



Policy Reference H01 Accessibility Plan

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

Version No	Author/Owner	Date Written	Note of amendments made	Authorised by	Date
01-2018	JR	August 2018	New policy created from model policy plus elements from Beacon Hill and Solway's existing Accessibility Plans	Governors	11/9/18
01-2019	JR	November 2019	Amended following works in summer 2019	JR	
01-2020	JR	December 2020	Amendment to include RHS	JR	
01-2021	JR	December 2021	Amended to remove RHS and update	JR	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupil or students can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupil or students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupil or students

All schools within our Federation aim to treat all pupil or students fairly and with respect. This involves providing access and opportunities for all pupil or students without discrimination of any kind.

Our values are outlined above, and all are related to equality and inclusion for all pupil or students, staff and visitors.

This plan will be made available online on each school's website, and paper copies are available upon request.

Our Federation and our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation and schools support any available partnerships to develop and implement the plan.

Our Federation oversees the accessibility plan for all schools within the Federation, and this document contains plans relating to all of our schools, clearly signposted which specific actions are related to which school.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any school within our Federation, this procedure sets out the process for raising these concerns.

Students, Parents, Carers, Social Care, Health Care and specialist teachers are consulted prior to admission and procedures and facilities put in place. Views of parents regarding how the needs of pupil or students with SEN are met are gained through reviews, both formal and informal. We have taken these views, and that of other stakeholders including staff and governors, into account when drawing up this document and continue to consult with parents, carers, specialists and others in order to ensure our approach is fit for purpose and continues to be suitable for the needs of all of our pupil or students.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Our Federation values: Courage and Compassion, Inclusion and Equality, Respect and Courtesy, Optimism and Perseverance, Forgiveness and Tolerance, Ambition and Achievement

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupil or students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or student faces in comparison with non-disabled pupil or students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Addressing the Plan

In order to ensure that we embrace our obligations, we will:

- Cultivate a positive attitude towards learning in the whole school community
- Ensure the highest quality of learning experience for all pupil or students
- Provide an environment and community that is safe, stimulating and supportive
- Ensure that all pupil or students are fully involved in school life by identifying barriers to participation and finding practical solutions.
- Increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupil or students. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupil or students.
- Develop strong collaborative relationships with pupil or students and parents or carers and to increase the satisfaction of disabled pupil or students and their parents or carers with the provision made by the school.
- Regularly review and evaluate standards of attainment for disabled pupil or students.
- Monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.

Our schools are small Secondary Schools of between 120 and 150 pupil or students. Incidence of disabilities is very low. Currently across our schools we have pupil or students with moderate and severe learning difficulties, specific learning difficulties, Autistic Spectrum Condition, Emotional and Behavioural Difficulties, physical difficulties including vision and hearing impairment, and health issues, such as diabetes.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010, and is addressed via the three purposes noted above. **Actions and comments in red text** are specifically related to Beacon Hill Community School. **Actions and comments in blue text** are specifically related to Solway Community School. Actions and comments in black relate to all schools within the Federation.

Aim	Current good practice	Areas for development	Person responsible	Date	Success criteria
<p>Increase access to the curriculum for pupil or students with a disability</p>	<p>Every pupil or student follows a curriculum that is appropriate to their needs, for example through adaptation to meet the needs of a gifted and talented pupil or student or one with severe learning difficulties. Adaptations are made for pupil or students with physical difficulties in practical subjects and these are reviewed with the pupil or student. There is no pupil or student who is not able to participate to the fullest extent in an appropriate and agreed curriculum.</p> <p>Analyses of groups of pupil or students does not identify any particular groups as not performing in comparison to others. Individuals are identified and strategies put in place to ensure improvement. These are then reviewed at the next data collection point. Access to PE is successfully achieved through support and adaptation for pupil or students with physical difficulties and ASC. All pupil or students have access to all extra-curricular activities including trips and visits as well as in-school activities. These approaches will continue.</p> <p>The curriculum is reviewed at least annually to ensure it meets the needs of all pupil or students.</p>	<p>Continue to involve pupil or students, parents, teachers and specialists in design and creation of learning passports/pupil or student information for dissemination to staff.</p> <p>Continue to make available specialist equipment where required to enable disabled pupil or students to access practical subjects, e.g. Technology</p> <p>Continue to provide support, training and mentoring for teachers to ensure they remain confident in delivering a curriculum that is accessible for all.</p>	<p>SENCO</p> <p>SENCO / Headteacher</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing as required</p> <p>At least annually</p>	<p>Pupil or student information shared with staff is fit for purpose and easy to understand and use to enable access to the curriculum by disabled pupil or students</p> <p>Specialist equipment is in place prior to requirement – planning for pupil or students to enable access to specific subjects is well informed.</p> <p>Teachers are confident in supporting all pupil or students.</p>
<p>Improve and maintain access to</p>	<p>In Solway School, all areas of the school are accessible by wheelchair, except Room 15 and the girls toilets. Room 15 has no specific equipment and consequently lessons are</p>	<p>Installation of lift to upper floors and improvement of internal and external</p>	<p>SENCO</p>	<p>As required and as</p>	<p>Access to all parts of site.</p>

<p>the physical environment</p>	<p>able to be moved to another room. The disabled toilet is accessible to wheelchairs. The ramp between rooms 10 and 11 is too steep for safe independent wheelchair use and staff have been utilised to safely manoeuvre pupil or students to the bottom of the ramp. Some entrances are not wheel chair accessible although wheelchair access is possible via the main pupil or student entrance and via accessible doorbell outside main visitor entrance, and some emergency exits are wheelchair accessible.</p> <p>An acoustic survey was carried out in 2010 and no significant areas of difficulty found.</p> <p>Handrails have been put in place where required to assist with pupil or students accessing specific areas (e.g. girls toilets, PE store).</p> <p>High visibility tape in place on all internal and external steps.</p> <p>Disabled parking bays are available in school car parks.</p> <p>Main pupil or student and visitor entrances are accessible in a wheelchair.</p> <p>At Beacon Hill, a wheelchair lift is in place in entrance hall to enable access to ground floor areas. Lower ground floor areas (including canteen, art room, technology suite) accessible from outside the building. Access to upper floors is not currently possible for wheelchair users.</p> <p>Work on refurbishment of classrooms in summer 2019 has resulted in installation of accessible switches and enhanced visually impaired adjustments.</p>	<p>wheelchair access when funds allow.</p> <p>Any refurbishment or renewal of areas to consider accessibility issues – e.g. worktop levels, access to light switches etc.</p>		<p>funds allow.</p>	
<p>Improve the delivery of information to</p>	<p>Assistive technology is in place where required to support pupil or students (e.g. access to tablets, keyboard guards)</p>	<p>Continue to provide personalized resources as</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Disabled pupil or students are able to access information that non-disabled pupil or students are given.</p>

<p>pupil or students with a disability</p>	<p>Pupil or students who have difficulty accessing assessments have access to staff to read text for them, text is routinely, where necessary, photo-enlarged or copied onto coloured paper and differentiated. Where recording or organisation is a difficulty material is provided already written for them. The school is aware of which parents may have difficulty with text and will make personal or telephone contact with these.</p> <p>Guidance from specialists taken in arranging classrooms to the maximum benefit of disabled pupil or students.</p>	<p>required by pupil or students within school.</p>			
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5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupil or students with medical conditions policy