

Great Corby School



GREAT CORBY SCHOOL & NURSERY

ACCESSIBILITY PLAN

2017 - 2020

APPROVED BY ¹: K Williamson

Name: Kirsty Williamson

Position: Headteacher

Signed: *K. Williamson*

Date: Sept 2017

Review Date ²: Sept 2020

¹The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

²This document should be reviewed every 3 years

CONTENTS

1. INTRODUCTION	1
2. DEFINITION OF DISABILITY	1
3. REASONABLE ADJUSTMENTS	2
4. AIMS OF THE ACCESSIBILITY PLAN	3
5. KEY OBJECTIVES.....	3
6. CONTEXTUAL INFORMATION	4
7. DEVELOPMENT.....	4
7.1 The Purpose and Direction of the School’s Plan: Vision and Values	4
7.2 Information from Pupil Data and School Audit	5
7.3 Views of those Consulted during the development of the Plan	5
8. SCOPE OF THE PLAN	6
8.1 Increasing the extent to which disabled pupils can participate in the school curriculum	6
8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	6
8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.....	6
8.4 Financial Planning and Control	7
9. IMPLEMENTATION	7
9.1 Management, Coordination and Implementation	7
9.2 Monitoring	7
9.3 The role of the LA in increasing accessibility	8
9.4 Accessing the School’s Plan	8
10. RELATED POLICIES/DOCUMENTS	8

APPENDIX A	-	Accessibility Plan
APPENDIX B(i)	-	Improving Access to the Curriculum
APPENDIX B(ii)	-	Improving Physical Access
APPENDIX B(iii)	-	Improving Access to Written Information

Version No: 3
Last Review Date: Sept 2017

THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES

1. INTRODUCTION

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

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

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

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

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

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

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

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

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

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

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

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

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

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

Progressive conditions considered to be a disability

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

Conditions that are specifically excluded

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

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

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

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

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

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

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

3. REASONABLE ADJUSTMENTS

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

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

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

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

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

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

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

4. AIMS OF THE ACCESSIBILITY PLAN

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

In Great Corby School & Nursery, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

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

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

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

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plans showing how the school will address the priorities identified in the plan (Appendix A(i))

Action Plans for specific projects are in Appendix B.

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

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

Great Corby School & Nursery strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

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

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

- Great Corby School & Nursery is a smaller than average size primary school.
- Age range: 3 – 11yrs.
- Number of FTE pupils: 86 FTE.
- Number of students regarded as disabled under the terms of DDA: 1
- Number of FT/PT staff (teaching, non-teaching ex. cleaning and catering): 19
- The school provides before-school care from 8am and after-school care until 6pm. The care is provided for pupils of Great Corby School & Nursery only.
- The general public attend parent's evenings, school performances and other events including fetes and coffee mornings that are organised by the school. No other use of the site or buildings are organised and no formal lettings take place.
- Transport to site is either on foot or private transport. Public transport is infrequent and would not be suitable for attending or visiting site regularly. The nearest bus stop is in Great Corby village. The nearest train stop is at Wetheral village. Both of these public transport uses would then require onward transit to the school site by either foot or private vehicle.

7. DEVELOPMENT

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

The School Aims to:

Ensure everybody receives the individual opportunities necessary to reach their full potential.

Encourage and support all members of our school community to become self-motivated, independent and determined learners with the courage and resilience to adapt to new challenges.

Help our children to become caring, empathetic and trustworthy members of the school who respect the needs and rights of others.

Promote a respectful learning environment where collaborative learning prepares our children for their next steps.

Ensure our children know they have a voice and are able to question and debate in an articulate and appropriate way.

Encourage our children to be curious, enquiring, imaginative and investigative in order to solve problems in a variety of contexts.

Develop the reading, writing and mathematical skills our children require to live independently.

Ensure our children have opportunities to develop the skills and knowledge required to make healthy lifestyle choices.

Enable our children to experience and value a wide range of creative opportunities.

Develop our children's understanding of the world we live in and their respect of other cultures, religions and beliefs.

Make our children aware of the impact history has, and continues to have, on us.

Encourage our children to explore new opportunities outside of school by giving them a wide range of opportunities to develop their interests and skills.

Ensure the school plays an active part in the wider community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2017/2018 1 student regarded as disabled under the terms of the DDA.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- 0 students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

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

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

7.3 Views of those Consulted during the development of the Plan

This plan has been developed following the Access Audit carried out by Barbara Ross of Kym Alan Health and Safety Consultants. It is also informed by:

- The views and aspirations of disabled pupils themselves;
- The views and aspirations of the families of disabled pupils;
- The views and aspirations of other disabled people or voluntary organisations;
- The priorities of the local authority;

Great Corby School & Nursery will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Great Corby School & Nursery provides the best choices for students wanting to enrol here;

- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, class teacher and teaching assistants, safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

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

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

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

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

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

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

Great Corby School & Nursery will strive to:

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

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a

reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

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

Great Corby School & Nursery will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Great Corby School & Nursery Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents.

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

Great Corby School & Nursery recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual report to parents delivered at the AGM on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- informed schools/settings how information can be provided in a number of different formats.

9.4 Accessing the School's Plan

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

10. RELATED POLICIES/DOCUMENTS

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Inclusion Policy
- Special Educational Needs and Disabilities/SEN Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES

ACCESSIBILITY PLAN



School:	Great Corby School & Nursery		
Address:	Great Corby, Carlisle. CUMBRIA. CA4 8NE		
Auditor:	Barbara Ross, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Date:	10 March 2017

Suggested priorities/timescales for completion are as follows:

1 within one month	2 within six months	3 within one year	4 as funds allow and/or if individual pupil/staff requirement
---------------------------	----------------------------	--------------------------	--

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist A - CAR PARKING AND APPROACH					
	Parking	<p>There is no designated car parking within a convenient distance to the main site and main building entrance. Staff and visitors use ad hock on-street parking on public highway at intermittent areas along the route to the school main site entrance.</p> <p>There is no separate parking space reserved for people with reduced mobility. A space should be provided as near to the main building entrance as possible, clearly marked out, sign posted, suitably spaced and only used by people who have a blue badge. If a space cannot be provided on school property then contact should be made with local Council to discuss requirement if the space will be required on the public highway.</p>	<p>N/A</p> <p>3</p> <p>3</p>		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>Dropped kerbs should also be available where on-street parking is in use and also on both sides of nearby highway to facilitate crossing by pedestrians with limited mobility and tactile paving should be laid from the pavement to parking spaces. Contact should be made with local Council to discuss requirement.</p> <p>People with reduced mobility would find the route from the on-street parking on public highway difficult to use given the gradients and uneven approach. The provision of appropriate intermediate seating for resting could be placed half way along route for people with limited mobility and the surface of some of the pavement could be improved in the future. Contact should be made with local Council to discuss requirement.</p>	3		
	Approach and routes to main building entrance	The main building entrance is within convenient distance of a public highway but the gradient is steeper than 1:20 - see Checklist B for recommended improvements and timescale.	SEE CHECKLIST B		
	Lighting & signage to entrance	<p>The route to the main building entrance has some clear signposting but future improvements to information and directional signs could include car parking arrangements (including any reserved car parking).</p> <p>All signage should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. Ensure the locations of the signs are at a height that will allow readability for all.</p> <p>External lighting along main external routes could be improved to help with orientation during darkness.</p>	3 2 4		
	Surfaces of approach	The surface of approach to the main building entrance is in good order and free from potholes and loose gravel.	N/A		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Check all routes regularly to ensure surfaces are well maintained.	1		
	Street and grounds furniture	<p>The pavement and main route to the entrance should be free from hazards such as traffic/parking cones, litter bins and any other objects or overhanging projections that will also reduce the available pavement space.</p> <p>Check walking route to entrance regularly to ensure free from additional projecting hazards.</p> <p>The pedestrian gate to the EYFS playground and the larger gate to the main playground would be difficult to open by people who have limited mobility and/or dexterity. When replacing gates consider revising ironmongery for access and ease of use by all.</p>	<p>1</p> <p>1</p> <p>4</p>		
Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS					
	External ramps	<p>The ramp to main entrance should have colour contrasted edge protection and a colour contrasted handrail at both sides. The top of the handrails should be positioned at a height of 900mm to 1000mm above the surface of the ramp.</p> <p>For other external ramps into the building, other than main, see Checklist M for recommendations.</p> <p>Check all external ramps regular to ensure clear from permanent obstruction and projecting hazards.</p>	<p>3</p> <p>SEE CHECKLIST M</p> <p>1</p>		
	External steps	<p>For other external steps into the building, other than main, see Checklist M for recommendations.</p> <p>Check all external steps regular to ensure clear from permanent obstruction and projecting hazards.</p>	<p>SEE CHECKLIST M</p> <p>1</p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
Checklist C – ENTRANCES, INCLUDING RECEPTION					
	Entrance doors and thresholds	<p>The main entrance door does not have a clear width opening of 800mm minimum. Given the current construction limitations consider wider door in future developments.</p> <p>The door threshold is not flush to the ground and a rubber threshold ramp or upstand could be provided to overcome this problem.</p> <p>Provide outside weather protection/canopy unless installing automatic doors in the future.</p> <p>Lower facility that can summon help to at least 750mm and not more than 1200mm above ground on external façade by main entrance door. Ensure signed and colour contrasted with background to highlight this facility clearly.</p> <p>Alter closer mechanism to reduce opening/closing pressure on door.</p>	<p>4</p> <p>2</p> <p>4</p> <p>4</p> <p>1</p>		
	Reception areas inc. desks, seating and lighting	<p>The reception hatch should allow approach by people both standing and seated and should be redesigned to allow this in future improvements.</p> <p>The signing in mantelshelf should be reduced in height to 760mm above floor level.</p> <p>An induction loop and sign to indicate the facility is available should be placed at reception hatch/desk to inform hearing aid users.</p> <p>Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.</p>	<p>4</p> <p>3</p> <p>3</p> <p>3</p>		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>A mix of seating, with and without arms, should be provided designed for ease of use by visitors.</p> <p>Furniture, floors, walls, doors and ceilings should be colour contrasted (with matt finish) when updating during routine maintenance programme.</p> <p>Acoustic absorbency and texture of surfaces should also be taken into consideration and improved for hearing and vision impairments.</p> <p>Undertake regular checks to entrance door/reception/waiting area to clear any surplus/stored/delivered items.</p>	<p>3</p> <p>4</p> <p>4</p> <p>1</p>		
	Signs	<p>Improve information and directional signs supported by tactile information (such as map) for people progressing to other parts of the building and include location of accessible toilet facilities.</p> <p>Signs should be designed using recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. Ensure the locations of the signs are at a height that allows readability for all.</p>	<p>2</p> <p>2</p>		
Checklist D - CORRIDOR AND ASSEMBLY AREA					
	Lateral circulation, width of corridors	The corridor/passageway spaces would not be suitable to manoeuvre or turn a wheelchair - building structure would not allow widening to resolve. Circulation space within individual rooms could be accommodated if required.	N/A		
	Obstructions and projections in corridors	Ensure surplus furniture and equipment is not left in corridors or assembly points.	1		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Internal directional signs	Provide directional signs supported by tactile information (such as map) for people progressing to other parts of the building; include location of accessible toilet facilities. Signs should be designed using recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. Ensure the locations of the signs are at a height that allows readability for all.	2 2		
	Lighting, floor surfaces and tonal contrasts of surfaces	Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level. Floors, walls, doors and ceilings should be colour contrasted (with matt finish) when updating during routine maintenance programme. Acoustic absorbency and texture of surfaces should also be taken into consideration and improved for hearing and vision impairments.	4 4		
Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)					
	Passenger lifts	None installed.	N/A		
	Platform lift	None installed.	N/A		
	Wheelchair lift	None installed.	N/A		
	Chair lift	None installed.	N/A		
Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)					
	Internal ramps	None.	N/A		
Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)					

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Internal stairs and visual/audible signals	<p>Stairs from corridor AG003b down to AG001a could be improved by providing sign showing location/warning change the surface/colour at the top and bottom and improved lighting to avoid shadowing.</p> <p>Vertical movement from corridor AG003b down to AG001a could not be achieved by power means due to the restricted corridor width.</p> <p>Stairs from AG015 to first floor could be improved by providing sign showing location/warning and change the surface/colour at the top and bottom. The contrast of the tread nosings could be improved against the carpet.</p> <p>Vertical movement between AG015 to first floor could be achieved by powered means such as fold to wall platform or wheelchair lifts. Full survey by lift manufacturer would determine suitability and obstacles with installation.</p> <p>The step within AG014 cloakroom and further step to AG010/AG011 would be difficult to eliminate but further investigation of substructure should be investigated to allow redesign. In the meantime a short term solution could be the use of a rubber door ramp.</p>	<p>3</p> <p>N/A</p> <p>3</p> <p>4</p> <p>4</p>		
	Provision of handrails	The handrail on stairs from AG015 to first floor is not fully compliant due to the design and full replacement including colour contrast could be considered in the future.	4		
Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)					
	Internal doors	Although the majority of internal doors were compliant in some requirements, all internal doors should be reviewed and a programme introduced, if structurally allowed, to improve with the following:	4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<ul style="list-style-type: none"> • appropriate vision panel (minimum zone of visibility between 500mm and 1500mm) to classroom and corridor doors, • minimum clear width of door leaf of at least 750mm, • clear unobstructed space between leading edge of door and return wall, • easy grip door furniture at a height suitable for both standing and seated users, • colour contrast (with matt finish) between door/architrave and door furniture. <p>Priority review to be given to first floor doors.</p> <p>Undertake regular checks to ensure proper functioning of all doors, ironmongery and closer mechanisms correct opening/closing pressure action.</p> <p>Remove posters and freezes from doors that obstruct vision panels.</p>	<p>3</p> <p>1</p> <p>1</p>		
Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS					
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Ensure surplus furniture and equipment is not left in dining areas/assembly hall/entertainment spaces AG015.</p> <p>Improve artificial lighting to maintained illuminance of 350 lux level and avoid lighting creating glare, pools of bright light and strong shadows.</p> <p>A hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems.</p>	<p>1</p> <p>4</p> <p>4</p>		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		If the school governors lease out premises to be used by other parties in the future then as landlord they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using the school facilities.	TO NOTE		
	Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles, emergency 'break-glass' and other controls by colour contrast when upgrading decoration.	4		
	Seating and furniture	Definite colour contrast between furniture, seating and flooring in future programmes. Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating.	4 1		
	Changing/bathroom facilities	None.	N/A		
Checklist J - WC PROVISION – ALL TOILET AREAS					

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Pupil toilets	<p>Pupil toilet provision AG010 and AG011 would not be accessible/useable to wheelchair users. A WC in each facility could be used by ambulant disabled user with considered redesign to include the provision of outward opening door, support rails and easy gripped/operated ironmongery.</p> <p>Future development of pupil toilet provision AG010 and AG011 would benefit from colour contrasted matt finish surfaces and taps, locks and light switches could be replaced with easy grip/operated for use by people with limited strength and dexterity. Acoustic absorbency and texture of surfaces should also be considered in upgrade to improve facilities for hearing and vision impairments.</p> <p>Pupil toilet provision AG002a would not be accessible/useable to wheelchair users. A WC in the facility could be used by ambulant disabled user with considered redesign to include the provision of support rails and easy gripped/operated ironmongery.</p> <p>Future development of pupil toilet provision AG002a would benefit from colour contrasted matt finish surfaces and taps, locks and light switches could be replaced with easy grip/operated for use by people with limited strength and dexterity. Acoustic absorbency and texture of surfaces should also be considered in upgrade to improve facilities for hearing and vision impairments.</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>		
Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT					
	Wheelchair accessible	Designated school male/female staff and visitors WC AG004a is wheelchair accessible. Ensure WC is free from surplus equipment and obstructions inside and outside to allow independent usage. Undertake regular checks to make sure the areas are kept clear.	1		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Future development of WC AG004a would benefit from colour contrasted matt finish surfaces. Acoustic absorbency and texture of surfaces should also be considered in upgrade to improve facilities for hearing and vision impairments.	4		
Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE					
	Noticeboards, publication and other materials provided for pupils, parents and other users	<p>Notice boards and information to take away should be within reach of both ambulant and wheelchair users</p> <p>Review all public information including school website and prospectus (if applicable) and consider providing the information in alternative formats such as large print and audio-tape/MP3. Availability of alternative formats should be advertised within all publications.</p> <p>The design, layout and colour contrast on school website should be reviewed and take into account users with vision impairments. Such as light text on dark background, sans serif typeface and check recommended size (depending on reading distance) of type.</p> <p>The school have information published on their websites about the implementation of the governing body's policy for pupils with SEN including information and link for Local Offer published by local authority.</p>	<p>3</p> <p>2</p> <p>2</p> <p>N/A</p>		
	Routes and obstructions	Check all traffic routes for surplus furniture and equipment and remove obstructions.	1		
	Maintenance of heating, emergency lighting,	Adhere to regular checking and servicing of installed systems to ensure fully operational.	1		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	emergency warning and fire alarm system.				
Checklist M - MEANS OF ESCAPE					
	Emergency evacuation procedures for disabled people	<p>GEEP (General Emergency Evacuation Plan) and PEEP (Personal Emergency Evacuation Plan) should be reviewed to ensure plans and staff are trained to evacuate individuals needing assistance.</p> <p>Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises are used outside normal school hours.</p> <p>Display notice at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance.</p>	<p>1</p> <p>1</p> <p>1</p>		
	Exits and escape routes	<p>Review all other escape routes from school building and programme following future improvement:</p> <ul style="list-style-type: none"> • minimum single leaf door width opening of 775mm, vision panels installed and door furniture should be able to operate with one hand. • door thresholds and any small steps should be redesigned to remove/reduce and steps that cannot be redesigned should have nosings clearly defined. • handrail to be provided if more than two steps. • include colour contrast (with matt finish) between door, architrave, door furniture and door release in regular maintenance upgrade. • adjust door closer and exit mechanisms to ensure minimal force opening/closing pressure action. • ramps should have colour contrasted edge protection and handrail to at least one side. 	<p>4</p> <p>3</p>		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		Priority review of AG018a exit and AG014 exit. Exits and escape routes must be checked for compliance and clear passage as part of regular fire risk assessment checks.	1		
	Emergency warning/lighting system	Consider personal vibrating alarm or alternative systems for use by people with disabilities in assembly hall/entertainment spaces.	4		
	Safe refuge areas in event of fire	GEEP (General Emergency Evacuation Plan) and PEEP (Personal Emergency Evacuation Plan), should be reviewed as necessary to ensure plans and staff are trained to take into account individuals needing assistance.	1		
Checklist N – OTHER					
	External areas for recreation and play	<p>External seating, furniture, benches, fencing and gates around school site could be colour contrast visually with the background.</p> <p>External steps to all play areas and levels would benefit from visual and tactile warning to top and bottom of steps, installation of handrails and where installed should be colour contrasted against background and step edge nosings marked/re-marked to clearly identify.</p> <p>Ensure all outside areas and walking routes within school site is checked regularly and free from projecting hazards (including planters, pots and litter bins), surplus/redundant items, rubbish, moss, leaves and the tarmac and concrete is well maintained.</p> <p>When refurbishing/replacing current outdoor play facilities consider colour contrasted and accessible playground equipment and surfaces to allow access for all users and incorporate large ramps, sensory play panels and slides.</p>	<p>3</p> <p>3</p> <p>1</p> <p>4</p>		

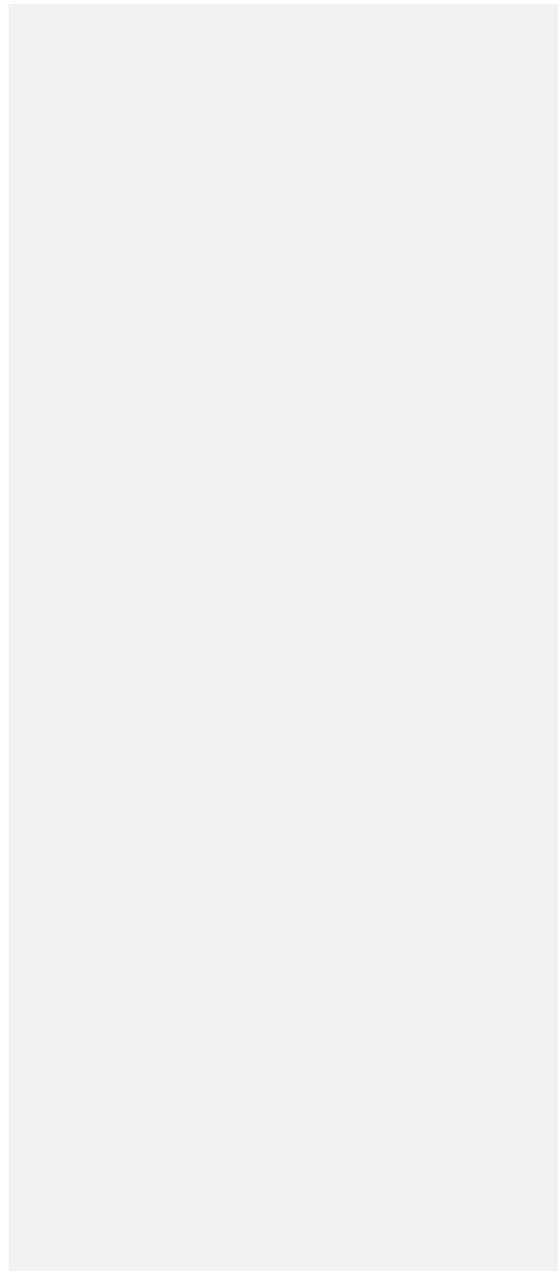
APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Future planning and design	Ensure that future planning and design of capital and maintenance projects take into account the needs of wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments. Consideration/inclusion of this work at an early stage will often be at no additional cost to the individual project.	4		
	General training and awareness	Review current training and provide additional/ongoing training and awareness of disability issues and equality for governors, staff and pupils. The following online e-learning could be explored for suitability and content; <ul style="list-style-type: none"> Virtual College, Equality, Diversity and Inclusion in the Workplace. http://www.virtual-college.co.uk/products/Equality-and-Diversity-in-the-Workplace.aspx LSCB Cumbria online e-learning - Equality and Inclusion in Health, Social Care or Children's and Young People's Settings. http://www.cumbrialscb.com/training/elearning.asp 	2		
	Staff specific training and awareness	Ensure Special Educational Needs Coordinators (SENCOs) has regular, relevant and updated training to keep abreast of current regulations and requirements and involved in developing future strategies for inclusive access and education for all disabilities. Training should then disseminate to governors, staff and pupils as appropriate.	2		
	Accessibility plan consultation	Consult to obtain views and ideas from disabled pupils, parents, voluntary groups and wider community to develop your accessibility plan in line with the returns and comments.	2		
	School accessibility and physical environment	Add anything else in here that has not been included in the above that would increase the extent to which disabled pupils and members of the school community can access the school site, building and facilities.	TBC		

APPENDIX A(i)

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	School curriculum	Add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can participate in the school curriculum	TBC		
	School information, communication and literature	Add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can access information, communication and literature.	TBC		

APPENDIX A(ii)



THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES

ACCESSIBILITY PLAN 2017 - 2020**IMPROVING ACCESS TO THE CURRICULUM**

Target	Strategy	Outcome	Timeframe	Achievement
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2017	All children are successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	As necessary	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed termly	Children who need individual adult support to participate in some activities have access to this support.

ACCESSIBILITY PLAN 2017 - 2020

Commented [KW1]:

IMPROVING THE PHYSICAL ENVIRONMENT

An Asset Management Plan / Access Audit was carried out by _____ in _____ and a number of recommendations made:

AAM or AA Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
1	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities – contact council	Autumn 2017		LW– contact council
4	Dropped kerbs either side of main vehicle entrance.	Pedestrian access	Autumn 2017		LW– contact council
9	Access to school office	<ul style="list-style-type: none"> ▪ There should be a sign indicating where people with disabilities should go. ▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.) ▪ Improve outdoor lighting. 	Spring 2018		LW
32	Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases	Summer 2018		LW – instruct painter
32/2	Reception and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	Summer 2018		LW – instruct painter
27/33	Provision of a lift to access the upper floors	Lift to LRC Lift in B Block	Discussion to be held with LA by (DATE)		
18/20	Provision of induction loops	Reception Hall B	As necessary		
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	Summer 2018		LW
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	As necessary		
29/3	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as finances allow.	As necessary		
N/A	Front entrance to school refurbished with a shallower slope.	Appoint designer and builders to refurbish entrance area to provide a more suitable, shallower slope for wheelchair and disability access.	Autumn 2019		LW

APPENDIX B(ii)

AAM or AA Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
N/A	Doors out to the playground by room 5 need widening.	Final exit doors to the playground near room 5 to be widened to achieve a minimum width of 900mm to allow wheelchair access/egress and the mat well needs to be infilled	Spring 2017		CIF project to take account of this.
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing		LW/KW

ACCESSIBILITY PLAN 2017 - 2020**IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As necessary	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	January 2018	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	As necessary	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.