



ACCESSIBILITY PLAN 2020-2023 (KS/FIN&PREM/018)

Committee Responsible:	Finance, Premises and Catering Committee
Lead Officer:	Headteacher
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Signed:	<i>S Royle</i>
Date:	30/11/20

ACCESSIBILITY PLAN 2020-2023

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	Dec 2020

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1.0 INTRODUCTION

- 1.1 The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.
- 1.2 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.

2.0 AIMS

- 2.1 This plan details how Bassenthwaite School will improve access to the physical environment, increase access to the curriculum and improve the availability of accessible information to any disabled person (pupil, parent/carer, employees or visitor).

3.0 DEFINITION OF DISABILITY

- 3.1 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.
- 3.2 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.
- 3.3 This definition is not just regarding physical difficulties but also covers:
 - Sensory difficulties
 - Learning difficulties
 - Impairment resulting from, or consisting of, a mental illness
- 3.4 In addition there is a range of 'hidden impairments' such as:
 - Dyslexia
 - Speech and Language Impairments
 - Autism
 - Attention Deficit Hyperactivity Disorder (ADHD)
- 3.5 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

3.6 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.

3.7 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.

4.0 CONTEXTUAL INFORMATION

4.1 Bassenthwaite School is an academy, part of Keswick MAT and has 28 pupils on roll. It is located on the edge of Bassenthwaite village in the Lake District.

The school is one building surrounded by a stone wall and traditional metal fencing to open fields beyond. The school has identified that we have one pupil in the 2020-2021 academic year regarded as disabled under the terms of the DDA.

5.0 REASONABLE ADJUSTMENTS

5.1 The school has a duty to make reasonable adjustments for disabled pupils:

- If a disabled pupil is placed at a substantial disadvantage to other pupils, reasonable steps must be taken to avoid that disadvantage;
- An auxiliary aid or service will be provided for a disabled pupil when it would be reasonable to do so, and where this would alleviate any substantial disadvantage the pupil faces in comparison to their non-disabled peers.

5.2 The test is whether the adjustment is reasonable based on the individual circumstances of each case. If it is then there can be no justification for why it is not made. The school will not be expected to make adjustments that are not reasonable.

6.0 THE CURRICULUM

6.1 All pupils will have full access to a broad and balanced curriculum. This includes extra-curricular activities and off-site visits.

6.2 The SENCO liaises with the Head about timetabling and curriculum options for disabled pupils. Adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

6.3 The SENCO will consider the following:

- participation in activities such as after-school clubs, as well as off-site visits;
- how threats to participation have been analysed using a risk assessment proforma and what action can be taken to reduce those identified risks;
- how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;

- how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- action to increase curriculum choice and/or flexibility to enhanced the access to appropriate qualifications/attainment;
- how the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identify staff training needs in order to effectively meet pupil disabilities of, including prospective pupils who may require manual handling, signing, personal hygiene support etc.;
- identify pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are willing to actively support their children's education;
- enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

6.4 The SENCO will provide training in staff meetings and the CPD programme to support improved access for disabled pupils. Training covers classroom organisation, general support and specific information about particular pupils. Following CPD training staff complete an evaluation form. The feedback will be reviewed by the SENCO, Head and the governors.

6.5 Bassenthwaite School will continue to seek and follow the advice of LA services, such as specialist teacher advisers, and of appropriate health professionals from the local NHS Trusts.

7.0 THE PHYSICAL ENVIRONMENT

7.1 The school will take account of the needs of people with disabilities when planning and undertaking premise work, such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

8.0 WRITTEN INFORMATION

8.1 On request the school will provide information in the format required. This will include producing literature in the correct font size to help visually impaired students, looking at alternative ways to provide access to information and reviewing how effectively we communicate.

9.0 FINANCIAL PLANNING

- 9.1 The Head teacher, Finance Manager and Finance Committee will review the financial implications of the accessibility action plan as part of the normal budget review process. The objective is that over time accessibility action plan actions will be integrated into the premise plan.
- 9.2 Bassenthwaite School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10.0 IMPLEMENTATION

- 10.1 Bassenthwaite School will undertake a accessibility audit every three years. As a result of the audit, we shall:
- produce an accessibility plan with time scales for the implementation of actions identified;
 - present the plan to the governing body for their approval;
 - review the accessibility plan to see if milestones are being met.

11.0 MONITORING

- 11.1 The Accessibility Plan will be monitored by the Finance, Premises, H+S committee.

12.0 RELATED POLICIES

- 12.1 The Accessibility Plan should be read in conjunction with the following policies and plans:
- Equality
 - Health & Safety
 - Special Educational Needs and Disabilities
 - Educational Visits

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The Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for awareness raising of disability issues (in particular autism).	Provide information and training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	July 2021 (SENCO)	Society will benefit by a more inclusive school and social environment.
Review of TA deployment.	In review meetings with teaching assistants establish when they are available to support pupils.	Adult support is available during key times that individual pupils may need support i.e. PE lessons, extra-curricular activities, lunch and break.	Sep 2021 (Head)	Pupils who need individual adult support to participate in some activities have access to support.
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.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Jan 2021 (SENCO)	Increase in access to the curriculum.
Annual SEN training for staff in the identification of and teaching pupils with specific learning difficulties.	Training led by SENCO (outreach provision from external agencies as necessary).	All staff are familiar with the school's SEN policy, the SEN Code of Practice, criteria for identifying specific needs and how best to support these pupils in the classroom.	Every Sept (SENCO)	Pupils with specific learning difficulties successfully included into all aspects of school life.
Annual training for staff with regards to strategies for teaching specific pupils with autism/ASD.	Training led by Specialist Advisory Teacher/SENCO.	All staff have clear understanding of the needs of specific autistic/ASD pupils and how to ensure the curriculum is fully accessible to them.	Every Sept (SENCO)	Autistic/ASD pupils successfully included into all aspects of school life.
Extra-curricular activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school and extra-curricular provision to ensure compliance with legislation.	Extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing (SENCO)	Increase in access to all school activities for disabled pupils.

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The Physical Environment- this is relevant to the whole school site.

Item	Activity	Timescale	Cost £	Responsibility
Parking	Re-mark and extend car parking space allocation and dimensions reserved for people with reduced mobility directly outside school reception. Mark out car parking space in main car park as near to the path to the school reception to be reserved for people with reduced mobility.	Sep 2021	500	Head
Lighting & signage to entrance	Ensure all external lights (dusk to dawn) are in good working order	Ongoing	200	Head
Reception areas inc desks, seating and lighting	Undertake regular checks to school reception to clear any stored items. High hall lights to be replaced	Ongoing Feb 2021	n/a 300	Head
Obstructions and projections in corridors	Remove all surplus furniture and equipment in the corridors and assembly points that restricts ease of movement and creates hazards.	Ongoing	n/a	Head
Floor surfaces, and tonal contrasts of surfaces	Colour contrast between floors, walls, doors and ceilings to be updated during routine maintenance programme.	as funds allow and/or if individual pupil/staff requirement	As per projects	Head
Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast.	as funds allow and/or if individual pupil/staff requirement	As per projects	Head
Seating and furniture	Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating. Definite colour contrast between furniture, seating and flooring in future programmes.	July 2021	2500	Head
Noticeboards, publication and other materials provided for pupils, parents and other users	Review all information for pupils, parents and other users including notice boards, school website and prospectus. Consider provision in alternative formats such as large print, Braille and audio-tape. Ensure size, colour and typeface do not discriminate against those with visual impairments.	Sep 2022	unknown	Head
Routes clear and obstructions removed	Check traffic routes for surplus furniture and equipment and remove obstructions.	Ongoing	n/a	Head

Maintenance of heating, emergency lighting and alarm system	Check and log adherence to regular checking and servicing of systems.	Ongoing	n/a	Head
Emergency evacuation procedures for disabled people	PEEP (Personal Emergency Egress Plan) and GEEP (General Emergency Egress Plan) should be reviewed regularly to ensure staff are trained and take into account the individual needs of those requiring assistance. Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises are used for concerts, plays and fairs outside normal school hours.	Dec 2021 Ongoing	n/a	Head

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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		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		Delivery of school information to parents and the local community improved
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		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		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.		The school is able to move forward with electronic reporting to parents.