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## ACCESSIBILITY PLAN 2020-2023 (KSMAT/STAT/018)

<b>Committee Responsible:</b>	Finance and Premises (Local Governing Body)
<b>Lead Officer:</b>	Director Finance & Operations
<b>Date of Review:</b>	March 2020
<b>Date to be Reviewed:</b>	March 2023
<b>Signed:</b> <b>Date:</b>	

## ACCESSIBILITY PLAN 2020-2023

### 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

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## 1.0 INTRODUCTION

- 1.1 The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.
- 1.2 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.

## 2.0 AIMS

- 2.1 This plan details how Keswick School 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
- 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

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- Contenance
- 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 is a non-selective co-educational day and boarding school for pupils aged 11 to 19 serving a catchment area in West Cumbria, many pupils coming from outside the catchment area. The school has a current roll of 1344 (September 2019).

4.3 The school is set in its own grounds on the outskirts of Keswick. The school is set in an old manor house and has new extensions to accommodate teaching and boarding accommodation.

4.3 The Main Building houses the administration block, main hall and dining room. The Lairthwaite building is accessed via a corridor from the main locker hall or from outside in the courtyard. The Hewitson building is accessed via a covered walkway. In addition there is a dedicated three storey sixth form centre, a technology block, a languages block, a boarding house and the Crosthwaite Music Centre.

4.3 The school has identified that we have, as at the start of the academic year 2015/16 **XX** no. of students regarded as disabled under the terms of the DDA. These can be grouped as:

- 9 with a hearing impairment
- **XX** with a physical mobility problem (non-wheelchair users)
- 10 with a visual impairment
- **XX** with Asperger's Syndrome
- **XX** with ADHD
- **XX** autistic
- 4 epileptic
- **insert any others here.**

#### 5.0 REASONABLE ADJUSTMENTS

5.1 The school 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;
- 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.

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5.2 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 school will not be expected to make adjustments that are not reasonable.

## 6.0 THE CURRICULUM

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

6.2 The Learning Support department is comprised of a full time SENCO, 5 senior teaching assistants and 6 teaching assistants. The SENCO plans training and the deployment of staff in consultation with the Deputy Head (Pastoral). The SENCO liaises with the Deputy Head (Learning) with regards to timetabling and curriculum options for disabled pupils. Adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

6.3 The SENCO will consider the following:

- participation in activities such as after-school clubs, as well as off-site visits;
- how threats to participation have been analysed using a risk assessment proforma and what action can be taken to reduce those identified risks;
- 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.

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- 6.4 The SENCO will provide training in staff meetings and the CPD programme to support improved access for disabled pupils. Training covers classroom organisation, general support and specific information about particular pupils. Following CPD training staff complete an evaluation form. The feedback will be reviewed by the SENCO, SLT and the governors.
- 6.5 Keswick School 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 school 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.
- 7.2 The school has a strategic premises plan which is approved by the Finance committee and is written to meet the needs of providing better access for all disable people. The premise plan takes into account the accessibility plan and this is monitored on an annual basis by the premises manager.
- 7.3 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 in detail prior to the end of each three-year 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 school 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 Head teacher, Director of Finance and Operations and Finance Committee 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 premise plan.
- 9.2 Keswick School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **10.0 IMPLEMENTATION**

- 10.1 Keswick School will undertake an accessibility audit every three years. As a result of the audit, we shall:
- produce an accessibility plan with time scales for the implementation of actions identified;
  - present the plan to the governing body for their approval;
  - review the accessibility plan to see if milestones are being met.

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## 11.0 MONITORING

11.1 The Accessibility Plan will be monitored by the Finance and Buildings committee.

## 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 (KS MAT/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.	<b>Jan 2016</b> (SENCO)	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.	<b>Oct 2015</b> (SENCO)	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.	<b>Jan 2016</b> (SENCO)	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.	<b>Jan 2016 then every Sept</b> (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.	<b>Nov 2015 then every Sept</b> (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.	<b>Sept 2016</b> (SENCO)	Increase in access to all school activities for disabled pupils.

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### Keswick School Accessibility Plan (2015-18)

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

An access audit was carried out by KAHSC in 2015. The following recommendations were made:

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.	Sept 2016 Sept 2016	500	Premises Manager
Approach and routes to entrance	Dropped kerbs and tactile paving provided from main car park to start of pedestrian path. The pedestrian path from main car park to school reception could have intermittent handrails to help people with reduced mobility.	Sept 2016 Sept 2017	800 1500	Premises Manager
Lighting & signage to entrance	Improvements to information signs of accessible routes and car parking at Church Lane, Vicarage Hill, Crosthwaite road site entrances. All disabled car parking provided in recommended size, colour contrast (light text on dark background) and sans serif typeface. Lighting along external routes from car park improved to help with orientation during darkness.	Sept 2016 Sept 2016 Sept 2016	500 500 300	Premises Manager
External ramps	Provision of colour contrast along walking route from main car park to school reception to help with orientation. Remove and relocate coal store, rubbish bins and other trip hazards from ramp to school reception and keep clear of permanent obstructions and hazards.	Sept 2017 Oct 2015	2000 n/a	Premises Manager
External steps	Keep steps to school entrances clear of permanent obstructions and projecting hazards. A review of all external steps into all buildings, between blocks, along pedestrian paths and throughout the school site should be undertaken to establish highest footfall of pupils on routes into buildings. A programme of work established to ascertain feasibility of replacing steps with ramps, installing external platform/wheelchair lifts and ensuring there is colour contrasted handrails, tactile warning surface (to top and bottom) and step nosings marked/defined	Oct 2015 Feb 2016  as funds allow and/or if individual pupil/staff requirement	n/a n/a 20,000 +	Premises Manager

	(extending full width of each step) on all external steps into all buildings, between blocks, along pedestrian paths and throughout the school site.			
Reception areas inc desks, seating and lighting	Undertake regular checks to school reception to clear any stored items. Install an induction loop in school reception to enhance hearing systems. Ensure that notice of installation is on view and school staff aware of how to operate.	<b>Oct 2015</b> <b>Oct 2015</b>	n/a 300	Premises Manager
Signs	Provide clear directional information signs including locations of school reception, office, accessible WC provision for people progressing into the building and other parts of the school site. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.  Boarding: Directional map should be made available to support progression from main entrance/reception to this building. Boarding: Provide clear directional and information signs (which could also be supported by tactile information such as map or model) including locations of reception, office, accessible WC provision for people progressing into the building and other parts of the school site. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	<b>Feb 2016</b>  <b>Feb 2016</b>  <b>Feb 2016</b>	500  100  500	Premises Manager
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.	<b>Oct 2015</b>	n/a	Premises Manager
Floor surfaces, and tonal contrasts of surfaces	Colour contrast between floors, walls, doors and ceilings to be updated during routine maintenance programme.	<b>as funds allow and/or if individual pupil/staff requirement</b>	As per projects	Premises Manager
Internal ramps	Internal ramp from school reception to administration foyer should have handrails, colour contrast and tactile to identify change in level. Provide signs (using recommended size, colour contrast and sans serif typeface) to indicate change in level and gradient at each end of the ramp.	<b>Sept 2016</b>  <b>Feb 2016</b>	1000  50	Premises Manager
Internal stairs	Consideration for platform or wheelchair lift should be considered to enable access for all	<b>as funds allow and/or if</b>	20,000+	Premises Manager

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	to the lower ground and first floor (Manor House).  Boarding: Internal stairs to alternative floor levels. Consider providing platform/wheelchair lift to first and second floor levels to enable independent access for all.	<b>individual pupil/staff requirement</b>		
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.	<b>as funds allow and/or if individual pupil/staff requirement</b>	3000	Premises Manager
Provision of visual and audible signals	Internal stairs from administration foyer to lower ground and first floor require signs (using recommended size, colour contrast and typeface) to indicate change in level at each floor and a change in surface/colour at the top and bottom of stair flights to warn visually-impaired people.	<b>Sept 2016</b>	500	Premises Manager
Internal doors	Internal doors to be reviewed and a programme introduced to ensure the following; <ul style="list-style-type: none"> <li>• minimum clear width of at least 750mm ,</li> <li>• appropriate vision panel (minimum zone of visibility between 500mm and 1500mm),</li> <li>• clear unobstructed space between leading edge of door and return wall,</li> <li>• easy grip door furniture,</li> <li>• colour contrast required between door/architrave and door furniture</li> </ul> Priority to be given to door leading from assembly area (off school reception) to administration foyer and all corridor doors (GL/57) from Queens Hall. Check all door closer mechanisms for correct opening/closing pressure and action and remove posters and freezes from doors that obstruct vision panels.	<b>as funds allow and/or if individual pupil/staff requirement</b>  <b>Sept 2016</b>  <b>October 2015</b>	As per projects  3000  n/a	Premises Manager
Access to and in dining areas	Please see Access Audit Report for Catering Block & The Terrace (Catering Facility) – Block 4 & 9 – Checklist I for recommendations.	<b>On-going</b>		Premises Manager
Access to and in assembly hall/public spaces	Ensure surplus furniture and equipment is not left in dining areas/assembly hall/public spaces. Ensure artificial lighting is measured to provide adequate lux levels avoiding full glare, pools of bright light and strong shadows.	<b>Oct 2015</b> <b>Sept 2016</b> <b>Feb 2016</b>	n/a  n/a  500	Premises Manager

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	Provide signage outside access doors to identify room functions/usage. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. Installation of induction loop system should be considered in assembly hall/public spaces for use by people with hearing aids.	<b>as funds allow and/or if individual pupil/staff requirement</b>	300	
Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast.	<b>as funds allow and/or if individual pupil/staff requirement</b>	As per projects	Premises Manager
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.	<b>Oct 2015</b> <b>as funds allow and/or if individual pupil/staff requirement</b>	n/a As per projects	Premises Manager
Visitors/staff toilets (female & male)	Door handles, locks and light switches should be replaced with easy grip/operated 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. Non reflective and colour contrast should be planned when future decoration upgrade undertaken. Boarding: No wheelchair accessible toilet in Accommodation/Boarding Building. Nearest wheelchair accessible toilet is in the PE, Gym & Sports Hall Building. A wheelchair accessible unisex toilet should be provided as a priority once wheelchair access to this block installed.	<b>Sept 2016</b> <b>as funds allow and/or if individual pupil/staff requirement</b>  <b>as funds allow and/or if individual pupil/staff requirement</b>	6000 As per projects 20,000+	Premises Manager
Noticeboards, publication and other materials provided for pupils, parents and other users	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.	<b>Sept 2016</b>	10,000	Premises Manager
Routes clear and obstructions removed	Check traffic routes for surplus furniture and equipment and remove obstructions.	<b>Oct 2015</b>	n/a	Premises Manager
Maintenance of heating, emergency	Check and log adherence to regular checking and servicing of systems.	<b>Oct 2015</b>	n/a	Premises Manager

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lighting and alarm system				
Emergency evacuation procedures for disabled people	<p>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.</p> <p>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.</p> <p>Display sign at school reception to inform visitors that GEEP's are available and staff are aware of action required on request.</p>	<p><b>Dec 2015</b></p> <p><b>Dec 2015</b></p> <p><b>Dec 2015</b></p>	<p>2500</p> <p>n/a</p> <p>500</p>	Premises Manager
Fire exits and escape routes	<p>Fire exits and escape routes must be checked for compliance and a full 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>All external exit doors to be reviewed and a programme introduced to ensure the following;</p> <ul style="list-style-type: none"> <li>• minimum clear width of at least 775mm,</li> <li>• appropriate vision panel (minimum zone of visibility between 500mm and 1500mm),</li> <li>• clear unobstructed space between leading edge of door and return wall,</li> <li>• easy grip door furniture,</li> <li>• colour contrast (with matt finish) required between door/architrave and door furniture.</li> </ul> <p>Door thresholds and any small steps should be redesigned to remove to enable ease of escape. Steps that cannot be redesigned should have nosings clearly defined and if more than two steps should have colour contrasted handrails.</p> <p>Ramps should have colour contrasted edge protection and handrail to at least one side.</p>	<p><b>Oct 2015</b></p> <p><b>Oct 2015</b></p> <p><b>as funds allow and/or if individual pupil/staff requirement</b></p> <p><b>as funds allow and/or if individual pupil/staff requirement</b></p>	<p>n/a</p> <p>n/a</p> <p>20,000+</p> <p>20,000+</p>	Premises Manager
Boarding: Lighting & signage to entrance	Some directional signs erected but provide building name sign to entrance (using recommended size, colour and typeface) to help with external orientation from car park.	<p><b>Sept 2016</b></p> <p><b>as funds allow</b></p>	<p>500</p> <p>20,000+</p>	Premises Manager

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	External lighting outside and from other buildings could be improved to help with orientation during darkness.	<b>and/or if individual pupil/staff requirement</b>		
Boarding: Surfaces of approach	The surface of approach to the main entrance has loose/uneven flags and should be improved for use by people with reduced mobility	<b>as funds allow and/or if individual pupil/staff requirement</b>	20,000+	Premises Manager
Boarding: Entrance doors and thresholds	If main entrance remains consider, when replacing main entrance door, re-design to provide clear width opening of 800mm and ensure door threshold is no more than 15mm. Door security push pad should be lowered to allow independent use. Facility to summon help should also be lowered and ensure colour contrast against background.  Adjust door closer to ensure force required to open is minimal.	<b>as funds allow and/or if individual pupil/staff requirement</b>  <b>Oct 2015</b>	10,000+	Premises Manager
Boarding: Changing/bathroom facilities	Changing/bathroom facilities on first and second floor for boarding pupils. Changing/bathroom facilities 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  Non reflective and colour contrast should be improved when future decoration upgrade undertaken.	<b>as funds allow and/or if individual pupil/staff requirement</b>	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	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		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		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.		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		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		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.		The school is able to move forward with electronic reporting to parents.

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