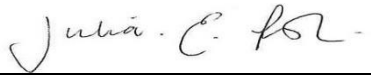
Bridekirk Dovenby
Church of England Primary School

ACCESSIBILITY PLAN

2024 – 2027

Approved by[1]	
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Position:	Head Teacher
Signed:	
Date:	28.02.2024 / Reviewed November 2024
Review date[2]**:**	February 2027

[1] 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

[2] 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
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
8	Reviewed with Mrs Rowlands – minor changes	December 2021
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
10	Reviewed by Julia Fish and Judith Chandler	February 2024
11	Reviewed by JF following work carried out in school	November 2024

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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 several 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 are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the 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.

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

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.

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 that the pupil faces in comparison to their 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.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication EHRC Reasonable adjustments for disabled pupils. 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 are required 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.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

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.

At Bridekirk Dovenby 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 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.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan

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 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.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

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

7. Contextual information

- Bridekirk Dovenby C of E Primary School is a Voluntary Controlled rural school which lies between the villages of Dovenby, Bridekirk and Tallentire.
- The villages of Bridekirk, Dovenby, Tallentire, Blindcrake, Isel, Setmurthy, Redmain and Sunderland are all in the school catchment area.
- Just under 70% of children are from out of catchment.
- The school provides education for a maximum of 150 children between the ages of 4 and 11 years.
- The diversity of the school can be described as White British with approximately 5% of the children from different ethnic backgrounds.
- The school does not have nursery provision and most children enter the school with either playgroup or nursery experience. The children who attend our school are mostly from middle class socio- economic backgrounds, some of which are farming.
- The school has 5 classrooms, as well as a shared area and outdoor space originally built for a child with disabilities, but with flexibility for integration with the main classrooms. There is a hall which is used for lunch, PE, assembly and Out of School Club. The outside areas are extensive, offering a large grassed area, sensory garden, paved playground, covered shelter, and 2 climbing frames.
- The school has strong links with the Church, and other local schools and agencies which include; Cockermouth Consortium of Schools, Cockermouth Secondary School and West Cumbria Teaching School Alliance.

8. Development of the plan

8.1 Vision and values

Bridekirk Dovenby 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.

8.2 Information from pupil data and school audit

- Bridekirk School has identified that we have, as at the start of the academic year 2023/2024, **9** students regarded as having a disability within the meaning of the Equality Act.
- disabled under the terms of the DDA. These can be grouped as: **2** x hearing impaired, **0** x physical mobility problems (wheelchair user) **1 x** visual impairment, **0** x Asperger's Syndrome, **2** x ADHD, 3 x Autistic, **0** x epileptic**, 2 x** severe language & communication needs.
- Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.
- **One** student with a disability currently in a feeder nursery school who may wish to come here has 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.

8.3 Views of those consulted during the development of the plan

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 relevant governor sub-committee and where necessary the full governors;
- consult staff including specifically SENCo, SLT, health & safety lead area;
- set up a structure to allow the views of students, both able and disabled to be considered;
- question 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;

9. Scope of the plan

9.1 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**.**

We plan 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.

Bridekirk School continually improves access to the school curriculum by evaluating what is being offered each year to the pupils in specific cohorts always considering their personal requirements. The head and deputy regularly undergo discussions with staff to provide them with support through CPD or from specialist advisory teachers. Any changes or specific needs / requirements that arise are taken to the governing body who work very closely with staff and have a good understanding of the needs within each class. Each class has a class buddy governor. Action plans and the school development plan are monitored and evaluated by the staff and governing body together and visits within school take place. Together new actions and priorities are agreed.

This planning helps to ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school/setting community with disabilities. These may include:

- consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;

- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school/setting has ensured pupils have a voice in decisions that affect them;
- acting to ensure that disabled members of the school/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities. – e.g. Makaton kite mark.
-

9.2 Improving the school's physical environment 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. (Access Audits have been commissioned carried out 2015, 2021 & 2024).
- 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.

Bridekirk Dovenby CofE Primary School during recent development has aimed to increase accessibility to disabled pupils and visitors to the school. Monitoring is undertaken by the head teacher and Governors responsible for Health and Safety. The School Business Manager is responsible for ensuring all relevant safety checks are carried out in timely manner and documentation and certificates are retained.

The planning covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

At Bridekirk School the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing body will consider and record reflection upon 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 two disabled parking bays, and the provision of a sensory areas for neurodivergent pupils and those with mental health issues such as anxiety disorders.
- 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 devises.
- 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.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We 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 include handouts, timetables, textbooks and information about the school and school events. The information will 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 along with the headteacher and SENCo will:

- Inform readers that school published material is available in a selection of formats e.g. Braille, Immersive Reader, Makaton and identifying how they can access this provision if requested.
- Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identify 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.

9.4 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.

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

10. Implementation

10.1 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:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan 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.

10.2 Monitoring

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

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting'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.

10.3 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 schools/settings are aware of support services that provide advice to schools/settings 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 schools/settings how information can be provided in a number of different formats.

10.4 Accessing the school's plan

This will be done through:

- Using symbol software to support learners with reading difficulties.
- Ensure hardware is available to support learning (visualisers, braille machine, Reveal 16i
- raising awareness of font size, colour palettes and page layouts to support pupils with visual impairments.
- ensuring the school library and classrooms have availability of large font and easy read texts to improve access.
- ensuring signage around the school is accessible to all
- auditing the use of, and methods of displaying, materials around the school.
- 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.

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/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.

11. Related policies

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

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedure

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Appendix A(i)

Bridekirk Dovenby School					
ACCESSIBILITY PLAN 2024 – 2027					
IMPROVING ACCESS TO THE CURRICULUM					
Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Date Complete**
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On Going	Increase in access to the National Curriculum	Ongoing Aug 2024 further work done
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Reviewed Annually	Society will benefit by a more inclusive school and social environment	Ongoing
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.	Ongoing
Training for staff in the identification of and teaching children with **ASC, DS, VI** and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. **All staff aware of Ordinarily Available Provision at SEN Support (Cumberland doc 2023/24)**	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Reviewed Annually	Children with ASC / DS / VI are successfully included in all aspects of school life.	Ongoing
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	Ongoing	Increase in access to all school activities for all disabled pupils	Ongoing

Bridekirk Dovenby School				
ACCESSIBILITY PLAN 2024 – 2027				
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Priority	**Item**	**Activity**	**Timescale**	**Completed**
Disabled parking bay(s) and signs	**1.18** At least one parking bay designated for disabled people is provided on firm and level ground as close as feasible to the principal entrance of the building.	Two disabled parking spaces available providing level access to the main entrance to school		Second bay created 2023
Accessible entrances	**2.6** The route from the exterior across the threshold should prove weather protection and not present a barrier for wheelchair users or a trip hazard. A level threshold is *preferred* especially for doors in frequent use. If a raised threshold is unavoidable it has a total height of not more than 15mm (1/2inch)	The main entrance door does not have a level/flush threshold however currently access is possible for wheelchair users in standard wheelchairs. No further action required at present		
	2.7 Accessible entrances will satisfy the requirement of M2 if they are easily identifiable among other elements of the building and the immediate environment e.g. by lighting and/or visual contrast	This is not required retrospectively and would only require consideration in the event of alterations required for pupil/staff who are hearing or visually impaired.		
Lighting and signage to entrance	**1.12** It is important to reduce risks to people, particularly people with impaired sight, when approaching and passing around the perimeter of the building under all lighting conditions.	Programme of provision of LED Lighting in process	Ongoing Further work carried out Oct 2024	

Surfaces of approach	**1.9** All access routes to principal or alternative accessible entrances should be surfaced so that people are able to travel along them easily, without excessive effort and without risk of tripping or falling	Ongoing inspections carried out to check conditions of access routes	Ongoing	
Entrance doors	**2.16** Door furniture on manually operated non-powered doors should be easy to operate by people with limited manual dexterity and be readily apparent against the background of the door	New gate fitted at in sensory garden and a new gate / fencing ordered for main entrance (to be fitted March 2024). Sensory Garden gate lock to be fitted and gate adjusted	Ongoing New gate in place Lock on Sensory Garden fitted	Completed
Switches Outlets and Controls	**4.29** Controls that contrast visually with their surroundings are more convenient for visually impaired people, as are light switches that are activated by a large push pad.	This is not required retrospectively and would only require consideration in the event of alterations required for pupil/staff who are visually impaired.		
	4.30 Switches for permanently wired appliances are located between 400mm and 1000mm above the floor unless needed at a higher level for particular appliances.	This refers to the security keypad in the foyer where it was recommended to relocate and lower. Based on the relevant text it is not necessary unless you wish to make any changes to the location.		
Aids to communication	**4.31** People will benefit if there is an integrated system for wayfinding, public address and hearing enhancement	This is not required retrospectively and would only require consideration in the event of alterations required for pupil/staff who are hearing or visually impaired.		
	4.32 The appropriate choice of floor, wall and ceiling surfaces materials and finishes can help visually impaired people appreciate the boundaries of rooms or spaces, identify access routes and receive information			

Signage	**3.5** It should be possible for information about the building to be easily obtained from a reception point or gathered from notice boards	RNIB recommends the Font Ariel and Font size 14 for notices.		
Corridors and Passageways	**3.14** Corridors and passageways will satisfy the requirements of M2 if elements such as columns, radiators and fire hoses do not project into the corridor, or where this is unavoidable a means of directing people around them such as a visually contrasting guard rail is provided.	Ongoing regular inspections carried out to ensure no obstructions within the corridors	Ongoing	
Internal stairs	**3.50** It is not reasonable to require a hazard warning surface at the head of the internal stairs since there is no recognised warning surface for use internally which can be guaranteed not to constitute a trip hazard when used alongside flooring surfaces with different frictional resistance characteristics.	This refers to the recommendation to provide signage on the steps from AG023. No further action required based on M2 guidance		
Vertical circulation within the building	**3.17** A passenger lift is the most suitable means of vertical access and should be provided wherever possible. However given the space constraints in some buildings, it may not always be possible to install the type and size of passenger lift that would be suitable for use by all and other options may need to be considered to provide for users with mobility impairments	This would be achieved through risk assessment as and when the need arises.		

Internal doors	**3.8** The presence of doors whether open or closed should be apparent to visually impaired people through the careful choice of colour and material for the door and its surrounding	This is not required retrospectively and would only require consideration in the event of alterations required for pupil/staff who are visually impaired		Two doors fitted Oct 2024 and painted blue
Seating	**4.8** All users of facilities should be able to locate suitable seating and move safely and easily to and from the seating area and ancillary accommodation such as lavatories or dining rooms.	This could be achieved through risk assessment as and when the need arises.		
Provision of toilet accommodation	**5.4 h** any emergency assistance alarm has • Visual and audible indicators that an emergency call has been received • A reset control reachable from a wheelchair and the WC or form the wheelchair and the shower/changing seat **5.7** At least one wheelchair accessible unisex toilet is provided at each location in a building where sanitary facilities are provided to use by visitors to a building or by people working in the building	Check call system in place for response		Call systems Checked in Inclusive Toilet
External areas for recreation and play	The Equality Act 2010 is designed to protect people from unfair treatment and to create a more equal society. The Act brings together a range of anti-discrimination laws that have been passed over the last 40 years to	External seating and benches sited at various locations around school site should be colour contrast visually with the background Paint Benches RED See 4.32 above. External steps to all play areas and levels would benefit from step edge nosing marked to clearly identify.	Paint benches RED Summer 2025 Repaint White lines 2025	

	make it easier to understand rights and challenge discrimination.	Additional steps to be created in sensory garden (ramp pathway currently available as alternative) to avoid slips, trips and falls.		

Appendix A(iii)

Bridekirk Dovenby School					
ACCESSIBILITY PLAN 2024 – 2027					
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	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	Ongoing
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.	December 2024	Parental opinion is surveyed, and action taken appropriately.	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Ongoing support is provided to school from SAT's	Delivery of school information to pupils & parents with visual difficulties improved.	Completed to a large degree - special screens held in school, ongoing support
The school moves towards an electronic method of reporting to parents and passing on messages etc. Also, electronic payment etc.	Electronic reporting methods are explored. Other options are available for those who cannot access this.	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. I	Ongoing and continually being improved
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses – keep staff up to date with advice Total communication system available within school.	Awareness of target group raised	Ongoing from Autumn 2023	School is more effective in meeting the needs of pupils.	Ongoing

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