



*Learning together, valuing all,  
enjoying and achieving*

# ACCESSIBILITY PLAN

## 2023 – 2026

*DRAFT September 2023*

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



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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 several 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 must not discriminate against a pupil because of something that is a consequence of their disability.

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

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

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

## 2. Definition of disability

Under the 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.

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

### **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.

## **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 that the pupil faces in comparison to their 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.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC)

provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). 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 are required 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.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

#### **4. Public sector equality duty (PSED)**

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

#### **5. Aims of the Accessibility Plan**

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.

In North Lakes 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 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.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. When the final plan is complete a set of action plans will be attached showing how the school will address the priorities identified in the plan.

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 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.

## 6. 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.

## 7. Contextual information

North Lakes School is a Community Junior School, built all on one level with multiple ground level access on the west side of the market town of Penrith in the Wetheriggs estate. Established in 1972, the school has long enjoyed a reputation as a creative and inclusive school. The school serves a large catchment area and a socially diverse community on the west and of the town. Some children from outside the catchment area also attend the school.

In 2023-24 the school is organised into 7 mainstream classes: Buttermere, Coniston and Ullswater (Y3/4); Elterwater and Rydal Water (Y5); Bassenthwaite and Crummock Water (Y6). North Lakes School also operates a Resourced Provision for up to 9 children with complex or profound Special Educational Needs, and children from this Provision are integrated as far as possible within the mainstream classes. There are 10 teaching staff and a Deputy Headteacher/ SENDCo, 12 teaching assistants, a Business Manager and an Admin Support Assistant. The lunchtime team consists of 8 Midday Supervisors and 2 kitchen staff. The Headteacher, Nicole Spibey, was appointed in September 2023.

North Lakes School was inspected in September 2018 and recognised by Ofsted as a good school with many strengths. The quality of teaching and learning is a priority, and staff are fully committed to school improvement. Latest research is used to underpin developments such as Mastery Maths, Close Reading and the Thrive Approach to support emotional needs. North Lakes was reaccredited with the Inclusion Quality Mark Award in 2018 for its work with children with Special Educational Needs.

The School believes in equal opportunities for all children, irrespective of social background, culture, race, gender, physical disabilities or ability. In order to ensure future progress and success, the School aims to provide a curriculum that is broad and balanced. The School believes that it should provide a learning environment that is motivating, exciting and caring, in order for a child to develop a sense of high self-esteem and academic achievement and to be able to fulfil their potential. Independence and a healthy life style are promoted throughout the school, and its goal is to develop tolerance and fairness at school and in the wider community.

North Lakes School works very closely with its parents, community and its feeder infant school, Brunswick Infants in Penrith. The majority of pupils transfer to either Ullswater Community College or Queen Elizabeth Grammar School.

The children enjoy extensive playing fields with a trim trail, a MUGA pitch, an adventure trail, a wildlife area and large playgrounds, both at the front and back of the school. The school is well resourced, especially in Computing. The recently refurbished school buildings are on a large site in pleasant surroundings, with views out of town of the Lakeland fells. The school is surrounded by suburban housing and is within walking distance of the town centre and both Secondary Schools.

Pupils who attend the school have a wide range of needs and characteristics, as described and updated annually in the Single Equality Statement.

## **8. Development of the plan**

### **8.1 Vision, Mission and Values**

#### VISION

We are committed to ensuring lasting achievement for all in a safe, inclusive and happy environment. We will empower children to be resilient and responsible members of our world, and to become respectful, inspired lifelong learners who embrace challenge.

#### MISSION

As staff, governors, parents and carers of North Lakes School we will be creative, passionate, open minded and effective, so that our children will be happy enthusiastic and successful lifelong learners.

*To do this we will provide a deep and rich curriculum that is innovative and inspiring. We will ensure that our school is positive and inclusive, and focused upon individual achievement.*

*North Lakes 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.*

## **8.2 Information from pupil data and school audit**

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2023/2024 57 of North Lakes students regarded as having a disability within the meaning of the Equality Act. There are 4 students with Physical Medical issues including Epilepsy and Diabetes, 24 students have communication and Interaction disabilities including Autism. There are 23 with Cognition challenges and 14 with social and emotional behavioural challenges. They may have other challenges e.g. Sensory/ physical; it is not their first identified need.
- Our annual School Improvement Plan considers the needs of our diverse student population as well as the needs of its wider community.
- We will be identifying students wishing to join us from feeder schools this term. This will be confirmed in the Summer term of 2024. We know of 3 students with EHCPs coming from our Feeder schools, 1 to our Resourced Provision/ 2 to mainstream. A child from Cumberland has expressed an Interest in the Resourced Provision and there are 2 other children who may seek a place in RP We will Identify any other additional children on Support and EH/ EHCP- in the Autumn Term and confirm Summer 2024.

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;
- liaise closely with Brunswick Infant School and Beaconside Primary School to identify needs of future pupils, year by year;
- always encourage parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

At the time of writing in September 2023,

- Staff have a good overall awareness of Equalities legislation;
- A number of disabled pupils participate in the life of the school with good attendance. Pupils enjoy good access to most areas of the curriculum and are supported to engage fully with their peers; they have full access to all areas of the school building as required;
- Disabled pupils are welcomed to take part in after school clubs and school visits where suitable to their needs;
- The needs of disabled pupils are met specifically through clear policies and practices around supporting pupils with medical conditions, access to different learning spaces, individual timetabling, whole school inclusion and anti-bullying strategies, supported off-site visits and access to mainstream teaching and learning as required;
- The physical environment of the school is planned and adapted over time to better meet the needs of all pupils – for example with the Resourced Provision refurbishment project in summer 2023;

- The curriculum in each subject area is planned with the access needs of disabled pupils in mind;
- Outcomes over time for disabled pupils including internal assessments, and end of key stage results are good when compared to similar pupils nationally. Achievements in extra-curricular activities such as horse riding depend very much on individual needs, but access is always encouraged.

### **8.3 Views of those consulted during the development of the plan**

This Plan reflects the current situation in school at 2023, which has been informed by previous Access Audits, and ongoing consultation with parents, pupils, governors and staff. To inform future developments, 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/ PDBA Committee/SEND governor;
- consult staff including specifically the SENDCo;
- set up a structure (using Frog and/or Google Forms, and face to face consultations) to allow the views of students, both able and disabled to be considered;
- 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 (eg Equality Act Audits, [www.ea-audits.com](http://www.ea-audits.com));
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## **9. Scope of the plan**

### **9.1 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 maximise 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.

The school will ensure that teaching and learning is accessible through school and classroom organisation and support, including deployment of staff, timetabling, curriculum options and staff information and training. Where required, the school will arrange specific staff training and development to be able to meet the needs of pupils and ensure access to a full, broad and balanced curriculum.

Adjustments to access will be dependent on individual needs and may be provided through the SEND framework, but the school will plan to improve progressively access to the curriculum for all disabled pupils. Actions to enhance teaching and learning opportunities for all those in the school community with disabilities may include:

- consideration of whole-school ways 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;
- 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 Thrive, first day absence response, can enhance attendance and participation;
- consideration of how classroom/group organisation can be targeted to ensure that all pupils achieved increased levels of school success;
- action to increase curriculum flexibility to improve access to appropriate learning and support individual progress;
- application of the SEND Code of Practice to improve pupil attainment through effective communication regarding specific pupil needs;
- liaison and communication with external agencies to support and enhance pupils' access to the curriculum;
- identifying staff training needs to meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.;
- identifying pupil peer support mechanisms and how the school can ensure 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;
- taking action 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 school's ability to include those with disabilities.

## **9.2 Improving the school's physical environment 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 commissioned an Equality Access Audit in 2013 and responded to the recommendations made. The school is aware of its duty to improve the physical environment of the school and physical aids to access education. The physical environment includes items such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, hoists, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts,

widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover items such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The school will consider adaptations and changes to be made to many aspects of the building, where possible, including:

- 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.
- Provision of sensory areas and / or quiet spaces for neurodivergent pupils and those with mental health issues such as anxiety disorders.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.
- Auditing the use of, and methods of displaying, materials around the school.
- Improvements of storage implications for wheelchairs and other mobility devices.

### **9.3 Improving delivery of information that is provided in writing for disabled pupils**

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 where needed;
- investigate ways of communicating effectively with disabled parents and carers.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities as required. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats if needed 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.

## **9.4 Financial planning and control**

The Headteacher with Senior Management Team, together with the Leadership & Management Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The result will be that over time School Accessibility Plan actions will be integrated into the School Improvement Plan.

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

## **10. Implementation**

### **10.1 Management, coordination and implementation**

The School Leadership Team/Governing Body 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 time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan;
- present the plan to the school community 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.

### **10.2 Monitoring**

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

The Personal Development, Behaviour and Attitudes Committee will review the Plan every three years, but will review the Action Plan annually, to evaluate:

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

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

The school will continue to communicate with and work closely with Westmorland and Furness Council to address identified targets and improvements needed in school. The Council may provide:

- 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.;

- collaboration through the provision of information aimed at sharing good practice;
- liaison between special and mainstream schools to share expertise and pupil placement;
- information on support services that provide advice to schools/settings and staff;
- specialist help to identify ways forward in increasing the inclusion of all pupils;
- planning and funding for building adaptations to refurbishment and capital building works;
- guidance on how information can be provided in a number of different formats.

#### **10.4 Accessing the school's plan**

The Accessibility Plan will be made available to all through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the school newsletter of the availability of the plan;
- mention during an open evening/parents' meeting of how to access the plan.

The school will aim to ensure that the plan is available in different formats where requested.

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

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

### **11. Related policies**

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

- Curriculum Policy and individual subject policies
- Single Equality Statement, and Equality Policies
- Health & Safety Policy and procedures
- Inclusion Policy, SEND Information Report, and School's Local Offer
- Off-Site Visits Procedures
- School Positive Behaviour Policy & procedures
- School Improvement Plan
- Asset Management Plan
- Complaints Procedure

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