

**LEVENS SCHOOL**

# **ACCESSIBILITY PLAN**

**2017 – 2020**

**APPROVED BY : Board of Governors**

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## 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).

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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 statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

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

#### 4. AIMS OF THE ACCESSIBILITY PLAN

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

In Levens 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.

We strive 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 to full participation in the school community for pupils, and prospective pupils, with a disability.
- To provide 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

Levens CE School is a small Church of England Voluntary Controlled Primary School with 66 pupils on roll.

It is set within the affluent Levens Village on the edge of the Lake District National Park and is well supported by the local church community.

The main school building is over 100 years old but additional building works have been undertaken more recently (last development in 2008), to offer additional and improved space.

The school has use of a separate dinging facility on license from Levens Hall Estate and a good playground area as well as use of the adjoining community playing fields for general sports and general recreational use.

Adaptation of the school buildings was undertaken in 2001-2002 to facilitate the needs of a pupil wheelchair user.

From 2016, the school extended its age range to offer nursery provision.

The vast majority of pupils in school are from a White British background with very low Free School Meal qualification/uptake. The number of SEN pupils at the school is within the normal range.

## 7. DEVELOPMENT

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

Levens CE School:

- has high ambitions for all pupils, including any 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 pupils 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 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

Levens CE School is a one storey building for the purpose of community access.

A review of access arrangements for any staff access areas will be undertaken when a need arises and will reflect consideration of appropriate reasonable adjustments.

There are 2 main entrances to school. Wheelchair and buggy access is from the Levens Lane entrance only.

Dining facilities are housed separately to the school with a new build anticipated in 2018.

Both temporary and permanent access arrangements to the new dining facilities will include consideration of, and adaptation for wheelchair users.



The school has an outside learning classroom that has wheelchair access.

The school is conversant with the needs of all current pupils and staff.

Staff undertake home visits prior to admission to ensure that any need or disability can be catered for presently, or that reasonable adjustments can be made to reduce and eliminate barriers to access to the curriculum and to facilitate full participation in the community for all pupils and perspective pupils.

The Headteacher is fully conversant with Equalities legislation, briefing staff and introducing any reasonable adjustments to the physical building, curriculum and extended provision as appropriate.

Staff monitor and ensure that all pupils have appropriate provision and resources, and are charged to note, record and limit areas of the curriculum to which pupils with a limiting condition pupils have reduced or no access as and when a need arises.

The Headteacher closely monitors attendance, progress and attainment for all pupils.

School policies support pupils with all medical conditions, reflecting on time-tabling, anti-bullying strategies, off-site visits and teaching and learning.

- At the start of the academic year 2017/2018 there were no pupils on the Levens school roll regarded as disabled under the terms of the DDA.
- Our annual development plan continues to take into account the needs of our whole pupil population as well as the needs of its wider community.
- The school acknowledges that pupils with a disability and currently in either nursery education at another setting or in alternative primary education, may wish to come to our school. Through dialogue with the Local Authority, agencies and other providers, Levens School will support students with disabilities, pre-identifying and making reasonable adjustments where possible.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority and any previous settings to identify and therefore plan a response for pupils with a disability well before they arrive;
- improve the information dissemination from our SENCo and Class Teachers;
- 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 pupils;
- use all available data to inform the planning of individual pupil learning plans;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

### **7.3 Views of those Consulted during the development of the Plan**

Further development of this plan will be informed by the views and aspirations of disabled pupils themselves and the views and aspirations of the families of disabled pupils when appropriate to do so.

*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 pupils wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo and class teachers and support staff;
- set up a structure to allow the views of pupils, to be taken into account when relevant;
- 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**

The accessibility plan contains relevant and timely actions 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include, hand-outs, newsletters, and information about the school and events. The information will be adapted and made available within a reasonable timeframe in varied, appropriate formats.

Levens CE School Accessibility Plan relates to key areas of the school environment, curriculum and written information.

Whole school training will develop and continue raising awareness of staff and governors on equality issues, referencing the Equality Act 2010.

## **8.1 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Finance and Property 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 any appropriate School Accessibility Plan actions will be integrated into the School Development Plan.

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

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

Our 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:

- Incorporate appropriate, reasonable actions into an action plan, with definite time scales for implementation when responses highlight a need;
- 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**

We recognise that monitoring is essential to ensure that any pupils joining Levens School with disabilities are not being disadvantaged, and that monitoring leads to action planning.

The Senior Leadership Team and the governing body via the Finance and Property Committee will monitor the accessibility plan, identifying any revisions and particular consideration will be given to the physical accessibility of school buildings when general building work is undertaken.

### **9.3 The role of the LA in increasing accessibility**

Governors are mindful of the support offered by the LA in helping to achieve and promote school accessibility, providing training for staff and governors, support on capital building projects and promotion of collaboration through the provision of information aimed at sharing good practice.

#### **9.4 Accessing the School's Plan**

The Accessibility Plan will be published on the school website with availability being promoted at regular intervals via the Headteacher's newsletter.

Levens School 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 from the local authority, by seeking advice from other agencies and through a continuing programme of staff training.

### **10. RELATED POLICIES**

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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**LEVENS SCHOOL ACCESSIBILITY PLAN 2017 - 2020****IMPROVING THE CURRICULUM ACCESS AT LEVENS SCHOOL**

<b>Target</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
To liaise with nursery providers to review intake.	Identification of pupils who may need additional/different provision	HT EYFS Teacher	March 2018, then termly	Procedures, adaptations and equipment in place as required
Training for staff in the identification and teaching of children with ASC and other specific learning difficulties	Staff attend appropriate training and receive support outreach from relevant professionals and school staff	HT SENCo Senior Teacher	March 2018	Children with ASC are successfully included in all aspects of school life, feel well supported within school, developing greater independence and confidence and have access to a relevant, engaging curriculum with the correct level of challenge
Review TA deployment and intervention	In meetings with SENCo and TA's, review where support is needed and can be facilitated	HT SENCo Class Teachers	Reviewed at least termly	Children who need individual support have access to this support. Impact is measured and escalated

## LEVENS SCHOOL ACCESSIBILITY PLAN 2017 - 2020

### IMPROVING THE PHYSICAL ACCESS AT LEVENS SCHOOL

An Asset Management Plan including an Access Audit was carried out by E. Mason (Premises Governor) in October 2017 and a number of recommendations made:

Report Ref.	Objective	Activity	Timescale	Cost £	Responsibility
	To ensure Fire and emergency evacuation procedures remain robust and that all staff and pupils know how to evacuate the building	<ul style="list-style-type: none"> <li>Regular training for staff and review of the escape strategy, management controls and staff training needed as appropriate.</li> <li>Evacuation plans to be developed for all pupils with difficulties and are relevant to pupils and staff with additional needs.</li> <li>General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</li> <li>Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.</li> </ul>	From November 2017 and ongoing		HT and Fire Wardens
	Development of the new EYFS outdoor area to consider and incorporate all relevant accessibility requirement e.g wheelchair access	<ul style="list-style-type: none"> <li>Liaison with contractors and builders to ensure access routes meet the wheelchair access requirements.</li> <li>Equipment and apparatus selection will be based on items that are adaptable and accessible for all pupils.</li> </ul>	Commencing with planning of development area, approx, spring 2018	Covered within project cost	HT , project management team and Business Manager
	Planning and development of the new dining hall facilities to incorporate specific disability considerations such as wide doors and ramped access.	<ul style="list-style-type: none"> <li>Liaison with contractors and builders to ensure both new and temporary builds meet wheelchair access requirements.</li> <li>Liaison with builders to ensure current access to school is not compromised by the perimeters of the new build.</li> <li>Equipment and furniture.</li> </ul>	Commencing with planning and in liaison with CCC – Winter 2017/18	Covered within project cost financed by CCC	Local Authority, project managers, HT and Business Manager

## LEVENS SCHOOL ACCESSIBILITY PLAN 2017 - 2020

### IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT LEVENS SCHOOL/SETTING

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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 2018	Parental opinion is surveyed and action taken appropriately.
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
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.	Ongoing	The school is able to move forward with electronic reporting to parents.