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ACCESSIBILITY PLAN 2024-2027 (KSMAT/STAT/018)

Committee Responsible:	Keswick School MAT Directors
Lead Officer:	Director Finance & Operations
Date of Review:	March 2024
Date to be Reviewed:	March 2027
Signed: Date:	



ACCESSIBILITY PLAN 2024-2027

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	Policy Review	March 2020
6	Policy Review and addition of Bassenthwaite's details	June 2023
7	Aligned to Kym Allan Accessibility Plan v8	March 2024

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ACCESSIBILITY PLAN 2024-2027

1.0 INTRODUCTION

- 1.1 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 types of discrimination that are unlawful. It simplified the law by removing anomalies and inconsistencies that had developed over time and extended the protection from discrimination in certain areas. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.
- 1.2 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 favorably than a non-disabled person. 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.
- 1.3 A school must not discriminate against a student because of something that is a consequence of their disability. Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled student and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2.0 AIMS

- 2.1 This plan details how Keswick School MAT will improve access to the physical environment, increase access to the curriculum and improve the availability of accessible information to any disabled person (pupil, parent/carer, employees or visitor).

3.0 DEFINITION OF DISABILITY

- 3.1 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.
- 3.2 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.
- 3.3 This definition is not just regarding physical difficulties but also covers:
- Sensory difficulties
 - Learning difficulties
 - Impairment resulting from, or consisting of, a mental illness

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- 3.4 In addition there is a range of ‘hidden impairments’ such as:
- Dyslexia
 - Speech and Language Impairments
 - Autism
 - Attention Deficit Hyperactivity Disorder (ADHD)
- 3.5 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
- 3.6 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.
- 3.7 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.

4.0 CONTEXTUAL INFORMATION

- 4.1 Keswick School Multi Academy Trust is composed of Keswick School (a non-selective co-educational day and boarding school for pupils aged 11 to 19 serving a catchment area in West Cumbria) and Bassenthwaite Primary School.
- 4.2 At the start of the academic year, the school identifies the number of students regarded as disabled under the terms of the Quality Act 2010, including those:
- with a hearing impairment
 - with a physical mobility problem (non-wheelchair users)
 - with a visual impairment
 - with ADHD
 - autism
 - epilepsy

5.0 REASONABLE ADJUSTMENTS

- 5.1 The Trust has a duty to make reasonable adjustments for disabled pupils:
- If a disabled pupil is placed at a substantial disadvantage to other pupils, reasonable steps must be taken to avoid that disadvantage;

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- An auxiliary aid or service will be provided for a disabled pupil when it would be reasonable to do so, and where this would alleviate any substantial disadvantage the pupil faces in comparison to their non-disabled peers.

5.2 A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable based on the individual circumstances of each case. If it is then there can be no justification for why it is not made. The MAT will not be expected to make adjustments that are not reasonable.

5.3 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.

5.3 The MAT is 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.

6.0 PUBLIC SECTOR EQUALITY DUTY (PSED)

6.1 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.

6.2 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.

6.3 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.

6.4 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.

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7.0 AIMS OF THE ACCESSIBILITY PLAN

7.1 We strive to ensure that the culture and ethos of schools in our Trust 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.

7.2 At Keswick School MAT 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 students and to:

- Increase the extent to which disabled students can participate in the different areas of the national curriculum and increase access to extra-curricular activities
- Improve the physical environment of our schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

7.3 This Accessibility Plan will, therefore **begin the process of addressing the needs of disabled people** through specific targets.

7.4 It is a requirement that the Trust's accessibility plan is resourced, implemented and reviewed and revised as necessary. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will role forward into subsequent plans.

8.0 KEY OBJECTIVES

8.1 The key objective of our Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to full participation across the MAT for students and prospective students with a disability.

8.2 The MAT will achieve successful implementation of the Accessibility plan with continued support in the areas of:

- Providing training and awareness opportunities for staff, governors and parents/carers on issues regarding equality and inclusion
- Providing targeted training for particular groups of students/staff
- Promoting collaboration through the provision of information and the sharing of good practice
- Seeking support/advice from outside the MAT, from services, other agencies and organisations.

9.0 THE CURRICULUM

9.1 All pupils will have full access to a broad and balanced curriculum. This includes extra-curricular activities and off-site visits.

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9.2 Adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

9.3 The SENDCO will consider the following:

- participation in activities such as after-school clubs, as well as off-site visits;
- what threats to participation exist and use a risk assessment proforma to reduce risks and threats to participation;
- how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- 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;
- how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- action to increase curriculum choice and/or flexibility to enhanced the access to appropriate qualifications/attainment;
- how 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;
- 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;
- identify staff training needs in order to effectively meet pupil disabilities of, including prospective pupils who may require manual handling, signing, personal hygiene support etc.;
- identify pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- take action to ensure that disabled members of the school 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;
- ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are willing to actively support their children's education;
- enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

6.4 The SENDCO will provide training in staff meetings and a CPD programme to support improved access for disabled pupils. Training covers classroom organisation, general support and specific information about particular pupils.

6.5 The Trust will continue to seek and follow the advice of LA services, such as specialist teacher advisers, and of appropriate health professionals from the local NHS Trusts.

7.0 THE PHYSICAL ENVIRONMENT

7.1 The Trust will take account of the needs of people with disabilities when planning and undertaking premise work, such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

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7.2 It may not be feasible to undertake some of the work outlined during the life of the accessibility plan and some items will roll forward into subsequent plans. The accessibility plan will be reviewed prior to the end of each plan period. This will inform the development of the new accessibility plan for the following period.

8.0 WRITTEN INFORMATION

8.1 On request the Trust will provide information in the format required. This will include producing literature in the correct font size to help visually impaired students, looking at alternative ways to provide access to information and reviewing how effectively we communicate.

9.0 FINANCIAL PLANNING

9.1 The Trust Directors will review the financial implications of the accessibility action plan as part of the normal budget review process. The objective is that over time accessibility action plan actions will be integrated into the premises plan.

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

10.0 IMPLEMENTATION

10.1 The Trust will undertake an accessibility audit dependent on the needs of the students and staff in the MAT. As a result of the audit, we shall:

- update accessibility plans;
- present plans to the Trust Directors;
- review the accessibility plan as necessary.

11.0 MONITORING

11.1 Keswick School MAT recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged and that monitoring leads to action planning.

11.2 The Accessibility Plan will be monitored by the Trust Directors.

12.0 RELATED POLICIES

12.1 The Accessibility Plan should be read in conjunction with the following policies and plans:

- Equality (KSMAT/STAT007)
- Health & Safety (KSMAT/STAT/013 and KSMAT/STAT/046)
- Special Educational Needs and Disabilities (KSMAT/STAT/017)
- Trips and Visits (KS/CUR/076)

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Keswick School Accessibility Plan

The Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for awareness raising of disability issues.	Provide information and training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Annually (SENDCO)	Society will benefit by a more inclusive school and social environment.
Review of TA deployment.	In review meetings with teaching assistants establish when they are available to support pupils.	Adult support is available during key times that individual pupils may need support i.e. PE lessons, extra-curricular activities, lunch and break.	Annually (SENDCO)	Pupils who need individual adult support to participate in some activities have access to support.
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.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Annually (SENDCO)	Increase in access to the curriculum.
Annual SEN training for staff in the identification of and teaching pupils with specific learning difficulties.	Training led by SENCO (outreach provision from external agencies as necessary).	All staff are familiar with the school's SEN policy, the SEN Code of Practice, criteria for identifying specific needs and how best to support these pupils in the classroom.	Annually (SENDCO)	Pupils with specific learning difficulties successfully included into all aspects of school life.
Annual training for staff with regards to strategies for teaching specific pupils with autism/ASD.	Training led by Specialist Advisory Teacher/SENCO.	All staff have clear understanding of the needs of specific autistic/ASD pupils and how to ensure the curriculum is fully accessible to them.	Annually (SENDCO)	Autistic/ASD pupils successfully included into all aspects of school life.
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.	Extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Annually (SENDCO)	Increase in access to all school activities for disabled pupils.

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The Physical Environment - this is relevant to the whole school site. Some points are specific to boarding.

Item	Activity	Timescale	Cost £	Responsibility
External ramps	Continue to maintain colour contrast along walking route from main car park to school reception to help with orientation.	Annually	500	Premises Manager
	Boarding: external ramp could be installed into the first floor of the Boarding house. Floors could be swapped to make provision for either gender if required. However, external gradient of path down to main entrance with ramp installed would also need to be considered.	as funds allow and/or if individual pupil/staff require	20,000 +	
External steps	A review of all external steps into all buildings, between blocks, along pedestrian paths and throughout the school site.	Annually	n/a	Premises Manager
	A programme of work established to ascertain feasibility of replacing steps with ramps and the current external wheelchair lift with a ramp.	as funds allow and/or if individual pupil/staff require	20,000 +	
	Investigate tactile warning surface to top and bottom of all external steps into all buildings, between blocks, along pedestrian paths and throughout the school site.			
Reception areas including desks, seating and lighting	Undertake regular checks to school reception to clear any stored items.	Termly	n/a	Premises Manager
	Ensure that the induction loop notice of installation is on view and school staff aware of how to operate.	Annually	n/a	
Floor surfaces, and tonal contrasts of surfaces	Colour contrast between floors, walls, doors and ceilings to be updated during routine maintenance programme.	as funds allow and/or if individual pupil/staff require	As per projects	Premises Manager
Internal ramps	Internal ramp from school reception to administration foyer to have handrails, colour contrast and tactile to identify change in level.	Sep 2024	1000	Premises Manager

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Internal stairs	<p>Consideration for platform or wheelchair lift should be considered to enable access for all to the lower ground and first floor (Manor House).</p> <p>Boarding: Internal stairs to alternative floor levels. Consider providing a suitable stairlift to first and second floor levels to enable more independent access for all.</p>	as funds allow and/or if individual pupil/staff requirement	50,000+	Premises Manager
Provision of handrails and landings	The provision of handrails at each side of the staircases to lower ground and first floor (Manor House) would improve use for ambulant disabled people.	as funds allow and/or if individual pupil/staff requirement	3000	Premises Manager
Seating and furniture	Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating.	Termly	n/a	Premises Manager
	Definite colour contrast between furniture, seating and flooring in future programmes.	as funds allow and/or if individual pupil/staff requirement	As per projects	
Visitors/staff toilets (female & male)	<p>Toilet provision would not be accessible to wheelchair users. Ambulant disabled user would find toilet cubicles small and there are no aids to help with manoeuvrability. Redesign toilets to increase size of an individual cubicle.</p> <p>Non-reflective and colour contrast should be planned when future decoration upgrade undertaken.</p>	as funds allow and/or if individual pupil/staff requirement	As per projects	Premises Manager
	Boarding: No wheelchair accessible toilet. Nearest wheelchair accessible toilet is in the PE, Gym & Sports Hall Building. A wheelchair accessible unisex toilet should be provided once wheelchair access to the boarding house has been installed.	as funds allow and/or if individual pupil/staff requirement	20,000+	
Emergency evacuation procedures for disabled people	PEEP (Personal Emergency Egress Plan) and GEEP (General Emergency Egress Plan) should be reviewed regularly to ensure staff are trained and take into account the individual needs of those requiring assistance.	As required	n/a	Premises Manager
	Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises are used for concerts, plays and fairs outside normal school hours.	Planning stage	n/a	Planning Lead

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	Display sign at school reception to inform visitors that GEEP's are available and staff are aware of action required on request.	Annually		Premises Manager
Fire exits and escape routes	<p>Fire exits and escape routes checked for compliance and a written record completed as part of the regular fire risk checks.</p> <p>Check all door closer and exit mechanisms have minimal force opening/closing pressure action.</p> <p>Steps that cannot be redesigned should have nosings clearly defined and maintained. If more than two steps should have colour contrasted handrails.</p>	<p>Annually – with constant vigilance</p> <p>Annual review</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	Premises Manager
Boarding: Changing/bathroom facilities	<p>Changing/bathroom facilities on first and second floor not accessible to wheelchair users. Ambulant disabled user would find facilities small and no aids to help with manoeuvrability. Redesign to increase a facility size and provide aids to help.</p> <p>Non reflective and colour contrast should be improved when future decoration upgrade undertaken.</p>	as funds allow and/or if individual pupil/staff requirement	20,000+	Premises Manager

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Keswick School Accessibility Plan

Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	Convert written information into alternative formats on request.	The school will be able to provide written information in different formats when required for individual purposes	On request	Delivery of information to disabled pupils improved
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 – this is mainly through the school website.	On-going	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Biannual survey	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	Adaptations made considering the wishes of the child/parents	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	SENDCO to provide training and learning plans.	Awareness of target group raised	On-going	School is more effective in meeting the needs of pupils.
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.	Now in place but constant review to improve accessibility.	The school is able to move forward with electronic reporting to parents.

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Bassenthwaite School Accessibility Plan

The Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for awareness raising of disability issues (in particular speech and language). Training for 2024/25 PDA and ADHD.	Provide information and training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	July 2024 (SENCO) 2024/25	Speech and Language training accessed by all teaching and TA staff 2023-2024
Review of TA deployment.	In review meetings with teaching assistants establish when they are available to support pupils.	Adult support is available during key times that individual pupils may need support i.e. PE lessons, extra-curricular activities, lunch and break.	Sep 2024 (Head)	Pupils who need individual adult support to participate in some activities have access to support.
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.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing (SENCO)	Increase in access to the curriculum. Possible standing desks purchased for 2 pupils in 2024-25
Annual SEN training for staff in the identification of and teaching pupils with specific learning difficulties.	Training led by SENCO (outreach provision from external agencies as necessary).	All staff are familiar with the school's SEN policy, the SEN Code of Practice, criteria for identifying specific needs and how best to support these pupils in the classroom.	Every Sept (SENCO)	Pupils with specific learning difficulties successfully included into all aspects of school life.
Annual training for staff with regards to strategies for teaching specific pupils with autism/ASD.	Training led by Specialist Advisory Teacher/SENCO.	All staff have clear understanding of the needs of specific autistic/ASD pupils and how to ensure the curriculum is fully accessible to them.	Every Sept (SENCO)	Autistic/ASD pupils successfully included into all aspects of school life.
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.	Extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing (SENCO)	Increase in access to all school activities for disabled pupils.

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The Physical Environment- this is relevant to the whole school site.

Item	Activity	Timescale	Cost £	Responsibility
Parking	Re-mark and extend car parking space allocation and dimensions reserved for people with reduced mobility directly outside school reception. Mark out car parking space in main car park as near to the path to the school reception to be reserved for people with reduced mobility.	Sep 2024	500	Head
Lighting & signage to entrance	Ensure all external lights (dusk to dawn) are in good working order	Ongoing	200	Head
Reception areas including desks, seating and lighting	Undertake regular checks to school reception to clear any stored items.	Ongoing	n/a 300	Head
Obstructions and projections in corridors	Remove all surplus furniture and equipment in the corridors and assembly points that restricts ease of movement and creates hazards.	Ongoing	n/a	Head
Floor surfaces, and tonal contrasts of surfaces	Colour contrast between floors, walls, doors and ceilings to be updated during routine maintenance programme.	Included in plans for 2024-2025	As per projects	Head
Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast.	as funds allow and/or if individual pupil/staff requirement	As per projects	Head
Seating and furniture	Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating. Definite colour contrast between furniture, seating and flooring in future programmes. Some standing desks to be purchased	July 2024 2024/25	1000	Head
Noticeboards, publication and other materials provided for	Review all information for pupils, parents and other users including notice boards, school website and prospectus. Consider provision in alternative formats such as large print, Braille and audio-tape. Ensure size, colour and typeface do not discriminate against those with visual impairments.	Ongoing	unknown	Head

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pupils, parents and other users				
Routes clear and obstructions removed	Check traffic routes for surplus furniture and equipment and remove obstructions.	Ongoing	n/a	Head
Maintenance of heating, emergency lighting and alarm system	Check and log adherence to regular checking and servicing of systems.	Ongoing	n/a	Head
Emergency evacuation procedures for disabled people	PEEP (Personal Emergency Egress Plan) and GEEP (General Emergency Egress Plan) should be reviewed regularly to ensure staff are trained and take into account the individual needs of those requiring assistance. Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises are used for concerts, plays and fairs outside normal school hours.	Ongoing Ongoing	n/a	Head

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Bassenthwaite School Accessibility Plan**Written Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
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
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	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.
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.

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