



Cartmel CE Primary School

ACCESSIBILITY PLAN

2017 – 2020

APPROVED BY ¹:

Name: Dorothy Milner

Position: Teaching and Learning Chair

Signed: *Dorothy Milner*

Date: 02.03.17

Review Date ²: March 2020

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

²This 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
Version 1	Original	March 2012
Version 2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
Version 3	Reformatted only	February 2014
Version 4	Reformatted only	February 2015

CONTENTS

1.	INTRODUCTION.....	5
2.	DEFINITION OF DISABILITY.....	5
3.	REASONABLE ADJUSTMENTS.....	6
4.	AIMS OF THE ACCESSIBILITY PLAN.....	7
5.	KEY OBJECTIVES.....	8
6.	CONTEXTUAL INFORMATION.....	8
7.	DEVELOPMENT.....	8
7.1	The Purpose and Direction of the School’s Plan: Vision and Values.....	9
7.2	Information from Pupil Data and School Audit.....	9
7.3	Views of those Consulted during the development of the Plan.....	9
8.	SCOPE OF THE PLAN.....	10
8.1	Increasing the extent to which disabled pupils can participate in the school/setting curriculum...10	
8.2	Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services.....	10
8.3	Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.....	10
8.4	Financial Planning and Control.....	11
9.	IMPLEMENTATION.....	11
9.1	Management, Coordination and Implementation.....	11
9.2	Monitoring.....	11
9.3	The role of the LA in increasing accessibility.....	12
9.4	Accessing the School’s Plan.....	12
10.	RELATED POLICIES.....	12
APPENDIX A(i)	-	Template Plan (Improving Access to the Curriculum)
APPENDIX A(ii)	-	Template Plan (Improving Physical Access)

THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

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

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

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

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;

- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In **CARTMEL CE PRIMARY** School/Setting, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting 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/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan.

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

CARTMEL CE PRIMARY School/Setting strives to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting 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

Cartmel CE Primary School is a Church of England Voluntary Controlled School. The number on roll is currently 64 pupils. The roll of the school is likely to increase with the development of a nearby housing estate. The percentage of pupils taking free school meals (FSM) is 6%, well below the national average.

The proportion of pupils with SEN Support is within National Average.

The proportion of pupils with an SEN statement or EHC plan is above National Average.

In the two terms prior to starting school in September, all children who had applied to the school for a place attended Monday afternoon pre-school. This allowed them to settle into the school environment and allowed the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships prior to the start of the new school year.

Our catchment area takes in Cartmel and several other small rural villages, hamlets and isolated farms.

The immediate area is prosperous and is a tourism area, with Cartmel Racecourse, Cartmel Priory and L'Enclume Restaurant (voted number one in the country) in the village. We have a breakfast club which operates from 8.00 a.m. each morning and an after-school club which operates to 5.30 each evening.

We have a number of vulnerable groups including those with special educational, learning and medical needs.

We are a Voluntary Controlled School with a strong Christian ethos which develops the whole child.

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 is fully accessible and is level throughout the building enabling access to any wheelchair users. The upstairs are in the main building houses office and staff facilities, as well as a resources room. This is occasionally used for break out work with small groups of children, but alternatives are available should the need arise. We have one disabled toilet in our school hall.

We have no pupils with 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.

The school is split over two sites on two sides of a road. The main building is on one side and the hall is on the other. There are strict procedures in place for crossing the children from one to the other.

7. DEVELOPMENT

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

CARTMEL CE PRIMARY School/Setting:

- *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

As individuals may be identified from data, it is not possible to report specifics here. However,

- *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.*

7.3 Views of those Consulted during the development of the Plan

CARTMEL CE PRIMARY School will

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that **CARTMEL CE PRIMARY** School provides 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/setting 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.

The school/setting plans 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/setting 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/setting 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.

School works hard to improve access to the curriculum for all students, including those with an EHCP. After school activities are accessible to all children. Support staff are carefully deployed to support children with additional needs. Training for staff ensure that all children's needs are met; medical training, training in specific speech and language areas, Clicker 6, IDL, Specific Learning Difficulty(SpLD,) Dyslexia and Kidsafe. South Lakes Rural Partnerships enables access to counselling as appropriate. School works with Barnados on the 'Good to be me' programme to support children's self-esteem and confidence. The school SENCo has developed excellent relationships with outside agencies.

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school/setting will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school/setting has pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

CARTMEL CE PRIMARY School/Setting will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting 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/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time School/Setting Accessibility Plan actions will be integrated into the School/Setting Development Plan.

CARTMEL CE PRIMARY 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

CARTMEL CE PRIMARY School 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

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

A record of actions carried out is attached at Appendix 1

9.3 The role of the LA in increasing accessibility

The LA has over time:

- *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.*

9.4 Accessing the School's Plan

The school/setting 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/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings 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
- Health & Safety
- Special Educational Needs and Disabilities
- Whole School Behaviour
- School Development Plan
- Complaints Procedures

CARTMEL CE PRIMARY School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEND Governor/relevant sub-committee*
- *Staff (teaching and support)/SENCo*
- *Parents/carers/community groups*
- *Pupils/school council*
- *Others/LA*

The plan was approved on: 02/03/17

Date of Accessibility Plan: 02/03/17

Date for next Review: 02/03/20

Senior Member of staff responsible for the Plan : Rachel Battersby/Headteacher

Governors & Committees responsible: *Chair of Governors, with the Vice Chair of Governors, the Senior Management Team, and the Chairs of:*

- *Teaching and Learning Committee*
- *Resources Committee*

Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.

CARTMEL CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 - 2020

IMPROVING THE CURRICULUM ACCESS AT CARTMEL CE PRIMARY SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Pupils with Dyslexia	Small group or 1-1 work with TA	Improved attainment in literacy	July 2017	
Pupils with learning difficulties	1-1 support for swimming/events	Improved access to swimming and other sports sessions/events	March 2017	

CARTMEL CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 - 2020

IMPROVING THE PHYSICAL ACCESS AT CARTMEL CE PRIMARY SCHOOL

Accessibility record of actions completed in 2016 and those planned for 2017 - 2020

Actions carried out 2016 – 2017

- **New signage and fire fighting equipment throughout school, improving visibility of exits**
 - **Outdoor nursery/Class 1 area landscaped and improved**
- **Playground graphics reinstated on yard and children encouraged to develop gross motor skills through their use**
 - **Storyteller and Reflection Space developed with full accessibility in mind**
- **New gates installed to front of school to ensure access for disabled parking next to main building if required**
- **New fencing installed round outdoor nursery/Class 1 area to ensure access for parents to drop off/pick up at nursery/Class 1 whilst keeping the children safe whilst at play.**

Planned actions for 2017 – onwards

- **Risk assess on an ongoing basis and consider downstairs staff toilet, should this become necessary (nursery staff toilet currently on ground level).**