



Patterdale C of E Primary School

A loving family in a unique environment

ACCESSIBILITY PLAN

2026 – 2029

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Signed:	<i>N Steels</i>
Date:	February 2026
Review date²:	For Resources Committee Autumn 2029 meeting

¹The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

²This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Full revamp using Kym Allan accessibility plan template	October 2023
2	Updated by Headteacher & SBM	February 2026

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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 Patterdale CofE 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

- Patterdale CofE School is a small family school in an isolated rural location with limited local services and fifteen miles from the nearest town.
- Glenridding is located half a mile from school and has small shops, a health centre, a village hall and various eateries and tourist accommodation.
- We are a Voluntary Aided Church of England primary school.
- We currently have 26 pupils and 3 children in nursery.
 - Class One (Keldas) is made up of Nursery, Year 1, and Year 2;
 - Class Two (Helvellyn) includes Year 3, Year 5 & Year 6.
 - We currently have no children with an EHCP.
 - We have one child on FSM.
 - Our attendance meets the national average.
 - Pupils come from a range of socio-economic backgrounds. Strong farming link and wide rural catchment area.
 - The community is predominantly white British but we have some families that have parents from South Africa, Poland & India.
- The school has one main building with separate small storage sheds for equipment. The main building comprises two classrooms, one school hall, a kitchen, an IT suite and a staff room. The school has two tarmacked playgrounds, a school field, a pond area, a greenhouse area and a wooded wild area.
- We are a member of the Rural Penrith Cluster of schools who work closely together to provide high quality primary education for all children and families in our area. We also have close links with the local community, including the Church and Parish Council; and close ties with local Secondary Schools.
- Children at the school are offered a wide range of opportunities to excel in sport and the Arts as well as taking part in their local community.

8. Development of the plan

8.1 Vision and values

Our School Vision is as follows:

'Lifting our eyes to the hills, we are a happy school filled with love for our place and all people. We recognise and nurture the uniqueness of everyone'.

Our School Aims are as follows:

We want our children to achieve the best together, and:

1. be confident in:
 - being themselves.
 - social situations.
 - what they have learnt.
 - their role in the community near and far
 - physical and sporting activity.
2. be safe, happy and fulfilled
3. have a sense of right and wrong, being polite, honest and showing respect and care for others.
4. have the academic skills needed to move onto the next stage in their education.
5. have enquiring minds to be self-motivated and learn independently.
6. be healthy and fit and to know how to stay that way.
7. have an appreciation of Christianity and other faiths and beliefs.
8. learn how to look after their environment local and global.
9. have happy memories of Patterdale School.

In Summer 2023 the children were asked what the school means to them and they produced a list of six key value words that scroll on our home screen. These are...

FRIENDSHIP FUN TRUST UNIQUE ADVENTUROUS CREATIVE

Further to this, our school:

- *Has high ambitions for all pupils and expects everyone to participate and achieve in every aspect of school life.*
- *Is committed to identifying and then removing barriers to all pupils in all aspects of school life.*
- *Values the individual and the contribution they make to all aspects of school life.*
- *Will strive to ensure that all 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 point should be assessments of:

- The nature of the school population for whom the school is planning;
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities. Pupil information will include a range of data:
 - Pupils already in school and moving through it.
 - The nature of the future intake (advance information from pre-school/primary school etc.)
- There should be some sort of audit of the school's strengths and weaknesses in working with disabled pupils. This might include:
 - the level of staff awareness of Equalities legislation;
 - the presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have

limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access;

- the impact on disabled pupils of the way the school is organised, for example, school policies and practices around supporting pupils with medical conditions, timetabling, anti-bullying strategies, off-site visits and teaching and learning;
- the physical environment of the school;
- the curriculum;
- the ways in which information is currently provided for disabled pupils;
- outcomes for disabled pupils including assessments and end of key stage results and achievements in extra-curricular activities.

The detail and amount of information gathered to complete this section will depend upon a number of factors not least of which is the size of the school. Equally, in reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality. The school has identified that we have, as at the start of the academic year 2022/2023, 0 pupils are regarded as disabled under the terms of the DDA. Our annual development plan takes into account the needs of our diverse pupil population as well as the needs of its wider community.

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

The plan should be informed by:

- the views and aspirations of disabled pupils themselves;
- the views and aspirations of the families of disabled pupils;
- the views and aspirations of other disabled people or voluntary organisations;
- the priorities of the Local Authority;

You should show how the views of different groups have influenced the plans.

Patterdale CofE School 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.

Governors will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities, and 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.

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 and using appropriate coloured overlays to help visually impaired pupils;
- 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.

9.4 Financial planning and control

The Head teacher with Senior Management Team, together with the People & 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 as needed.

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 an action plan, with definite time scales for the implementation of the actions implicit in the plan;*
- *plan to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*

- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

10.2 Monitoring

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

10.3 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.

This will be done through communication with all school stakeholders to ensure all are aware of the availability of the plan, whether verbally or through the school newsletter, SchoolPing or email.

11. Related policies

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

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

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PATTERDALE C of E SCHOOL

ACCESSIBILITY PLAN 2026 – 2029

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing-impaired child.	All staff have clear understanding of the needs of hearing-impaired children and how to ensure the curriculum is fully accessible to them.	When required	Hearing impaired child is successfully included in all aspects of school life.	
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.	When required	Children with ASD are successfully included in all aspects of school life.	
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils	
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	By Dec 2023	Increase in access to the National Curriculum	Dec-2023 ACHIEVED
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	Ongoing	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.	Ongoing
Survey parents/carers for their thoughts on curriculum access	Parents asked for input through SchoolPing message	One suggestion of getting additional up-to-date IT equipment. School has started fundraising to achieve this.	Dec 2024 (depending on funds raised)	Fundraising campaign started Feb 2024.	

PATTERDALE C of E SCHOOL					
ACCESSIBILITY PLAN 2023 – 2026					
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT					
An Asset Management Plan/Access Audit was carried out by the HT & SBM on 2 nd October 2023. We have ramped access on two wide entrance doors :					
Item	Activity	Timescale	Cost £	Responsibility	Date Complete
Safe A592 road crossing system for pupils during drop off/pick up	Team of parent and staff volunteers to be trained as crossing patrol operatives for busier Spring/Summer months.	Autumn 2023	£5,000 (Safer Roads grant funded)	HT/SBM	Autumn 2023
Traffic control measures on A592 adjacent to school	Safer Roads (W&FC) to installed speed traffic indicator signs either side of the straight section of A592 that passes school.	Autumn 2023	Council funded	W&FC/HT/SBM	Autumn 2023
Main entrance access improvement	Removal of clutter from main entrance porch to improve access for all.	Autumn 2023	£0	HT/SBM	Autumn 2023
Improving the visual environment for all pupils, especially those with visual impairments.	Incorporation of appropriate colour schemes when refurbishing in future – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	When budget allows	TBC	HT/SBM	
	Also minimising visual clutter on internal walls.	Ongoing	£0		
Provide quiet area / sensory space for neurodivergent pupils and those with mental health issues such as anxiety disorders.	Look into refurbishing IT Suite or Den in future, when budget allows. Seek advice from SEN service to assist with design of space and provision of appropriate equipment.	When budget allows	TBC	HT	
Improve access to wheelchair users	Install a buzzer system to the school office at wheelchair level outside of the main entrance so that people with disabilities can let us know if they need access assistance.	By July 2024	£20	HT/SBM	
Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Need to regularly review the escape strategy ▪ PEEPs to be developed for any future pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs when required. 	Ongoing from June 2023	£0	HT/SBM	

PATTERDALE C of E SCHOOL

ACCESSIBILITY PLAN 2023 – 2026

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete																								
Survey parents/carers as to the quality of communication to seek opinions as to how to improve.	Send out request to parents/carers asking for their input/suggestions on how to improve communications. Sent buy SchoolPing in September 2023	School is more aware of parent/carer opinion. Parents seem satisfied with our current use of SchoolPing/social media/newsletters etc	Ongoing monitoring and adapting where necessary	No action required	October 2023																								
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	Info to be gathered by July 2024	Delivery of information to disabled pupils improved																									
Make available school brochures, school newsletters and other information for parents in alternative formats	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Add question to parent information form filled in when a child starts at school, asking if they require any additional support in accessing written information (<i>see below</i>).</p> <table border="1" data-bbox="544 1013 1339 1166"> <thead> <tr> <th colspan="2">School Communications</th> <th colspan="2">Do any of the parent/carers require any additional support/assistance in accessing/responding to school communications?</th> </tr> <tr> <th></th> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td></td> <td>Website</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Emails</td> <td></td> <td></td> </tr> <tr> <td></td> <td>School Ping</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Letters/Correspondence</td> <td></td> <td></td> </tr> </tbody> </table> <p>Also we will keep communications jargon-free and parent-friendly.</p>	School Communications		Do any of the parent/carers require any additional support/assistance in accessing/responding to school communications?				Yes	No		Website				Emails				School Ping				Letters/Correspondence			All school information available for all, ensuring thoughtful use of all of our means of information dissemination (website/social media/paper information) and ensuring emerging issues are dealt with promptly.	Ongoing	Delivery of school information to parents and the local community monitored and improved where needed.	Ongoing
School Communications		Do any of the parent/carers require any additional support/assistance in accessing/responding to school communications?																											
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