
	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

ACCESSIBILITY PLAN

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 2015
Version 4	Reformatted only	September 2016

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

CONTENTS

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

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

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 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

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:

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

- '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.

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

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.

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 and Local Authorities are the same as the duties in the previous DDA. Schools 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 Lindale CE Primary School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:


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

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

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

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

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.

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

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil’s diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION


- Lindale CE Primary School is located within the village of Lindale, approximately 2 miles from Grange-over Sands. It serves families in Lindale and surrounding villages.
- Currently there are 51 children on roll who range in age from 3-11.
- Lindale is a Church of England voluntary controlled primary school.
- The building is an old Victorian school house with modern extensions. It is all on one storey. It has a large sloping field behind the school and woodland and garden areas.
- The ‘School House’ on our site, now houses the independent ‘Lindale Pre-School Nursery’.
- Lindale CE School has close links with other schools in the Cartmel Peninsula. We also work closely with Castle Head, a Field studies Council centre in the village.

7. DEVELOPMENT

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

Lindale CE Primary School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

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

7.2 Information from Pupil Data and School Audit

Key starting points for the school’s plan:

- The school has identified that we have, as at the start of the academic year 2016, **5** students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired **1**, physical mobility problems (non-wheelchair users)**0**, visual impairment **1**, Asperger’s Syndrome **0** ADHD **1** , Autistic **2** No., epileptic **0**, insert any others here.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- **Currently 0** students with a disability currently in feeder nursery 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/setting community.

7.3 Views of those Consulted during the development of the Plan

Lindale 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 Lindale 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, Pastoral and Community and Health and 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;

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

- 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

- We investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- We ensure that any risk assessments are in place to support pupils in specific areas of the school, school day and different subject areas;
- We keep up to date with developments in Special Educational needs, resources and adaptations that will support pupils;
- We ensure that access arrangements including additional time, modified papers special consideration and requested for tests;
- We further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- We ensure that staff are appropriately trained to support disabled pupils. Our SENCO has specialist Dyslexia training and Nurture Group training.
- We work hard 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.

We investigate alternative provision and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team and appropriate health professionals from the local NHS Trusts.

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 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.

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

Lindale CE Primary School will strive to:

- produce all school literature at the correct font size to help visually impaired students;

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

- 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.

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.

Lindale 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

Lindale 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

Lindale 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.

Governors will be required to comment in their annual report to parents 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;

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

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

9.3 The role of the LA in increasing accessibility

The LA provides advice to the school regarding children’s needs through advice from Specialist teachers, Psychologists and through other specialists advice that forms part of an Education and Health Care Plan.

9.4 Accessing the School’s Plan

This will be done through:

- Presentation in a section on the school website open to all visitors. We will ensure that the plan is available in different formats where requested.


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 staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools and staff.


10. RELATED POLICIES

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

- Asset Management Plan
- Complaints Procedures

	Lindale CE Primary School –Accessibility plan			
	Approval responsibility	Buildings and health & safety committee	Date of review:	Sep 2016
	Review period:	3 years	Next review date:	Sep 2019

Lindale CE Primary School **Accessibility Plan**

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

Insert here the role/name of key personnel, for example:

- Full Governing Body/SEND Governor/relevant sub-committee
- Staff (teaching and support)/SENCo/heads of year/departments/deputy head
- Parents/carers/community groups
- Pupils/school council
- Others/LA

Amend/delete as appropriate

The plan was approved on: DATE

Date of Accessibility Plan: DATE

Date for next Review: DATE

Senior Member of staff responsible for the Plan : NAME / ROLE

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

- Buildings/Health & Safety Committee
- Curriculum Committee
- Finance Committee
- Personnel Committee
- Publicity Committee

Amend/delete as appropriate

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.

Lindale CE Primary School ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE CURRICULUM ACCESS AT Lindale CE Primary School SCHOOL/SETTING

Target	Strategy	Outcome	Timeframe	Achievement

Lindale CE Primary School ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT Lindale CE Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT

ACCESSIBILITY PLAN 2015 - 2018
COMPLETED EXAMPLE - IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement
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.	Autumn 2015	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific 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 2015	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	Summer 2015	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 in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	December 2015	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	July 2015	Society will benefit by a more inclusive school and social environment
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.

ACCESSIBILITY PLAN 2015 - 2018**COMPLETED EXAMPLE - IMPROVING THE PHYSICAL ENVIRONMENT**

An Asset Management Plan / Access Audit was carried out by _____ in _____ and a number of recommendations made:

AAM or AA Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
1	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	Autumn 2015		
4	Dropped kerbs either side of main vehicle entrance.	Pedestrian access	Spring 2016		
6/11	Pupil access to practical science.	<ul style="list-style-type: none"> ▪ Rise and fall lab desk for wheelchair access ▪ Lower unit containing sink, gas tap and electrical sockets to support access to pupils in wheelchairs 	Summer 2017		
9	Access to school office	<ul style="list-style-type: none"> ▪ There should be a sign indicating where people with disabilities should go. ▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.) 	Spring 2017		
32	Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases	Summer 2017		
32/2	Reception and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	Autumn 2015		
29	Accessible toilet	To provide one unisex accessible toilet in A Block	Summer 2016		
27/33	Provision of a lift to access the upper floors	Lift to LRC Lift in B Block	Discussion to be held with LA by (DATE)		
18/20	Provision of induction loops	Reception Hall B	Autumn 2016		
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	Summer 2016		
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Autumn 2017		

APPENDIX B(ii)

AAM or AA Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
29/3	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as finances allow.	Autumn 2017		
N/A	Front entrance to school refurbished with a shallower slope.	Appoint designer and builders to refurbish entrance area to provide a more suitable, shallower slope for wheelchair and disability access.	Autumn 2016		
N/A	Doors out to the playground by room 5 need widening.	Final exit doors to the playground near room 5 to be widened to achieve a minimum width of 900mm to allow wheelchair access/egress and the mat well needs to be infilled	Autumn 2015		
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Regular training for staff in the use of evac chairs. ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing from June 2015		
N/A	Improve acoustics for hearing impaired pupils.	Carpet Classroom 2 and 6 and fit blinds. Seek advice from SEN service to increase access for pupils with hearing impairments in some areas of school.	2016-2017		
N/A	Improving the visual environment for pupils with visual impairments.	Incorporation of appropriate colour schemes when refurbishing music block – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	Summer 2015		

ACCESSIBILITY PLAN 2015 - 2018**COMPLETED EXAMPLE - IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
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	Summer 2016	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.	January 2016	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2015	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 2015	School is more effective in meeting the needs of pupils.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2016	The school is able to move forward with electronic reporting to parents.