



**IVEGILL CE SCHOOL**

# **ACCESSIBILITY PLAN**

**2017 – 2020**

**APPROVED BY <sup>1</sup>:**

**Name: Sue Stainton**

**Position: Headteacher**

**Signed: *S.Stainton***

**Date: 24.4.17**

**Review Date <sup>2</sup>: May 2020**

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

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

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
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
Version 5	Policy adopted from Kym Allen H&S	November 2016

## 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 .....	9
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.....	11
8.3	Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.....	12
8.4	Financial Planning and Control.....	12
9.	IMPLEMENTATION .....	12
9.1	Management, Coordination and Implementation.....	12
9.2	Monitoring .....	13
9.3	The role of the LA in increasing accessibility.....	13
9.4	Accessing the School's Plan.....	14
10.	RELATED POLICIES .....	14
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)	

***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.

**NOTE: The Accessibility Plan may be a stand-alone document or may be included as an Appendix to the school/setting Single Equality Scheme. It is a school/setting decision where the Accessibility Plan should be placed.**

In Ivegill CE 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/carers, 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 will address the priorities identified in the plan.

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

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Ivegill CE School strives to ensure that the culture and ethos of the school 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

- Ivegill CE School is situated 5 miles from Carlisle
- The nearest doctors surgery is at Dalston and High Hesket. The nearest dental surgery is at Dalston. Local people use the shop outlets at Southwaite Services as the closest shopping facility. A wider range of shops can be found in Dalston, Carlisle and Penrith
- Ivegill CE School is a Church of England Voluntary Aided Primary School.
- There are 89 children on roll
- Ivegill CE School attracts pupils from a wide locality. We try to be as inclusive as possible and take great care in planning appropriate learning activities for all our pupils
- We have disabled access through the main door and a disabled ramp leading to the KS2 entrance. There is a disabled toilet in the KS2 cloak area. The school hall is central to the school, all corridors and rooms open off from the hall. There are no internal steps or stairwells. There are steps into school from the KS1 door and steps leading to the netball yard. We have four classrooms, a hall, a kitchen, two rooms which we use for interventions/meetings, a front entrance and a staffroom. School enjoys extensive outdoor space which offers pupils an opportunity to play on grass, all weather play area, tarmac and sand.
- There is a maintained, independent Nursery on site which has a separate entrance and is run by a Nursery Manager supported by a management committee.
- School enjoys close links with twelve local schools within the Rural South Carlisle Cluster, we are members of the Rural Learning Alliance Teaching School. The school has close links with a number of support agencies: Carlisle Diocese, School Nurses, Educational Psychologists, SEND team, Gillford Centre.



## 7. DEVELOPMENT

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

Ivegill CE School:

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

### 7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2016/2017 three students regarded as disabled under the terms of the DDA. These can be grouped as: one child with physical mobility problems (non-wheelchair users) **one child with a visual impairment, two children with epilepsy**
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- **Currently there are no** students with a disability currently in feeder nursery/primary schools who 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

Ivegill CE School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that **Ivegill CE 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, F&GP;
- 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 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 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.

Staff in Ivegill CE School constantly strive to improve curriculum access through appropriate staff development and training. Our CPD focus for 2016/17 is to further develop our expertise in working with children who have experienced early childhood trauma. All staff with responsibility for delivering teaching and learning programmes and the school's GB are involved in determining the focus of the SDP. The outcomes of the agreed actions are monitored by the SLT, key staff and the GB on a termly basis. Staff are timetabled termly to support individual children as 1-1, within groups and whole class. Curriculum access is planned and differentiated to meet the needs of the children. IEPs are agreed with parents at termly meetings. EHCPs are monitored both internally and through regular SEND (LA) meetings with parents, the child/ren, school staff.

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

- It is our aim to include all our pupils in all the activities we offer in school. Consideration is made of the support needed to allow access for pupils with behavioural or physical challenges on school visits and the adult visit ratio reflects this need if it arises.
- Risk Assessments take into account identified risks for pupils and adults. We meet as a staff and agree actions individuals need to take in order to minimise risk.
- Senior Teaching Assistants and Teaching Assistants are deployed to support individuals in class undertaking a variety of activities. School uses on-line learning resources such as Lexia to further support pupils and further enhance their learning opportunities.
- The SLT and school secretary monitor first day absence and report to the GB on a regular basis. Attendance fluctuates between 94.5% - 96.5%.
- Attainment for pupils with SEND by the end of KS2 is typically at least in line with national outcomes for SEND sub groups. Attainment of many pupils is above. Regular TAC (Team Around

the Child), TAF (Team Around the Family), EHCP (Educational Health Care Plans) and IEP (Individual Education Plans) meetings are held with relevant staff, parents and pupils. This has impacted positively pupil attainment and attendance.

- School works closely with a number of agencies to both support pupils and their families and to also inform school staff as to the appropriate level of support and intervention needed to achieve to support individual children with disability.
- All school staff with a teaching and learning support responsibility are regularly trained in Positive Handling. School follows an agreed Intimate Care Policy. Pupils are identified through discussion with parents, staff and external agencies for support. Any intimate care is agreed with the child's parents.
- Pupil voice is very important and all pupils contribute to their IEP, TAC, TAF and EHCP meetings.
- School displays show disabled people accessing work, sporting and family activities. The school values of 'Hear, Trust, Community' (endurance, trust, community) apply to all and are actively discussed and actioned for all

## **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.

The school's Accessibility Plan is agreed by the GB. The Finance and General Purposes Committee monitors the plan and suggests any improvements which are discussed at a full GB meeting. These improvements are then costed and when we are able, rolled out as general improvements to the fabric of the school and the school environment. F&GP monitor the school's environment annually.

School has disabled access via the front door and KS2 entrance. KS2 can be accessed using a wheel chair ramp. There are steps to the netball yard and Playdale. Access to/from school using the pavement can be achieved using the drop kerb on either side of the railing at the front of school. There are no kerbs to/from the carpark. There is one disabled toilet in school which can be accessed via the KS2 cloak area. Emergency exits for anyone with a disability are: front entrance and KS2 exit door. There is an electromagnetic door at the front entrance with external keypad both are placed at a wheelchair friendly height.

School has worked with specialist teachers from the LA to provide standers, modified table & chair, toilet aids where appropriate.

School takes account of colour contrast for all internal and external paintwork. Doors and walls are different colours.

The GB will consult on the proposed changes to the Playdale to allow for increased disabled access. F&GP take account of colour schemes and colour contrast before any refurbishment is agreed.

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

Ivegill CE School 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 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 Governors will:

- Inform readers that school published material is currently available both on-line and in paper form  
If Braille, Makaton and audio tapes of school information were required we would seek advice from the LA SEND team and Specialist Schools in the Carlisle
- For parents and pupils with English as an additional language school has access to an on-line translator which can be used for all published material
- School will provide a signer for all open evenings, parent meetings, school performances and church services for parents/child who are hearing impaired. School requires a months notice to arrange for a signer to be on site for the meeting/event.
- The school website is monitored by the GB for ease of access and statutory information
- Modified text size is available for all school based documentation including written pupil work activities. Pupils have access to dyslexia friendly reading scheme with modified font and coloured paper
- Adult support is monitored by the HT and GB. Every effort is made to ensure parents and pupils can access information from school.

### 8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

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

## 9. IMPLEMENTATION

### 9.1 Management, Coordination and Implementation

Ivegill CE School Governors 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

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

Governors are required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluations used 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 ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

## 9.3 The role of the LA in increasing accessibility

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

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that the school is aware of support services that provide advice to schools 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 the schools how information can be provided in a number of different formats.

## 9.4 Accessing the School's Plan

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

This will be done through:

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

We will ensure that the plan is available in different formats where requested. Currently the Plan is available on line and in a written format which can have the text size altered if needed. Access as Braille, Makaton and audio book will be sourced if 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 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
- Staff Training and Development Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

## Ivegill CE School Accessibility Plan

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

- *SEND Governor and Vice Chair of Governors*
- *Staff (teaching and support), SENCo,*
- *Parents, Carers*
- *Pupils*
- *Specialist Teacher SEND*

The plan was approved on: DATE: 24.4.17

Date of Accessibility Plan: DATE: May 2017

Date for next Review: DATE: May 2020

Senior Member of staff responsible for the Plan : Sue Stainton – Head Teacher

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

- *Finance and General Purposes 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.**

**IVEGILL CE SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020**

**IMPROVING THE CURRICULUM ACCESS AT IVEGILL CE SCHOOL**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for staff who support pupils with D.A.D	CTC Psychological Services to provide 6 days training on attachment disorder. Info to cascade to all staff via staff meetings, PPT share	Staff have a clear understanding of the needs of children living with an attachment disorder and will understand how to tailor the curriculum to fit the child's needs	Academic year 2016/17	Curriculum is tailored to the child's needs. Children are able to be 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 2017	All pupils have access to out of school and extra-curricular activities.
Review STA deployment.	In meetings with STAs establish when they are available to support children each day which might be different to their current role.	Adult support is available at key times when individual children need support i.e. lunch time, break time, during PE, Music, Assembly.	Autumn 2017	Children who need individual adult support to participate in some activities have access to this support.



**IVEGILL CE SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020**

**IMPROVING THE PHYSICAL ACCESS AT IVEGILL CE SCHOOL/SETTING**

An Asset Management Plan/Access Audit was carried out by CCC Finance & Central Services in 2006 and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
	Accessible toilet	To improve the facilities in the unisex/disabled toilet	Summer 2016	£6,000	School
	Accessible toilet	To improve the facilities in the boys toilets	Summer 2016	£8,000	School
	Improve facilities in all teaching areas through the provision of age/height appropriate chairs and tables		Rolling programme of classroom refurb	£3,500 per classroom	School
	Access to netball yard need to be improved	Allow access for a wheelchair user	2019	£15,000	School – LCVAP funding if available

IVEGILL CE SCHOOL/SETTING ACCESSIBILITY PLAN 2015 - 2018

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT IVEGILL CE SCHOOL/SETTING

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/parents improved.
Make available school documentation, including newsletters for parents in alternative formats.	Promote the availability of different formats for those that require it.	All school information available to all.	Ongoing	Delivery of school information to parents 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 2018	Parental opinion is surveyed and action taken appropriately.
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.	Jan 2019	The school is able to move forward with electronic reporting to parents (cost dependant).



