Examination papers are modified. Resource material is modified.	All staff receive appropriate training from external services All staff have access to student SEN profiles and SEN Support Plans which document student needs and how staff can assist. Extra training is readily available upon request. Entire school community can access all school communication and events. Adopt a more proactive approach to identifying the access requirements of disabled families.	Review all current school publications and promote the availability in different formats for those that require it. Offer a telephone call to explain letters home for some families who need this. Arrange interpreters to communicate with families with a hearing impairment	All 'at risk' groups broadly making the same progress as all other students. Sustained and rapid progress made in all areas including literacy and numeracy. All families attend families evenings/other key school events.



Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	School brochures, school newsletters and other information are available for families in alternative formats, if required. Disabled parking spaces for disabled/designated are utilised to drop off and collect children. Readability level for families with a learning difficulty			

SEN School Information Report

Introduction

Our vision is to ensure that every child develops the skills, attributes, and academic qualifications needed to lead a life full of choice and opportunity. This commitment extends beyond just including children with Special Educational Needs or Disabilities (SEND); it fully integrates them. Every aspect of our school – from curriculum and assessment, to teaching, learning, professional development, and behaviour and culture – is intentionally designed to meet the needs of all pupils. Rather than adapting a system designed for the majority, we create an environment that works for everyone from the start, including those who need the most support.

We hope the information below clarifies how Reach Academy Hanworth Park strives to meet the needs of pupils with Special Educational Needs and Disabilities, often abbreviated as SEND which we call Additional Educational Needs (AEN).

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

A child or young person is defined as having AEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have 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 (SEN Code of practice 2015).

There are broadly four types of SEN, all of which are catered for at Reach Academy Hanworth Park. These are:

<u>Communication and Interaction (CI)</u> <i>May include:</i> Speech, language and communication needs (SLCN) Autism (ASD/ASC)	<u>Cognition and Learning (CL)</u> <i>May include:</i> Specific Learning Difficulties (SpLD) such as Dyslexia or Dyscalculia Moderate Learning Difficulties (MLD) Profound, Multiple and Severe Learning Difficulties Working Memory Difficulties
<u>Sensory/ Physical (SP)</u> <i>May include:</i> Hearing Impairment (HI) Visual Impairment (VI) Multi Sensory Impairment (MSI) Physical Disability (PD)	<u>Social, Emotional, Mental Health (SEMH)</u> <i>May include:</i> Depression Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Eating Disorders

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their needs, make the best possible progress in school and that the needs of pupils with Special or Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

Reach Academy Hanworth Park's SEND Offer is detailed below and the Hounslow Local Offer for children with SEND can be accessed [here](#).

2. How does the school know if children need extra help?

At Reach Academy Hanworth Park, we follow a rigorous process to identify pupils who need extra help across all year groups. Before pupils join us, we consult with the child, their family, and any professionals in the child's previous setting to understand their educational needs. This is done through home visits to meet the child's family, as well as visits to feeder primary schools and nurseries.

The identification of pupils with AEN is built into our overall approach to monitoring the progress and development of all our pupils. The AEN (Additional Educational Needs) team carry out screenings for pupils who present as having special education needs. Pupils may be selected for screening based on:

- information from their previous setting
- parent, pupil or teacher requests, following discussions and observations
- their performance in academic assessments

Our inclusion team, comprises of:

Georgia Strong – Trust Safeguarding Lead and Designated Safeguarding Lead

Louis Everett - Co-Headteacher - Deputy Designated Safeguarding Lead

Kirsty Simkin - Co-Headteacher - SENDCo - Medical Coordinator

Juli Ryzop - Deputy Headteacher - Deputy Designated Safeguarding Lead

Jerome Barlow - Trust Attendance Champion, Deputy Designated Safeguarding Lead

Kay Stone & Michelle Coyte – Family Support Worker

2. What should a parent/carers do if they think their child may have special educational needs?

We recognise the important and active role that parents and carers play in their children's education, and the knowledge, and experience they bring in shaping our understanding of their child's needs and how best to meet them. When parents and carers express concerns, we listen carefully and incorporate their perspectives when assessing whether a child may have a special educational need. We also ensure that children's voices are heard by addressing any concerns they raise and providing various opportunities for them to express themselves.

If you have any concerns, the first person you should tell is your child's form tutor, They will speak to the relevant SENDCo for your child/children's phase of education and will then meet with you to try to get a better understanding of what your child's strengths and difficulties are before organising appropriate additional provision if required.

3. How will school staff support a child with special educational needs?

At Reach Academy Hanworth Park, we pride ourselves on inclusive practice. We support all staff in consistently delivering consistent, excellent teaching. We know that best practice for young people with AEN is best practice for all. We ensure pupils with additional education needs are appropriately challenged and follow a broad and aspirational curriculum. All teachers

think carefully about scaffolding lessons to ensure they are accessible. Staff receive frequent training and teachers and teaching assistants plan together regularly to support our pupils.

Where pupils are identified as having specific needs they will be added to the AEN register and this will be communicated to parents and carers. Every pupil on the AEN register has a personal profile which outlines the pupil's specific needs; strategies to effectively support the child; interventions the child is receiving; and the child's views. These are shared with all staff who support the child, to ensure strategies are implemented and reviewed regularly, within an 'assess, plan, do, review' model. The Inclusion Team and SLT will support staff to ensure that they implement the strategies appropriately, providing guidance where necessary. The SENDCo will keep the AEN register up to date for pupils and provide feedback to parents on support and provision in school as appropriate.

In addition to consistent, excellent teaching there are a range of ways that we offer additional support for learning. Support is allocated based on the assessment of pupils' needs and in line with our statutory obligations. All our support programmes are evidence based and impact is evaluated in a timely manner and reviewed accordingly. We provide support through the use of additional adults; individual and small group evidence based interventions; access arrangements; and expert support e.g. counselling; speech and language therapy; occupational therapy; and specialist dyslexia teaching.

4. How does the school involve others, including families and specialist services?

We provide support in a way that considers the child's needs within the family context. This includes meetings and workshops for parents/ carers, to help them develop the skills they need to support learning at home. We welcome parents and carers into our school wherever it benefits the educational experience of our pupils. We also welcome parent volunteers to support with childrens' reading, although this would not ordinarily be within the child's year group. We are always working to develop structured opportunities for parents to become involved in school life, for e.g. participating in cultural events and our sports offer.

Data is collected on each child's progress every half-term and is used to inform the 'assess, plan,do, review' model, to refine the intervention provided. Parents/carers will be invited into school for meetings with the SENDCo and/or members of staff who work closely with the child at least three times a year to review pupil's provision.

For parents/ carers of children with an EHCP, there will also be one annual review meeting with the SENDCo to discuss progress made and to make a plan for the year ahead.

Additionally, regular phone calls home and meetings will take place in keeping with each child's need/s.

Reach Academy Hanworth Park regularly accesses special services. In addition to Place2be we also access services in the community such as: Hounslow Educational Psychology; Hounslow Speech and Language Therapy; Hounslow Disability Support team; Early Intervention Service; Physiotherapists; CAMHS; Let's Talk; Occupational Therapy and the school nurse service. We

work in a joined up way with these services. When appropriate they may be invited to meetings to share their expertise.

5. How will the curriculum and learning environment be adapted to meet the child's needs?

At Reach Academy Hanworth Park, teachers expertly scaffold their lessons to ensure all AEN pupils can access the curriculum, whilst maintaining a high level of challenge. Where significant scaffolding within the curriculum is needed for these subjects, it may be deemed appropriate to reduce a child's breadth of curriculum to support their development. In these cases the child may receive additional small group intervention in English and Maths in the place of another curriculum subject. Where pupils struggle with a particular concept or area, where possible they are taught in a small group with a subject specialist, simultaneously to the rest of the class, to accelerate their progress. We strive to ensure our learning environments are positive and supportive environments.

6. What support will there be for a child's well being and emotional needs?

At Reach Academy Hanworth Park a child's overall well being is of paramount importance. We believe that our excellent academic results are a result of the close relationships we have with both children and families, and each aspect of the school day is planned to maximise a positive and safe experience. For example, we have a family model of dining where staff and children eat together. Form-time, enrichment, activities and residential trips are designed mindfully for pupils to form positive and trusting relationships with their peers and with staff.

We invest heavily in relationships with our pupils and their families. As a result, we find that children/families will report well being concerns to us directly. Given that we are a small school, each and every child is known well by their teachers, and there are designated adults (e.g. form tutors, head of year, SENDCo) who are responsible for pastoral care and ensuring pupils' well being. Teachers regularly speak to all pupils, and observe their interactions, emotions and behaviour. In cases where there is a well being concern, staff will act immediately to address this. The child would be supported by their form tutor/class teacher, Head of Year, Inclusion Team as appropriate, and referred for additional support if necessary.

We offer the following:

- Place2be at Reach Academy Hanworth Park. These are regular weekly 50 minute counselling sessions. Pupils and families can self-refer for Place2Be, and staff can also refer pupils. As part of the counselling offer, appointments are also available for parents/carers over the period of time the child is being seen.
- Our family support workers provide individualised support as per pupils' need, this might include: small group social skills work, one-to-one targeted home-school check-ins to support organisation/behaviour at home; support from the family-links parenting program on how families can better meet their child's emotional needs, etc;
- For EYFS, we refer to the Child Development Team (under 5s);
- For older children we refer to CAMHS where the child needs more specialist support, and liaise with CAMHS professionals as per each child's needs. We work with other providers inside Hounslow, for e.g. Targeted Youth Support, Intensive Family Support, the Let's Talk program, Tier 2 CAMHS EMHP programme.

7. How are pupils' medical needs addressed in and out of school?

We have first aid trained staff, these staff members are easily identifiable to staff, pupils and visitors with pink lanyards and all staff are aware of who to call if required. Staff members are informed of pupils with specific medical or dietary needs, and medicines can be kept on the school site for pupils. Where a child has complex medical or dietary needs, together with the SENDCo, parents/carers will create a healthcare plan and if necessary a risk assessment. The appropriate training will be put in place to ensure these needs are met. Please see the medical policy for further information.

8. How are pupils' communication, learning and literacy needs met in the school?

We have an ambitious curriculum that provides high levels of challenge for every pupil. To ensure all pupils are supported to access this, we keep abreast of research and invest heavily in the continuous improvement of the quality of our teaching. Where pupils need additional support, beyond that which they received in the classroom, we offer a range of targeted, evidenced based interventions, for example the Talk Boost or Speech and Language Therapy.

9. What training will the staff supporting children and young people with SEND have had or receive?

Our Inclusion Team is a critical part of our school, who have received training and qualifications from a wide range of high quality providers. Where children need specialist support, relevant members of staff will be trained in how best to meet their needs. This might involve liaison with specialist professionals, including NHS and CAMHS staff or external training such as Read, Write Inc. We also have a range of professionals with specialist qualifications, e.g. speech and language therapy, occupational therapy or physiotherapy, who come into school to support children. The SENDCo and Co-headteacher's discuss staff training needs each term and plan appropriate training sessions, either based on general need, or specifically designed around one pupil.

10. How will children be included in activities outside the classroom, including school trips?

We aim to include all children who have SEND/AEN in all activities outside the classroom and on residential trips in secondary. We are able to do this through ensuring higher staff ratios to support pupils with additional needs. Out of school learning opportunities are planned with pupils' needs in mind and risk assessments are completed for all children. Children with severe social, emotional and behavioural needs may not be taken on school trips if their level of anxiety/stress means that they cannot successfully undertake the trip. In such cases, alternative education is provided on the school site, with teachers working on project/enterprise based skills with these pupils during this time.

11. How accessible is the school environment?

Teachers move to teach the pupils, so for a lot of the day, pupils stay in the same room. Floors are arranged in chronological phases, and children predominantly only need to move for lessons in specialist areas, reducing the time spent transitioning.

Reach Academy Hanworth Park uses its best endeavours to ensure that the environment for work and learning does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life. These circumstances are discussed with parents and children to ensure that there is full collaboration at all times.

12. How will the school prepare and support a child to join the school?

Transition to Reach Academy Hanworth Park is a carefully planned process. We visit every child at home to meet them and their family before they join Reach Academy Hanworth Park. The objective of this home visit is to start building a positive relationship with the child and their family, to share our expectations, and to ease any concerns. In addition, we contact the child's previous setting to gather relevant information. We also visit the child in their previous setting and consult with professionals there regarding the child's development.

Children who are starting in reception in September can expect to have an experience on the school site, to prepare them for the year ahead. In reception, the child is invited into school for a "stay and play" join in with other children from their year group for an opportunity to experience carpet learning and free play. In addition, teachers who will work with the child

from September speak to parents and carers, helping them to feel comfortable about the transition to Reach Academy Hanworth Park.

We know that transitions can be a difficult time for young people with AEN. Where children are joining us from a new setting we provide a range of transition support including a Summer School for Year 7 pupils. For pupils with particular needs we will invite them in several times before their first day. Some children may require a more individualised program and extra support before they join, and we plan this based on the needs of the individual pupils. Multi-professional meetings may also take place before transition so that the transition can be planned with expert advice.

13. How will the school prepare and support a child to transfer to a new school or the next stage of education or life?

At Reach Academy Hanworth Park, we want all our pupils to be academically successful and lead lives of choice and opportunity. We ensure pupils have numerous experiences to prepare them for adult life, this includes building their readiness for university, as well as helping pupils to become independent and responsible young people. We do this in numerous ways, for e.g. setting high expectations within school for our pupils, taking them on trips to university and residential, inviting guest speakers into school from a wide-range of professions to share their stories and workshops that encourage enterprise and innovation. Pupils also receive comprehensive careers guidance and wrap around career support.

When a young person leaves us we will pass on any relevant information to their new setting.

14. How are the school's resources allocated and matched to children's special education needs?

We take care to ensure that resources are allocated appropriately, matching programmes and expertise to pupils' needs.

15. Who can parents contact for further information, or to raise concerns?

If parents/carers have concerns about their child's learning and progress within school, they can contact their form teacher in secondary or class teacher in primary, in the first instance. They can also contact the SENDCo, Kirsty Simkin. (kirsty.simkin@reachacademy.org.uk).

To make a formal complaint, parents/carers can read the 'Complaints policy' on our website. To access support services for parents of pupils with SEN in the local area, parents/carers can contact SENDIASS on 020 8583 2607 or SENDIASS@hounslow.gov.uk

16. How does the school listen to pupils' views?

The school values pupils' views, and believes that they should actively participate in and take responsibility for their learning. As part of any intervention, professionals (SENDCo, teachers, external specialists etc.) will ask the child for their strengths and weaknesses in order to design an intervention that is valuable to them. Professionals will also ask pupils for feedback on the effectiveness of the intervention. Where any pupil does not make progress within the lesson,

the adult/teacher has a conversation with the child to work out how they could be supported further. Equally where a child is particularly successful, strategies that the pupil reports as effective will be shared with other teachers.

Often it will be appropriate for children to attend meetings with their parents/carers and other professionals, and they are regularly invited to do so. Children know that they can always speak to any member of staff. They also know the designated adults, for e.g., their form tutor/class teacher, Head of Year, SENDCo etc., who are responsible for supporting them in school. In addition, the school actively encourages pupil voice through a variety of ways, for e.g., pupil leaders.

17. How do we evaluate the effectiveness of the provision made for pupils with SEN?

We follow an 'assess, plan, do, review' model which means we are continually evaluating the effectiveness of this provision for pupils. We use a mix of quantitative data- based on termly assessments, or smaller intervention based assessments- and qualitative data- drawing on professional observations and 'pupil voice' feedback. We respond to this data, changing the interventions as required.

Our ambition is that AEN pupils will be educated in the mainstream as much as possible, so we seek to keep intervention as light as possible.

18. How do Governors monitor attainment and progress of SEN pupils, ensuring their needs are being met by the school?

The Co-headteachers report on pupil progress and SEN provision to governors via data reports three times a year. The governors undertake regular visits to the school to focus on the school priorities.

19. How do pupils gain admissions to specialist units/provision on the school site?

Reach Academy Hanworth Park does not currently have any specialist units on the school site. However, at various times within the school schedule we will provide out of class provision, and pupils gain access to this based on their need.

20. How do we provide arrangements for the admission of pupils with disabilities?

All pupils, regardless of disability, go through the normal admission procedures. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for pupils with disabilities, including the provision of equipment, materials and facilities. As with other pupils, we would complete home visits and visits to any previous educational setting, as

well as inviting the child into school, with their parent/carer so that we could work together with the family to best support the child.

21. What steps are taken to prevent pupils with disabilities from being treated less favourably than other pupils?

Our curriculum, form time, assemblies and work with the wider community in Feltham are all used as a means to encourage staff, pupils and parents to respond positively to the diversity and richness that persons with disabilities bring to our school community.