



DISTINGTON COMMUNITY SCHOOL

ACCESSIBILITY PLAN

2026 - 2029

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REVIEW SHEET

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

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	September 2023
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Appendix A (i)	Template Plan (Improving Access to the Curriculum)
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Appendix B(iii)	Example Completed Plan (Improving Access to Written Information)

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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.

In Distington Community 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

- Distington Community School is a Community School providing education provision for pupils aged between 3 and 11.
- There are 107 pupils aged from 3 to 11 years old on role.
- There are currently no pupils attending Distington Community School with physical disabilities.
- There are 22 full/part time staff.
- The main school premises are used outside school hours for sport after school clubs, school plays, concerts and parent's evenings only.
- Access to the rooms is from the Community Entrance directly from the car park. There are no formal lettings outside school hours used by general public.
- As landlord Distington Community School will need to consider the implications of the Equality Act 2010 if school premises are used by other parties and will need to ensure that a disabled person is not treated less favourably than a non-disabled person.
- Transport to Distington Community School is either on foot, by private transport or public transport.
- The nearest bus stop is on Distington Main Street adjacent to Church Road. The nearest train stop is at Harrington Station which is one mile away from the school premises.

8. Development of the plan

8.1 Vision and values

Our 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

Key starting points for the school's plan:

- ✦ The school has identified that we have, as at the start of the academic year 2023/2024, 0 students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired, physical mobility problems (non-wheelchair users) visual impairment. We have students who are formally diagnosed with: dyslexia, autism, ADHD, general learning difficulties
- ✦ Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- ✦ **0** students with a disability are currently in feeder nursery/primary schools who may wish to come here have 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 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 full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, safety committee;
- set up a structure to allow the views of students, both able and disabled to be considered;

- survey 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.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including 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.

Schools/settings will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools/settings are planning and preparing to respond to the particular needs of individual pupils.

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school 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 has ensured pupils have a voice in decisions that affect them;
- taking 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;
- 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.

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.
- 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.

This strand of the planning duty 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 keyboards, 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.

In maintained schools 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 want to 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 building e.g. provision of disabled parking etc.
- 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.*
- *Provision of sensory areas and / or quiet spaces for neurodivergent pupils and those with mental health issues such as anxiety disorders.*
- *Improvements of storage implications for wheelchairs and other mobility devices.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on school 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.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The Governors may wish to decide how this is to be achieved, perhaps by:

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

Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, 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 wish to 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

- Plans could be made to investigate symbol software to support learners with reading difficulties.
- Raising awareness of font size, colour palettes and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.
- Auditing the use of, and methods of displaying, materials around the school.

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, from services, other agencies and organisations;
- ensuring that the school 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 statement
- Equality Policy, Action Plan and Objectives
- 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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Distington Community School

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2023	Children with ASD are successfully included in all aspects of school life.	
All out-of-school and extracurricular 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	Autumn 2023	Increase in access to all school activities for all disabled pupils	
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	Spring 2024	Increase in access to the National Curriculum	
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	Summer 2024	Society will benefit by a more inclusive school and social environment	
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.	

Distington Community School

IMPROVING PHYSICAL ACCESS

Item	Activity	Timescale	Cost £	Responsibility
Parking	The school building is within convenient walking distance of the school car park but not within convenient distance of public highway or public transport. There are two designated car parking spaces reserved for people with reduced mobility on the school car park. The spaces would benefit from being wider, remarked and a sign erected to clearly indicate facility available. There are dropped kerbs from Church Road to the pavement leading to the school car park and entrance to enable on-street parking and road crossing by wheelchair users.	N/A 3 N/A		
Approach and routes to main entrance	The route from Church Street and school car park to the main school entrance is flat up to the steps and ramp directly outside the main entrance.	N/A		

Lighting & signage to entrance	External lighting along external routes including car park could be improved to help with orientation during darkness.	4		
	Future improvements to school, directional and information sign including notification of allocated car parking spaces for disabled motorist should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	3		
Surfaces of approach	The site surface along pedestrian and car park route to the main entrance is generally in good condition. Some flags just outside main entrance are uneven and would benefit from levelling and pointing.	3		
	Check all routes regularly to ensure surfaces are well maintained.	1		
Street and grounds furniture	The paths and carpark are free from any projecting hazards.	N/A		
	Check walking route to entrance regular to ensure free from additional projecting hazards.	1		
Entrance doors and thresholds	The current entrance door has clear width opening of more than 800mm but would benefit from colour contrast between handle, door and façade and the threshold should be level or flush.	3		
	Unless replacing external door with automatic door provide weather protection canopy for outside.	4		
	The intercom and assistance bell should be lowered to enable use by all.	3		

Reception areas inc desks, seating and lighting	An induction loop, and sign to indicate the facility installed, should be placed at reception hatch/desk to inform hearing aid users.	3		
	Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.	3		
	Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings are updated during routine maintenance programme.	4		
	There is a mix of seating designed for ease of use by visitors.			
	Undertake regular checks to reception/waiting area to clear any surplus/stored items.	N/A		
		1		
Signs	Improve information and directional signs supported by tactile information (such as map) for people progressing to other parts of the building, include location of toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	2		
Lateral circulation, width of corridors	The majority of circulation and corridor spaces would be wide enough and suitable for wheelchair users.	N/A		
Obstructions and projections in corridors	Ensure surplus furniture and equipment is not left in corridors or assembly points.	1		
Internal directional signs	Provide directional signs supported by tactile information (such as map) for people progressing to other parts of the school including toilet facilities and use recommended size.	2		

Lighting, floor surfaces and tonal contrasts of surfaces	Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.	4		
	Colour contrast (with matt finish) between floors, walls, doors and ceilings to be updated during routine maintenance programme.	4		
Passenger lifts	None installed.	N/A		
Platform lift	None installed.	N/A		
Wheelchair lift	None installed.	N/A		
Chair lift	None installed.	N/A		
Internal ramps	None.	N/A		
Internal stairs and visual/audible signals	None.	N/A		
Provision of handrails and landings	None.	N/A		
Internal doors	Review internal doors when programming replacement and ensure minimum clear width of door leaf opening of at least 750mm, vision panel (minimum zone of visibility between 500mm and 1500mm) and easy grip door furniture. Colour contrast matt finish required between door, architrave and door furniture.	4		
	Priority doors to improve could be doors between corridors/circulation routes such as from corridor AG013 to corridor AG037 and from corridor AG013 to resources AG008.	3		
	Check all door closer mechanisms for correct opening/closing pressure action.	1		
	Remove posters and freezes from doors that obstruct vision panels.			

Access to and in dining areas/assembly hall/entertainment spaces/sports halls	Ensure surplus furniture and equipment is removed and not left obstructing use of facilities. Improve artificial lighting with adequate lux level to avoid creating glare, pools of bright light and strong shadows. A hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems. When school governors lease out the premises then as landlord they will need to consider the implications of the Equality Act 2010 and ensure disabled people have access to the same areas as able bodied and therefore not treated less favourably.	4		
		TO NOTE		
Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast when upgrading decoration.	4		
Seating and furniture	Definite colour contrast between furniture, seating and flooring in future programmes. Ensure plan for appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating is in place.	4		
		1		
Changing/bathroom facilities	Changing and shower facilities for girls in AG058 and AG060 and boys in AG061 and AG063 are suitable for ambulant disabled and wheelchair users. Ensure surplus furniture and equipment is not left in these spaces to allow independent use.	N/A		
		1		
Staff (male & female) WC	Unisex staff/visitors WC's AG016 and AG030c would be accessible/useable for wheelchair user. Please see Checklist K for recommendations.	Checklist K		

	Unisex staff WC AG044 would not be accessible to wheelchair users. Ambulant disabled user would find toilet space small but with installation of handrails could be useable. Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings are updated during routine maintenance programme. Door handles, taps, locks and light switches should be replaced with easy grip/operated when future upgrade undertaken.	4 4 4		
Pupil toilets	Pupil toilets AG003, AG004, AG039, AG043, AG057 and AG064 would not be accessible for wheelchair users. Redesign with provision of support rails and outward opening door would allow ambulant disabled usage but would possibly reduce total number of toilets within the individual facilities. Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings are updated during routine maintenance programme. Door handles, taps, locks and light switches should be replaced with easy grip/operated when future upgrade undertaken.	4		
Wheelchair accessible	Wheelchair accessible WC's AG016, AG030c, AG060 and AG061. Ensure surplus equipment is not obstructing usage both outside and inside the facility to allow independent usage.	N/A 1		

	Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings in AG016 and AG030c toilets are updated during routine maintenance programme.	4		
Noticeboards, publication and other materials provided for pupils, parents and other users	Notice boards and information to take away should be within reach of both ambulant and wheelchair users Review all public information including school website and prospectus (if applicable) and consider providing the information in alternative formats such as large print, audio and/or MP3. Availability of alternative formats should be advertised within all publications. The design, layout and colour contrast of school website is clear and logical in appearance, colour contrasted (light text on dark background) and sans serif typeface. Check recommended size (depending on reading distance) of type. The school have published information on their websites about the implementation of the governing body's policy for pupils with SEN including information on where Local Offer is published by local authority.	3 2 2		
Heating, emergency lighting, emergency warning, fire alarm system, lifts and hearing systems (if applicable).	Adhere to regular checking and servicing of installed systems to ensure fully operational.	1		
Emergency evacuation procedures for disabled people	GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to ensure plans and staff trained to take into account individuals needing assistance.	1		

	Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises used for concerts, plays and fairs outside normal school hours. Display notice at entrance/reception to ask visitors to inform staff of any individuals needing assistance.	1 1		
Exits and escape routes	Review all other external doors and introduce programme to improve to ensure minimum single leaf door width opening of 800mm, vision panels allowing visibility from both sides at standing and seating levels and door furniture can be operated with one hand. 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. Include colour contrast (with matt finish) between door/architrave and door furniture in regular maintenance upgrade. Check all door closer and exit mechanisms have minimal force opening/closing pressure action. Circulation, traffic routes, exits and escape routes must be checked for compliance as part of regular fire risk assessment checks and relocate/remove surplus furniture, equipment and obstructions.	4 2		
Emergency warning/lighting system	Consider personal vibrating alarm or other alternative systems for use by people with disabilities in assembly hall/entertainment spaces.	4		
Safe refuge areas in event of fire	GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to take into account the need for safe refuge areas.	1		

External areas for recreation and play	External steps to all play areas and levels would benefit from visual and tactile warning to top and bottom of steps, at least one handrail and step edge nosings marked and clearly defined.	4		
	Ensure play areas are free of rubbish, surplus/redundant items, moss and leaves and repair programme for tarmac, concrete and flagged areas and paths to ensure well maintained.	1		
	Future consideration when refurbishing/replacing current outdoor play facilities to include colour contrasted and accessible playground equipment and surfaces to allow easy access for all users incorporating large ramps, sensory play panels and slides.	4		

DISTINGTON COMMUNITY SCHOOL

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	
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	Autumn 2023	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.	Autumn 2023	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	Autumn 2023	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 from Autumn 2023	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.	Autumn 2024	The school is able to move forward with electronic reporting to parents.	

