

ARMATHWAITE SCHOOL



ACCESSIBILITY PLAN

2021-2024

APPROVED BY ¹:

Name:

Position:

Signed:

Date:

Review Date ²:

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
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
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1. INTRODUCTION

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

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

The law on disability discrimination is different from the rest of the Act in 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 EHCP statement provisions, under which Local Authorities have to provide auxiliary aids and services where an EHCP 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 Armathwaite School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/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 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.

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.

Armathwaite 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 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 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.
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6. CONTEXTUAL INFORMATION

Armathwaite School is a very small, rural school which takes pride in being a rich and inclusive learning community for people of all ages. The school serves the communities of Ainstable, Armathwaite and the surrounding hamlets and rural locations. Our pupils come from a wide variety of socio economic backgrounds. Most people record their religion as Christian however we have families in school who are Jehovah's Witness, humanist, and atheist. The very large majority of families are white British. The community has a mixture of families, with some relocating from urban locations and others who have lived in rurally isolated areas for several generations. Attainment on entry is variable according to the individual nature of each cohort. The school is committed to growing and developing our responsive curriculum. Our aim is to maximise capacity to learn for everyone so that every child leaving Armathwaite School does so as a confident, creative, independent and reflective learner, ready for secondary school, modern Britain and the exciting challenges ahead.

We currently have 62 children full time in school and 6 part-time in the nursery on role, a teaching staff of 3.7 full time equivalent and support staff including an HLTA trained in literacy and maths intervention, speaking and listening and nurture. Also, we have a learning skill development and nurture support worker, 2 TA support staff for specific learning support and general TA support, a speech and language specialist and an intervention specialist.

In September 2020 we took on the former PVA nursery building, located on the school site, adjacent to the school. This has been a main area of focus. At the same time as taking over the building we provided governor led nursery and applied for a change of age range to 3-11. In January 2021 we gained 3-11 status. This has also been a main focus for our accessibility planning.

7. DEVELOPMENT

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

Armathwaite 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 2021-24 5 students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired 0, physical mobility problems (non-wheelchair users) 0, visual impairment 2, Asperger's Syndrome 0, ADHD (attentive and inattentive) 4, Autistic 0, epileptic 0, an unnamed genetic syndrome 0.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- 0 known 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

At Armathwaite School we will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically the school SENDCo;
- 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 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.

The Headteacher & School SENDCo work with teachers and support staff to plan and provide access to the curriculum through in-house joint professional development, access to appropriate training through our local cluster of schools and specific CPD as opportunity and capacity allow.

Training roles and provision are reported to the Governors through head teachers reports and a set item on all Governors agendas in which the school SENDCo reports to the Governors. This is recorded in the minutes of the Governors meetings.

During any maintenance or building works, plans to improve access opportunities for all those in the school community with disabilities are considered wherever possible and shared with the Governors.

All opportunities to provide a broad and rich curriculum are planned to ensure high quality teaching and learning opportunities for all groups in school are available through careful timetabling, staff organisation and plans. Risk assessments are made to enable participation wherever possible.

Provision maps, planning and timetabling for classroom support contribute to and enhance learning opportunities.

Nurture time is available in school through in-house provision and access to support through the local Barnados children centre, in-house drawing and talking through school, East Cumbria Family Support and other organisations such as Sunbeams enhance participation. Positive and regular communication with these agencies support this process.

Classroom organisation including year groupings are regularly reviewed to maximise opportunities for all pupils to achieve increased levels of school success.

Applications of the SENCO Code of Practice is used to actively respond to the specific needs of pupils in order to improve well-being and attainment. This is achieved by identifying training needs such as Makaton, manual handling, personal hygiene support. Also, careful planning of buddy groups and action taken to support and ensure student voice is provided.

Whole school single equality sessions are planned into assemblies by the Headteacher, fully involving all pupils and staff. Our single equality plan is reviewed annually and positive models are identified through images and films as well as community members where possible. This work is extended through school staff through P4C, books and our work towards becoming a UNICEF Rights Respecting School. This work enhances the positive culture & ethos in school.

Specialist support staff are trained to deliver individual support in English, Maths and physical development. They, with teaching staff and the school SENCO, work closely with parents and carers to build a positive relationship of trust so that positive partnerships are developed and parents and carers can actively support their children's education.

8.2 Improving the physical environment of the school 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.

Building work in school is identified in the Strategic Development Plan through Governor meetings. It is reported to Governors annually by the Headteacher and more frequently when building work is planned.

Monitoring work takes place through the Working Environment Committee meeting which are reported to the Governors meetings.

A focus of Working Environment and Health and Safety meetings is the school's physical aids to access education. Stairs to the hall and steps into school from the outdoor play area are monitored.

The physical environment such as emergency escape exits, toilets and washing facilities include adapted toilets. Dual height handrails are fitted to stairs to the hall which also has an induction loop. A ramp into the Garden Room has made is accessible from the outdoor covered area.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education – these are planned for and provided where possible.

Plans to move the school entrance include provision to aid physical access have been successfully completed. In the summer of 2021 school has had a complete upgrade of lighting across school with LED lighting installed throughout improving quality of lighting for all.

Individual needs are considered and provided for through the SEND framework.

The Governing body considers all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school/setting building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.

- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

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

Armathwaite School will strive to:

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

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The Governors may wish to decide how this is to be achieved, perhaps by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

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.

Armathwaite 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

Armathwaite 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

Armathwaite 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. This will 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 Accessing the School's Plan

This will be done through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;

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

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

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

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, **Local Offer Response & Information Report**
- Educational Visits
- Whole School Behaviour & **procedures**
- School Improvement Development Plan
- Asset Management Plan
- Complaints Procedures

Armathwaite 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*
- *Others/LA*

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:*

- *Working Environment/Health & Safety Committee*
- *Curriculum Committee*
- *Finance Committee*
- *Personnel 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.

Armathwaite Community Primary School					
ACCESSIBILITY PLAN 2021 – 2024					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Training for all staff in the identification of and teaching children with attention control ~ ADHD and inattentive ADHD and dyslexia, and other areas such as ASD and other specific learning differences.	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 2021 through a training cycle	Children with ADHD, dyslexia, ASD or other learning differences 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 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.	From autumn 2021	Increase in access to all school activities for disabled pupils	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement preferred layout of furniture (compliant with COVID restrictions and RAs) to support the learning process in individual class bases.	Lessons start on time as all necessary adjustments have been made.	From autumn 2021	Increase in access to the National Curriculum	
Training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents. Discuss	Whole school community aware of issues relating to access. Learning differences are promoted ~ neural diversity.	October 2021 to June 2022	Society will benefit by a more inclusive school and social environment	

APPENDIX A(i)

	perception of issues with staff to determine the current status of the school.			and perceptions will become more positive~ neural diversity.	
Review TA deployment	In staff meetings establish and review timetables to maximise learning \intervention opportunities.	Adult support is available during key times that individual children may need support ~ lunchtimes, PE lessons, extra-curricular activities. Interventions are well planned to close gaps and support learning.	From September 2021 half termly or as and when needed	Children who need individual adult support to participate in some activities have access to this support.	

Armathwaite Community Primary School

ACCESSIBILITY PLAN 2021 – 2024

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Asset Management Plan/Access Audit was carried out by our working environment committee on 12-11-21 and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Disabled parking signs and areas in the school car park	Needed in school car park to facilitate access by parents of children who have disabilities.	2021-22	Cost of sign	HH\LD	
	Short zigzags either side of the school gate	Pedestrian access ~ safety	Autumn 2021	Highways?	WEC	
	Access to the school office	Install a sign indicating where the people with disabilities should go	Autumn 2021	Cost of sign	LD	
	Early Years toilet	To provide a unisex toilet in the Garden Room which is easily supervised and provides privacy	Summer 2021	£10,000?	HH\LD	September 2021
	Installation of automatic LED lighting throughout school	LED motion sensor lighting installed throughout school ~ removes need to switch lights on and off. Wheelchair users accessibility improved	Summer 2021	LA funded project	LA HH\LD	September 2021
	Fire and emergency evacuation plans in place	Review the escape strategy. Install thumb lock handles in the Garden Room and Field door. General Emergency Evacuation Plan to include any visitors with additional needs. Sign in entrance to inform visitors that a scheme of assisted evacuation can be offered.	October 2021	Installation of thumb locks £200	LD	October 2021
	Plans made to ensure no peanuts are in the school	Ensure catering provider, all staff including supply and children are aware of severe peanut allergy.	September 2021	£10	HH	September 2021

APPENDIX A(ii)

	environment, both in and outdoors.	Any bird feed with peanuts in it and ensure all bird food is peanut free. Keep reminding everyone.				
	Create an accessible path by the side of the Garden Room and School Hall.	Install a new fence and improved path which provides an accessible path from the school field to the hall door and netball court area.	December 2021 to January 2022	Fence ~ £2400 Path ~ £3600 approximately	HH\LD	

Armathwaite Community Primary School

ACCESSIBILITY PLAN 2021-2024

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	
Make available school brochures 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 is available for all	Autumn 2021 ongoing	Delivery of school information to parents and the local community is improved	
Survey parents\carers as to the quality of communication to seek their opinions as to how to improve	Include quality of communication in our parent surveys.	School is aware of parent opinions and acts on them.	Spring 2022	Parental opinion is surveyed and action is taken appropriately.	
Raise the awareness of adults working at and for the school on the importance of good communication systems.	Arrange training (in-house and external)	Awareness of target group raised	Autumn 2021	School is more effective in meeting the needs of pupils.	

