

OUGHTERSIDE FOUNDATION SCHOOL

ACCESSIBILITY PLAN

2023 – 2026

|  |
| --- |
| Approved by1 |
| Name: | Sarah Kirkbride  |
| Position: | Head Teacher |
| Signed: |  |
| Date: | 15th November 2023 |
| Review date: | September 2026 |

**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 | Template used from KAHSC and developed to fit our setting.  | September 2023 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**CONTENTS**

[1. Introduction 1](#_Toc141783173)

[2. Definition of disability 1](#_Toc141783174)

[3. Reasonable adjustments 2](#_Toc141783175)

[4. Public sector equality duty 3](#_Toc141783176)

[5. Aims of the accessibility plan 3](#_Toc141783177)

[6. Key objectives 4](#_Toc141783178)

[7. Contextual information 4](#_Toc141783179)

[8. Development of the plan 4](#_Toc141783180)

[8.1 Vision and values 4](#_Toc141783181)

[8.2 Information from pupil data and school audit 5](#_Toc141783182)

[8.3 Views of those consulted during the development of the plan 6](#_Toc141783183)

[9. Scope of the plan 6](#_Toc141783184)

[9.1 Increasing the extent to which disabled pupils can participate in the school curriculum 6](#_Toc141783185)

[9.2 Improving the school’s physical environment to increase the extent to which disabled pupils can take advantage of education and associated services 7](#_Toc141783186)

[9.3 Improving delivery of information that is provided in writing for disabled pupils 8](#_Toc141783187)

[9.4 Financial planning and control 9](#_Toc141783188)

[10. Implementation 9](#_Toc141783189)

[10.1 Management, coordination and implementation 9](#_Toc141783190)

[10.2 Monitoring 10](#_Toc141783191)

[10.3 The role of the LA in increasing accessibility 10](#_Toc141783192)

[10.4 Accessing the school’s plan 10](#_Toc141783193)

[11. Related policies 11](#_Toc141783194)

|  |  |
| --- | --- |
| Appendix A (i) | Template Plan (Improving Access to the Curriculum) |
| Appendix A(ii) | Template Plan (Improving Access to the Physical Environment) |
| Appendix A(iii) | Template Plan (Improving Access to Written Information) |

***This page is intentionally blank for printing purposes***

## 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’.

## 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.

## 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](https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-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.

## 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.

## 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 Oughterside Foundation 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. Attached is a set of action plans showing how the school will address the priorities identified in the plan *(Appendix A)*

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.

## 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](http://www.education.gov.uk/schools/teachingandlearning/curriculum)) 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.

## Contextual information

Oughterside Foundation School lies in West Cumbria, not far from the coast. The closest large village is Aspatria, which is less than 2 miles away.

The village itself, does not have access to a vast range of services, but there is a Local Public House, which also provides a village shop for the villagers. Aspatria has more amenities, including mini-markets, a post office, cafes, shops, a petrol station, take-aways, beauticians / hairdressers and a church.

We are a foundation school, which means that we are run by our Governing Body, however, we still have the support of County Council.

At the time of writing, we currently have 56 pupils on roll, ranging from 2 – 11-year-old. We have a high proportion of children in receipt of Pupil Premium Grant (41%) and a high proportion of SEND too. Our children have a wide range of abilities, but we are proud that we provide an inclusive environment that promotes all pupils to reach their potential.

The school has a vast site for the number of pupils on roll; with a playground to the front of the school, one to the rear of the school and a field area with play equipment on.

 We have a good relationship with the parish council and have now built up links with other organisations in the area to support both children’s well-being and learning, but also to expand links within the community. The school is also part of ASSP (Aspatria Small Schools Partnership), who work together to provide opportunities for the pupils in our school and also professional development opportunities for staff.

## Development of the 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.

### Information from pupil data and school audit

We are a small village school with 56 pupils on roll. We have a number of children with SEND; some with official diagnosis (ADHD, ASC and Language Disorder), and other children who are awaiting a diagnosis. We have, in the last couple of year, adapted areas of the school to support pupils who have additional needs, and will continue to use our accessibility audit and professional guidance to make adaptations to best support the pupils in our care.

In order to ensure our school is accessible to all pupils, we will endeavour to:

* Increase the level of staff awareness of Equalities legislation;
* Monitor the presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access;
* Evaluate the impact on disabled pupils of the way the school is organised, for example, school policies and practices around supporting pupils with medical conditions, timetabling, anti-bullying strategies, off-site visits and teaching and learning;
* Take into account, and adapt where necessary, the physical environment of the school;
* Make adaptive teaching a priority so that the curriculum is accessible to all;
* Evaluate and improve ways in which information is currently provided for disabled pupils;
* Have high aspirations for the outcomes for disabled pupils including exams and end of key stage results and achievements in extra-curricular activities.

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 **6** students are regarded as having a disability within the meaning of the Equality Act. These can be grouped as:
* visual impairment **– 0 Children**
* hearing impaired **– 2 children**
* physical mobility problems (non-wheelchair users) **– 0 Children**
* wheelchair users  **- 0 Children**
* ADHD **– 2 children (although others currently going through the diagnosis process)**
* Autistic **– 2 children (although others currently going through the diagnosis process)**
* Epileptic  **0 Children**
* mental health (e.g., anxiety disorders)– **0 children**
* Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.
* **No** students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

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

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

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

*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, safety committee;*
* *set up a structure 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;*
* *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## Scope of the plan

### 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.

Where necessary, staff will receive appropriate professional development to ensure that they are trained to support any pupils (or other adults), with disabilities or SEN.

This helps 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.

We will ensure the curriculum is accessible for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

Governors will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. This includes:

* 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;
* 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 school’s ability to include those with disabilities.

### 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 has recently had an accessibility audit completed by Kym Allan Health and Safety Consultants. This enabled us to look at the school and how we can look to develop access moving forward. This has allowed an action plan to be put in place and priorities have been identified. This is monitored by the Head Teacher, and any actions needed are discussed at Governance level to be approved.

The Governing body will want to 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.
* Provision of sensory areas and / or quiet spaces for neurodivergent pupils and those with mental health issues such as anxiety disorders.
* 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 school funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

### 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;
* 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.

The Head Teacher will prepare information consistent with the aims and objectives of the accessibility plan and who will monitor the plan and report on it to governors.

The Governors may wish to decide how this is to be achieved. Examples are:

* 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.

### 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.

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

## Implementation

### Management, coordination and implementation

When necessary, our Head Teacher willl 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;
* plan 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.

### Monitoring

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

Governors will be required to comment on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

* Success in meeting identified targets;
* Changes in physical accessibility of school buildings;
* Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school’s/setting’s ability to promote access to educational opportunities for pupils with disabilities;
* Improve levels of confidence in staff in reducing the obstacle to success for pupils with additional needs;
* Recorded evidence that increased number of pupils with disabilities are actively participating in all areas of 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.

### The role of the LA in increasing accessibility

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

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

### Accessing the school’s plan

For those pupils and staff who may need alterations made to plans / resources to make them more accessible, we will:

* *Investigate symbol software to support learners with reading difficulties.*
* *Raise awareness of font size, colour palettes and page layouts will support pupils with visual impairments.*
* *Audit the school library to ensure the availability of large font and easy read texts will improve access.*
* *Audit signage around the school to ensure that it is accessible to all is a valuable exercise.*
* *Audit 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;*

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

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

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

## Related policies

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

* Curriculum details
* Equality Policy, Action Plan and Objectives
* Staff Training and Development Plan
* Governor Training Plan
* Health & Safety Policy and procedures
* Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
* Off-Site Visits Procedures
* School Behaviour Policy & procedures
* School Development Plan
* Asset Management Plan
* Complaints Procedure

***This page is intentionally blank for printing purposes***

|  |
| --- |
| **OUGHTERSIDE FOUNDATION SCHOOL** |
| **ACCESSIBILITY PLAN 2023 – 2026**  |
| **IMPROVING ACCESS TO THE CURRICULUM** |
| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** | **Date Complete** |
| Revised training for all staff in teaching children with a hearing impairment. | Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child. | All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. | Spring Term 2024 | Hearing impaired child is successfully included in all aspects of school life. |  |
| Training for staff in theidentification of and teachingchildren with ASD and otherspecific learning difficulties. | All staff attend appropriate training. Outreach provision from external agencies. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Autumn 2023 and ongoing  | Children with ASD are successfully included in all aspects of school life. |  |
| All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school and extra-curricular provision to ensure compliance with legislation  | All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Autumn 2023 but ongoing to ensure inclusivity.  | Increase in access to all school activities for all disabled pupils |  |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process.Furniture to be appropriate to suit the learners in each class.  | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | December 2023 | Increase in access to the National Curriculum |  |
| Review TA deployment | In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours. | Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. | Reviewed Annually | Children who need individual adult support to participate in some activities have access to this support. |  |
| Adaptive Teaching Training  | External training but also continuous internal monitoring to ensure effective practice is in place.  | Pupils will be supported / challenged accordingly – ensuring that adequate adaptation is made to encourage confidence and enhance learning, without placing a ‘glass ceiling’ for children.  | Training – Autumn 2023 Continuous monitoring.  | All children provided with the tools and approaches they need to achieve their potential and be successful.  |  |

|  |  |
| --- | --- |
| IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT (Audit completed by Kym Allan Health and Safety Consultants) | Z:\BUSINESS FOLDER\SERVICE DELIVERY & MARKETING\Logo 2016\Kym Allan KA Icon.jpg |
| **School/Building:** | Oughterside Foundation School  |
| **Address:** | Oughterside, Wigton, Cumbria. CA7 2PY |
| **Auditor:** | Paul Wanless, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC) | **Date of Survey:** |  03/10/2023 |

|  |
| --- |
| **TIMESCALE:** |
| **Priority M -** This requires immediate action - even if there is no issue at present, a policy/procedure should be developed ahead of the issue arising.This item centres on management of the building or policy. | **Priority 1 -** Action recommended immediately.This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.  | **Priority 2 -** As soon as practicably possible for the recommendation.This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g., signage.  | **Priority 3 -** In relation to the recommendation this could be as routine works or when next decorating / refurbishing.This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-today maintenance.  | **Priority P -** These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out. |

| **Audit Report Ref No.**  | **Item** | **Activity** | **Priority** | **Est Cost** | **Actioned by** | **Date actioned** |
| --- | --- | --- | --- | --- | --- | --- |
| 3.2.3 | External Access Routes | Check pedestrian approach route lighting during the hours of darkness and liaise with the Local Authority to improve if necessary. | **2** |  |  |  |
| 3.2.4 | External Access Routes | Address the issue of wayfinding signage to direct disabled users to the appropriate school entrance and any disabled parking facilities. | **2** |  |  |  |
| 3.3.1 | Car Parking | Review the current parking arrangements and provide appropriate designated disabled parking provision, including wayfinding signage. Further guidance on design of designated disabled parking bays can be found in sections 1.14 – 1.18 of [Approved Document M: access to and use of buildings, volume 2: buildings other than dwellings.](https://www.gov.uk/government/publications/access-to-and-use-of-buildings-approved-document-m)  | **M** |  |  |  |
| 3.4.2 | Entrances & Reception Areas | As part of a wider project to improve accessibility to the school, consider creation of an accessible entrance in order to facilitate better access for wheelchair users and those with severe ambulant mobility issues. | **3** |  |  |  |
| 3.4.3 | Entrances & Reception Areas | Increase the CEW of the main entrance door to 1000mm when the opportunity arises. Consider installation of an automatic door. If an automatic door is not installed, then weather protection should be provided at the main entrance. | **3** |  |  |  |
| 3.4.5 | Entrances & Reception Areas | Install an appropriate call point system at the main entrance so that disabled visitors, including those with visual or hearing impairments, can summon assistance for entry into the building. | **2** |  |  |  |
| 3.4.6 | Entrances & Reception Areas | Ensure good tonal contrast between doors, door frames and external surrounding walls to assist visually impaired visitors. | **2** |  |  |  |
| 3.4.7 | Entrances & Reception Areas | Any future review of security protocols throughout the school should consider the needs of disabled users when designing secure entry and exit systems . | **3** |  |  |  |
| 3.4.8 | Entrances & Reception Areas | Remove or replace the carpet inside the main entrance door which currently presents a trip hazard due to curling edges. | **1** |  |  |  |
| 3.4.9 | Entrances & Reception Areas | Consider relocation of electronic log-in system to a height suitable for all visitors including wheelchair users (between 900mm and 1000mm above floor level). | **2** |  |  |  |
| 3.4.10 | Entrances & Reception Areas | A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available. | **2** |  |  |  |
| 3.4.11 | Entrances & Reception Areas | Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance is available in the Government document: ['Wayfinding’ – effective wayfinding and signing systems](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf). The information and signs should be at a height that allows readability for all users.  | **2** |  |  |  |
| 3.5.5 | Accessing Internal Spaces | As part of the overall accessibility strategy for the building, consider removing the door to the library area and its surrounding frame and bringing the door forward to the wider existing opening. | **3** |  |  |  |
| 3.5.10 | Accessing Internal Spaces - Classrooms | Future development of individual classrooms across the school should include the following considerations:Wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt)splashback/surfaces.Tables and chairs to have soft edges and include rubber soled feet.High frequency controllable lighting.Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device).Colour contrast (matt) between walls, furniture, seating and flooring. Adaptations required for specific SEND pupils will need to be assessed on an individual basis.  | **3** |  |  |  |
| 3.5.12 | Accessing Internal Spaces - Hall | Future development of the dining area / assembly hall / entertainment space should ensure that ceiling, wall and floor materials contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard. The recommendations for acoustic design given in BS 8233 should be followed in order to choose an appropriate acoustic absorbency for each surface. | **3** |  |  |  |
| 3.5.13 | Accessing Internal Spaces – Staff Room | Any future development of staff room should include the following considerations:* kitchen/sink area to have lever taps or infra-red fittings for ease of use by people with dexterity problems and colour contrasted (matt) splashback/surfaces.
* a mix of different types of seating, with and without arms.
* high frequency controllable lighting.
* colour contrast (matt) between walls, furniture, seating, walls and flooring.

Adaptations required for individual members of staff who may have a disability will need to be assessed on an individual basis.  | **3** |  |  |  |
| 3.7.2 | WC Provision | Consider re-design of the existing boys WC provision in the corridor leading to Windermere classroom to provide a combined unisex accessible WC and shower for staff, visitors and pupils who may require such provision. Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018, section 18.2.1, figure 30. | **P** |  |  |  |
| 3.7.3 | WC Provision | Future development of pupil WC provision should consider the following general requirements:* improved wayfinding signage.
* colour contrasted (matt) toilet seats and fittings,
* door locks with ability to be operated from outside in emergency,
* flush and light switches easy grip/operated,
* large lever type or infra-red taps for use by people with limited dexterity.
 | **3** |  |  |  |
| 3.8.1 | External Spaces | External seating, furniture, benches, fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity. | **3** |  |  |  |
| 3.8.1 | External Spaces | Changes in levels/surface joins/edge protection between paths / play areas should be smooth and free from protrusions.  | **2** |  |  |  |
| 3.10.2 | Means of Escape | Consider improving the fire alarm system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities if the need arises.  | **3** |  |  |  |
| 3.10.5 | Means of Escape | Conduct a review of steps across the school site to ensure that all step provision complies with the following: * signs for wayfinding information at each floor level/flight,
* approach to steps to be identified by colour contrasted (matt) textured/tactile floor surface.
* where there are two or more steps provide appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last step nosing at both top and bottom.
* natural and/or artificial lighting should achieve illuminance of at least 100 lux at surface level.
* provide colour contrasted (matt) step edge nosings to define the edges of each step.
 | **2** |  |  |  |
| 3.10.6 | Means of Escape | Conduct a review of ramps across the school site to ensure that all ramps comply with the following: * the surface width of the ramp, between walls, upstands or kerbs, should be not less than 1500 mm.
* edge protection to be provided comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp.
* a handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing.
* handrail surface to contrast (matt) visually with the surroundings against which it is seen.
* ramp lighting to be maintained at a minimum of 100 lux at surface level.
 | **3** |  |  |  |
| 3.10.7 | Means of Escape | The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits, including during the hours of darkness. | **1** |  |  |  |
| 3.11.1 | Provision of Information | Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance is available from The UK Association for Accessible Formats. | **2** |  |  |  |
| 3.11.2 | Provision of Information | Liaise with the school’s IT provider to ensure that the school’s website meets accessibility standards in relation to the content people need in order to use their services. | **2** |  |  |  |
| 3.11.2 | Provision of Information | When reviewing information provided on the school website consider the following:• details of any designated on and off-street accessible parking, drop-off points and your arrangements for advanced telephone notification for additional assistance.• accessibility of school site entrances, site routes and access to buildings.• accessible toilet provision. | **2** |  |  |  |
| 3.12.1 | Training, Awareness & Consultation | Ensure that equality and diversity awareness training is provided to all staff, governors and pupils as part of the school induction process and refreshed periodically as necessary. | **1** |  |  |  |
| 3.13.1 | Future Planning & Design | During your capital and/or maintenance planning and design process ensure wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments are considered. | **3** |  |  |  |
| 3.13.3 | Future Planning & Design | Where not already available, consider the provision of quiet spaces and/or sensory areas within both the Early Years and KS1 wings of the school when developing future strategies for inclusive access. | **3** |  |  |  |

|  |
| --- |
| **OUGHTERSIDE FOUNDATION SCHOOL** |
| **ACCESSIBILITY PLAN 2023 – 2026**  |
| **IMPROVING ACCESS TO WRITTEN INFORMATION** |
| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** | **Date Complete** |
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | Delivery of information to disabled pupils improved |  |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | Autumn 2023 | 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 2023 | 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.Ensure size / colour of worksheets / fonts etc are appropriate for individuals.  | All school information available for all | Autumn 2023 | 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 2023 | School is more effective in meeting the needs of pupils. |  |