



## Mission Statement

*'Together, we believe, anything is possible'*

# ACCESSIBILITY PLAN

## 2018 – 2021

**APPROVED BY:** Board of Governors

**Name:** Mrs Dorothy Milner

**Position:** Chair of Governors

**Signed:** *D Milner*

**Date:** January 2018

**Review Date:** January 2021



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## 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/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting 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/setting 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/setting.

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 Flookburgh CE School, we have a commitment to equal opportunities for all members of the school/setting 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/setting 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 accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan –See Appendix 1

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

Flookburgh CE School strives to ensure that the culture and ethos of the school is such that, whatever the abilities and needs of members of the school/setting 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

Flookburgh Church of England School is a much smaller than average-sized primary school and nursery in South Cumbria which serves the rural communities of Flookburgh, Cark, Holker and Ravenstown.

There are currently 73 pupils on roll; 64 pupils in Reception to Y6. The Nursery has a staggered entry over the three school-terms, increasing the number of pupils on roll throughout the year. We currently offer 15 hours of free Nursery provision for 3-year olds during the morning sessions however, the school is currently exploring options to possibly increase this provision to offer up to 30 hours per week for eligible families.

There are **four**, mixed-age, classes taught in the **morning**:

**EYFS and KS1:**

**Class 1** – Nursery/Reception

**Class 2** – Y1/Y2

**KS2:**

**Class 3**- Y3/Y4

**Class 4** – Y5/6

There are **three**, mixed-age, classes taught in the **afternoon**:

**Class 2** – Reception/Y1/Y2

**Class 3** – Y3/Y4

**Class 4** – Y5/Y6

The main school building is approximately 45 years old and houses pupils from Reception to Year 6; the purpose-built Nursery building was opened in .....

The school has extensive grounds, including a woodland area and hard-standing playground.

The vast majority of pupils in school are from a White British background with very few pupils eligible for Free School Meals. Pupils eligible for the Pupil Premium is currently 8% with 5% of pupils currently having a SEND.

## 7. DEVELOPMENT

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

#### Flookburgh CE School

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

## **7.2 Information from Pupil Data and School Audit**

Flookburgh CE School is a one storey building for the purpose of community access. A review of access arrangements for any staff access areas will be undertaken when a need arises and will reflect consideration of appropriate reasonable adjustments.

There is one main entrance to the front of the Main School leading from Winder Lane, which is both wheelchair and buggy accessible. The main building also has two, disabled toilets including one which is adapted as a First Aid room, including shower facilities. There are also baby-changing facilities within the First Aid room. The second entrance is to the purpose-built Nursery Building; this is both wheelchair and buggy accessible via its ramp.

Nursery and Reception Staff undertake home visits prior to admission whereby any need or disability can be discussed and catered for or, that reasonable adjustments can be made to reduce and eliminate barriers to access to the curriculum and to facilitate full participation in the community for all pupils and prospective pupils.

The Headteacher is fully conversant with Equalities legislation, briefing staff and introducing any reasonable adjustments to the physical building, curriculum and extended provision as appropriate. This includes high-visibility paint on outside steps to cater for pupils with a visual impairment.

Staff monitor and ensure that all pupils have appropriate provision and resources, and are charged to note, record and limit areas of the curriculum to which pupils with a limiting condition have reduced or no access, as and when, a need arises.

The Headteacher closely monitors attendance, progress and attainment for all pupils.

School policies support pupils with all medical conditions, reflecting on time-tabling, anti-bullying strategies, off-site visits and teaching and learning.

- At the start of the academic year 2017/2018 there are 2 pupils on the school roll regarded as disabled under the terms of the DDA.
- Our annual development plan continues to take into account the needs of our whole pupil population as well as the needs of its wider community.
- The school acknowledges that pupils with a disability who are currently in nursery education at another setting or, in alternative primary education, may wish to come to our school. Through dialogue with the Local Authority, agencies and other providers, Flookburgh School will support students with disabilities, pre-identifying and making reasonable adjustments where possible.

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

- liaise with the Local Authority and any previous settings to identify and therefore plan a response for pupils with a disability well before they arrive;
- improve the information dissemination from our SENCo and Class Teachers;
- 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 pupils;
- use all available data to inform the planning of individual pupil learning plans;
- 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**

Further development of this plan will be informed by the views and aspirations of disabled pupils themselves and the views and aspirations of the families of disabled pupils when appropriate to do so.

*We will:*

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for pupils who enrol at Flookburgh CE School;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff and specifically the SENCo, class teachers and support staff;
- set up a structure to allow the views of pupils, to be taken into account when relevant;
- 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/setting curriculum**

Flookburgh CE School will:

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

The accessibility plan contains relevant and timely actions 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; this covers improvements to the physical environment of the school and, physical aids to access education within a reasonable time frame.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include, hand-outs, newsletters, and information about the school and events. The information will be adapted and made available within a reasonable timeframe in varied, appropriate formats.

Flookburgh CE School Accessibility Plan relates to key areas of the school environment, curriculum and written information.

Whole school training will develop and continue raising awareness of staff and governors on equality

### **8.2 Improving the physical environment of the school/setting 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.

Flookburgh CE 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/setting 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**

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;

### **8.4 Financial Planning and Control**

The Head teacher, together with the Finance Committee, will review the financial implications of the Flookburgh CE School's Accessibility Plan as part of the normal budget review process. The objective is that over time our school's Accessibility Plan actions will be integrated into the School Development Plan.

FLOOKBURGH CE School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

Flookburgh CE School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit we shall:

- Incorporate appropriate, reasonable actions into an action plan, with definite time scales for implementation when responses highlight a need;
- 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**

At Flookburgh CE School we recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

The Senior Leadership Team and the governing body via the Finance and Property Committee will monitor the accessibility plan, identifying any revisions and particular consideration will be given to the physical accessibility of school buildings when general building work is undertaken.

### **9.3 The role of the LA in increasing accessibility**

Governors are mindful of the support offered by the LA in helping to achieve and promote school accessibility, providing training for staff and governors, support on capital building projects and promotion of collaboration through the provision of information aimed at sharing good practice.

### **9.4 Accessing the School's Plan**

The Accessibility Plan will be published on the school website with availability being promoted at regular intervals via the Headteacher's newsletter.

Flookburgh CE School 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 from the local authority, by seeking advice from other agencies and through a continuing programme of staff training.

## **10. RELATED POLICIES**

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

## FLOOKBURGH CE SCHOOL ACCESSIBILITY PLAN 2018 – 2021

### IMPROVING CURRICULUM ACCESS

Target	Strategy	Responsibility	Timeframe	Success Criteria
Review TA, STA and external 1:1 support deployment Intervention programmes and targeted support are in place	Pupil Progress Meetings and Data Analysis determine review of TA, STA and external 1:1 support deployment to facilitate rapid catch-up in identified areas linked to SIP priorities Intervention Programmes, including booster support, are in place for identified pupils	HT and Senior Teacher Subject Leaders Class Teachers External Support	Reviewed half-termly	Children access individual support as appropriate  Impact of intervention programmes is measured and escalated as appropriate Pupils make progress from their individual starting points Pupils 'close the gap' on their peers and are in-line with age-related expectations
Lease a Minibus for use by all pupils in school to enhance and enrich curriculum access and increase pupils' physical activity All eligible staff to undertake Minibus Competency Training	Review whole school curriculum to ensure inclusion of wider opportunities to enhance/enrich the existing curriculum through increasing access to environments beyond the school	HT and Governors Whole School Staff	On-going Reviewed Termly	School Minibus is leased All eligible staff have successfully completed minibus competency training Pupils' physical activity has increased throughout the school through off-site, planned curriculum excursions using the local environment
Pupils' Emotional Well-Being, Physical and Mental Health is actively managed in accordance with the school's Christian values and ethos	Cumbria Public Health 5-19 Service review of the school's needs have been identified Action Plan is in place Barnardo's working with school delivering specific programmes Kidsafe Programme is in place throughout school Healthy 'Tuck Shop' has been set-up to address pupils' break-time snack choices	HT and Whole Staff H&S Governors	On-going Reviewed Termly	Barnardo's and Kidsafe Programmes have been successfully implemented resulting in a reduction of the percentage of pupils requiring additional support through the EHA process Pupil's break-time snack choices reflect an increasingly healthy diet and an understanding of its importance to their long-term health and well-being

**FLOOKBURGH CE SCHOOL ACCESSIBILITY PLAN 2018 – 2021**  
**IMPROVING PHYSICAL ACCESS**

An Asset Management Plan including an Access Audit was carried out by Kate Nelson and Dorothy Milner in January 2018 and a number of recommendations made:

Report Ref.	Objective	Activity	Timescale	Cost £	Responsibility
Identified from Audit January 31 <sup>st</sup> 2018	To ensure Fire and emergency evacuation procedures and documentation are robust and that all staff and visitors know how to evacuate the building.	<ul style="list-style-type: none"> <li>Evacuation plan/ signs/ mapping to be developed for all stakeholders in the premises with specific adaptations for all pupils with difficulties and are relevant to pupils, staff and visitors with additional needs.</li> <li>Regular training for staff and review of the escape strategy, management controls and staff training needed as appropriate.</li> <li>Signage in reception area informing visitors that a scheme of evacuation is offered where appropriate.</li> <li>All 'Fire Exit' signage is checked, updated and monitored.</li> <li>Check current fire doors meet current specifications. (handle heights, door openings)</li> </ul>	Ongoing from January 2018		HT and Fire wardens with monitoring by the governor with responsibility from Health and Safety committee.
Identified from Audit January 31 <sup>st</sup> 2018	To improve accessibility and safety procedures for those with additional needs in the disabled toilet facilities offered in school.	<ul style="list-style-type: none"> <li>Implement installation of emergency assistance pull cord in disability toilet similar to that of system in place in disability washroom and wc near reception.</li> <li>Clarify procedures once support systems are in place and improve relevant signage to access.</li> </ul>	Ongoing from January 2018	tbc	HT, Business manager and governor monitoring. Covered within projected electric work in Summer 2018.
Identified from Audit January 31 <sup>st</sup> 2018	To improve the visual/physical access to the building through improved lighting and direction signage to the main reception area.	<ul style="list-style-type: none"> <li>Audit current visual signage with consideration for access from parking area for wheelchair users and those with additional needs.</li> <li>Liasion with contractors within electrical upgrade to ensure access route lighting supports safety for all stakeholders</li> </ul>	Carried out January 2018 To be completed within timeframe of projected installation work.	tbc	Local Authority project managers, HT, governor monitoring and business manager

## FLOOKBURGH CE SCHOOL ACCESSIBILITY PLAN 2018 – 2021

### 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 Delivery of information for parents with English as an Additional Language 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.
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.	On-going	The school is able to move forward with electronic reporting to parents.