



# HIGH HESKET C OF E SCHOOL

## ACCESSIBILITY PLAN

### 2020 – 2023

<b>Approved by<sup>1</sup></b>	
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<b>Date:</b>	1/10/2020
<b>Review date<sup>2</sup>:</b>	Oct 2023

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

<sup>2</sup>This document should be reviewed every 3 years

## 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
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
8	School review/update	October 2020

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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 are 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 Accessibility Plan details how we will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how we will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In High Heskett C of E School, 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 school 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 will address the priorities identified in the plan

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.

We strive 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

High Hesket CE School is a Church of England Voluntary Controlled School. The number on roll is currently 162 FT + 17 PT pupils. The percentage of pupils taking free school meals (FSM) is 0.006%, well below the national average of 17.3% (DfE stats 2020).

The School building dates back to 1853 with several extensions being added over the years. The last in August 2016 was a classroom which gave the space to become one form entry. We have a PAN (published admission number) of 25.

9.67% of our pupils have special educational needs plus a small group of pupils who have other learning or medical needs. There are almost equal numbers of girls and boys.

100% of our pupils enter the school from High Hesket Nursery, private nurseries or settings other than the home. As a result, attainment and maturity ranges from below average to above average. The majority of children entering Reception class have attended our nursery class so are well known to us, we work closely with pre-school settings by regular visits by members of our staff. In the term prior to starting school in previous years in September, all children who had applied to the school for a place were offered visits to the school for one full day. This allowed them to settle quickly. The area takes in the villages of High and Low Hesket, Southwaite. There are few amenities available locally. The immediate area is relatively prosperous and is a commuter area for professional families travelling to Penrith to the east and Carlisle to the north. There is 2.79% of pupils with ethnic background. 74% of our pupils come from outside our official catchment area, usually south Carlisle. They are attracted to our school because of its reputation and its extended school facilities. The school was graded Outstanding in all areas by Ofsted, September 2014. Our SIAMs inspection in 2020 also graded the school Good in all areas. We have a breakfast club which operates from 7.45 a.m. each morning and an after-school club which operates to 5.30 p.m. each evening. Over an average week, over 30% of the pupils use both the breakfast club and the after-school club. Almost 13% of our children come from one-parent families.

We are a Voluntary Controlled School with a strong Christian ethos which develops the whole child. We never experience problems attracting staff and currently have a full teaching staff complement. The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has fully ramped access and is accessible to wheelchair users throughout the building. Our reception area is accessible to disabled people and we have had a hearing link fitted for those with impaired hearing in the school hall and one classroom. We have one disabled toilet with shower. 1.85% of our pupils have English as an additional language.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team



## 7. DEVELOPMENT

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

*Our 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

- *Key starting point should be assessments of:*
- *The school has identified that we have, as at the start of the academic year 2020/2021 six Pupils regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired 1, Autistic 4, PDA 1.*
- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*

*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/setting community.*

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### 7.3 Views of those Consulted during the development of the Plan

The plan should be 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;
- You should show how the views of different groups have influenced the plans.

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 students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, 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.

We plan 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.

*High Hesket CE School will respond to each individual child's needs as and when they arise. The school is committed to fully inclusive education. The school will recruit carefully in order to provide the best possible support and all relevant training will be put in place. Appraisal objectives will be put in place as required.*

*This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.*

*School expects to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that school is planning and preparing to respond to the particular needs of individual pupils.*

*Governors will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:*

- *consideration of whole-school of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*

- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding 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;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through 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;*
- *consideration of 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;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;*
- *taking 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;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*
- *enhancing 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.*

## **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.

The school liaises with Health and safety consultants who have completed an Access audit for the governors.

Any alterations or building works undertaken at the school takes this audit into consideration at the initial planning stage.

The Health and Safety/Premises governors are responsible for implementing, monitoring, evaluating and reporting on the plan.

See Appendix A – Access Audit.

The Governing body will consider and record reflection upon all areas of the physical environment such as:

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devises.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

### **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 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.

High Heskett CE School will provide and/or make available, to any child requiring it, any information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled children. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The Governors may decide this is to be achieved, by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- *Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

## 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.

**High Heskett 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

*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:*

- *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

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

**High Heskett CE School** recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Health and Safety/Premise Governors will report on the accessibility plan and identify any revisions as necessary including:

- *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 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 will, when appropriate, comment/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 are aware of support services that provide advice to school 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 school how information can be provided in a number of different formats.*

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

- *Plans will be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school/setting to ensure that is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying materials around the school.*

*This will be done through:*

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*
- *open evening/parents' forum with this as a theme.*

*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 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 and staff.*

## **10. RELATED POLICIES**

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
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures & Unreasonable complainants Policy

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**HIGH HESKET SCHOOL ACCESSIBILITY PLAN 2020 - 2023**  
**IMPROVING THE PHYSICAL ACCESS AT HIGH HESKET SCHOOL**

An Asset Management Plan/Access Audit was carried out by Barbara Ross, Safeguarding, Health & Safety (Property) Adviser, KAHSC in Dec 2014 and a number of recommendations made and rectified: The school is taking these into account as alterations are made to building and as/when required/funds allow.

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
<b>Checklist A - CAR PARKING AND APPROACH</b>					
Parking	There is a small car park to the front of the school hall for staff and visitors but there is no designated parking space marked out for disabled people. A reserved car parking space could be allocated for disabled people. Additional car parking is available on the road side adjacent to the school.		TBC		
Surfaces of approach	Check route regularly to ensure jointing and pointing of paving flags is maintained.		Dec 2020		
Street and grounds furniture	Introduce regular check to walking route to ensure free from projecting hazards.		ongoing		ongoing
<b>Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>					
External ramps	<p>An external ramped path has been constructed but general design and gradient is unsuitable for independent wheelchair use. The path could be improved with some kerb protection and handrails.</p> <p>Keep ramp path to main entrance clear of permanent obstruction and projecting hazards.</p> <p>An alternative suitably graded ramp or provision of outdoor wheelchair lift should be constructed when future planning of school development. It may be possible to investigate and alter current external steps/flagged approach to the main entrance/school office when the construction of new reception and office area is undertaken.</p>		<p>End 2022</p> <p>TBC</p>		



External steps	<p>Keep steps to main entrance clear of permanent obstruction and projecting hazards.</p> <p>Steps to main entrance would benefit from colour contrasted handrails, tactile warning surface to top and bottom of steps and nosing that extend full width of the tread and riser.</p> <p>Steps from AG031 would benefit from colour contrasted handrails and step nosing marked to clearly define.</p> <p>External steps outside AG025A and step from external door G010c and AG035 should have colour contrast nosing marked to clearly define.</p>	<p>ongoing</p> <p>Paint edges Dec 2020</p> <p>Review 2021</p>		
<b>Checklist C – ENTRANCES, INCLUDING RECEPTION</b>				
Entrance doors and thresholds	<p>When replacing main pupil and parents/visitors entrance doors re-design to provide clear width opening of at least 800mm with closer mechanism to help reduce opening/closing pressure. Also replace/review door furniture and install doorbell to summon help.</p> <p>All external doors should also have vision panels to allow visibility at standing and seated levels.</p> <p>Door entrance thresholds should be level. Provide saddle or wheel chair threshold ramp alleviate problem if levelling not possible.</p> <p>Improve colour contrast between architrave, door and handles.</p>			
Reception areas inc desks, seating and lighting	<p>Install induction loop for hearing aid users to reception/office area.</p> <p>Ensure colours of furniture, seating, walls and flooring is contrasted and non-reflective.</p> <p>Undertake regular checks to reception/waiting area to clear any surplus/stored items.</p>			

Signs	Improve directional and information sign identifying hall, spectator facilities, offices and WC provision (including wheelchair accessible facility) and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.				
<b>Checklist D - CORRIDOR AND ASSEMBLY AREA</b>					
	Lateral circulation, width of corridors	The majority of circulation and corridor spaces would be suitable for wheelchair users.			
	Obstructions and projections in corridors	Ensure surplus furniture and equipment is not left in corridors or assembly points.			
	Internal directional signs	Provide directional signage, using recommended size, colour contrast and typeface, supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities.			
	Lighting, floor surfaces and tonal contrasts of surfaces	<p>Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.</p> <p>Colour contrast (with matt finish) between floors, walls, doors and ceilings to be updated during routine maintenance programme.</p>			
<b>Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)</b>					
	Internal ramps	Ramp/gradual level change in corridor AG027b and off room AG009A should have tactile warning (top and bottom) and sign (using colour contrast and recommended typeface) to indicate level change.			

<b>Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)</b>					
	Internal stairs	There are stepped internal level changes in Block A in some classrooms and circulation spaces. Installation of ramp or platform wheelchair lift should be investigated for suitability if no alternative provision can be provided in the future. All step nosing should be clearly identified and extend full width of the tread and riser.			
	Provision of handrails and landings	N/A	N/A		
	Provision of visual and audible signals	Ensure steps are identified by sign information.			
<b>Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)</b>					
	Internal doors	Review internal doors in Block A and programme replacement to ensure minimum clear width of door leaf opening of at least 750mm, vision panel (minimum zone of visibility between 500mm and 1500mm) and easy grip door furniture. Colour contrast and matt finish required between door, architrave and door furniture.  Check all door closer mechanisms for correct opening/closing pressure action.			
<b>Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS</b>					
	Access to and in dining areas/assembly	Ensure surplus furniture and equipment is not left in dining	ongoing		New dining tables purchased Sept 2020

	hall/entertainment spaces	<p>areas/assembly hall/entertainment spaces.</p> <p>Improve artificial lighting with adequate lux level to avoid creating glare, pools of bright light and strong shadows.</p> <p>If the school governors lease out the premises then as landlord of these premises they will need to consider the implications of the Equality Act 2010 and not treat disabled people less favourably than a non-disabled person. The access into the hall from road/carpark and WC facilities would not be suitable for a disabled person and consideration should be given to improve the facilities for future use.</p>			
	Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast.			
<b>Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS</b>					
	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.</p> <p>Improve artificial lighting with adequate lux level to avoid creating glare, pools of bright light and strong shadows.</p> <p>If the school governors lease out the premises then as landlord of these premises they will need to consider the implications of the Equality Act 2010 and not treat disabled people less favourably than a non-disabled person. The access into the hall from road/carpark and WC facilities would not be suitable for a disabled person and consideration should be given to improve the facilities for future use.</p>			
	Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast.			

Checklist J - WC PROVISION – ALL TOILET AREAS					
	Staff (male & female)/visitors WC	<p>Designated staff/visitors WC AG005a and AG006a would not be accessible to wheelchair users. AG006a could be improved and useable by ambulant disabled people with the provision of grab rails.</p> <p>Future development of WC AG005a and AG006a would benefit from colour contrast and non-reflective tiles behind sink , taps, locks and light switches should be replaced with easy grip/operated ones for manageability for all users.</p>			
	Pupil toilets	<p>Pupil toilet provision AG032, AG030, AG013a and AG012a would not be accessible to wheelchair users. Redesign would allow adaption for disabled usage but would reduce total number of toilet facilities.</p> <p>Future replacement of door handles, locks and light switches should be replaced with easy grip/operation for manageability for all users. Colour and non-reflective contrast between fittings, floors, walls, doors and ceilings to be updated during routine maintenance programme.</p>			
Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT					
	Wheelchair accessible	BG003 toilet facility is wheelchair accessible and has a shower facility.			Previous changing unit removed to provide greater access to shower.

<b>Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE</b>					
	Noticeboards, publication and other materials provided for pupils, parents and other users	Review all public information including school website and prospectus (if applicable) and consider provision in alternative formats such as large print, Braille and audio-tape. Ensure colours on the website do not discriminate against those with visual impairments.	<b>New website 2019</b>		
	Routes clear and obstructions removed	Check traffic routes for surplus furniture and equipment and remove obstructions.	<b>ongoing</b>		
	Maintenance of heating, emergency lighting and alarm system	Confirm adherence to regular checking and servicing of systems.	<b>Regular checks ongoing</b>		
<b>Checklist M - MEANS OF ESCAPE</b>					
	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 individuals needing assistance.  Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises used for concerts, plays and fairs outside normal school hours.			
	Fire exits and escape routes	Review external evacuation/fire doors and improve to minimum single leaf door width opening, provide vision panels and ensure door furniture can be operated with one hand. Door thresholds and any small steps should be redesigned to remove to enable ease of escape.  Colour contrast required between door/architrave and door furniture.  Check all door closer and exit mechanisms for correct opening/closing pressure action. Fire exits and escape routes must be checked for compliance as part of regular fire risk assessment checks.	<b>Regular fire checks</b>		

**APPENDIX A(i)**

		<p>Check all door closer and exit mechanisms for correct opening/closing pressure action.</p> <p>Fire exits and escape routes must be checked for compliance as part of regular fire risk assessment checks.</p>			
	Emergency lighting and warning system	<p>Ensure regular checks and servicing of systems.</p> <p>Consider personal vibrating alarm for use by people with disabilities in assembly hall/entertainment spaces.</p>	Regular service		
	Safe refuge areas in event of fire	PEEP (Personal Emergency Egress Plan) and GEEP (General Emergency Egress Plan) should be reviewed regularly to take into account the need for safe refuge areas.	St Mary's Church		

**HIGH HESKET SCHOOL ACCESSIBILITY PLAN 2020 - 2023****IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT HIGH HESKET SCHOOL**

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 if requested	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	ongoing	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.	Sept 2019	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	Ongoing support Hearing	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 from Autumn 2019	School is more effective in meeting the needs of pupils.







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