

WEST CUMBRIA LEARNING CENTRE	
TITLE: Accessibility Plan	ISSUE 12 DATE January 2025

RECORD OF ISSUE			
ISSUE	DATE	NEXT REVIEW DATE	SUMMARY
1	May 2009	May 2012	Issue 1 follows a change of WCLC management and school in Special Measures
2	May 2013	May 2016	Plan replaces previous plan. Review with staff and Management Committee. This Scheme will be reviewed every three years with the Objectives and Action Plan reviewed annually.
3	May 2014	May 2015	Objectives and Action Plan reviewed
4	May 2015	May 2016	Objectives and Action Plan reviewed
5	May 2016	May 2019	Plan, Objectives and Action Plan reviewed
6	Jan 2019	Jan 2020	Plan, Objectives and Action Plan reviewed Change to Key Personnel (Headteacher)
7	Jan 2020	Jan 2023	Plan, Objectives and Action Plan reviewed Change to Key Personnel (Headteacher)
8	Jan 2021	Jan 2024	Plan, Objectives and Action Plan reviewed Change to Key Personnel (Headteacher)
9	Jan 2022	Jan 2024	Objectives and Action Plan reviewed
10	Jan 2023	Jan 2024	Objectives and Action Plan reviewed

RECORD OF ISSUE			
ISSUE	DATE	NEXT REVIEW DATE	SUMMARY
11	January 2024	January 2025	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty. Plan, Objectives and Action Plan reviewed
12	January 2025	January 2026	Reviewed – minor formatting changes, no change to content Objectives and Action Plan reviewed

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Chair of Management Committee	M Priestley		25.03.25

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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 a number of 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 will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

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

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.

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.

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 co-ordination
- 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 the pupil faces in comparison to his 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 special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (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.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

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 West Cumbria Learning Centre, 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 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.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

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 need to 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.

West Cumbria Learning Centre strives 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.

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

Please see our centre profile in section 2 (on page 12) of the main policy (EQUALITY POLICY & SINGLE EQUALITY SCHEME)

8. DEVELOPMENT

8.1 The Purpose and Direction of the School's Plan: Vision and Values

West Cumbria Learning Centre:

- 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 time of writing this policy:*
8 students regarded as having a disability within the meaning of the Equality Act (0 - hearing impairment, 0 physical mobility problems (non-wheelchair users), 0 visual impairment, 0 Asperger's Syndrome', 4 ADHD, 2 Autism, 1 epilepsy, 2 Post Traumatic Stress Disorder). However due to the ever-changing nature of our student population the school roll should be consulted to obtain up-to-date information.
- Our annual development plan takes into account the needs of our diverse student 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 before they arrive;
- liaise with referring schools so as to identify and therefore plan a response to students with a disability before they arrive;
- 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

West Cumbria Learning Centre will, wherever possible:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that West Cumbria Learning Centre provides the best choices for students wanting to enrol here;
- consult the full Management Committee;
- consult all staff;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- 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 Inclusion Team.

The school plans to ensure 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 school 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 SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.

The school's arrangements to improve access to the curriculum involve:

- consideration of whole-school ways of increasing participation in activities such as leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or social, emotional and mental health challenges;
- analysing threats to participation and taking action to reduce identified risks;
- devising and implementing appropriate staff training and development to meet needs as they are identified (e.g. epileptic nurse training with all staff prior to the induction of students with known epilepsy and identification of staff to support students and administer medication as needed)
- considering the physical accessibility of all areas of the building and make improvements to remove barriers where any problems are identified;
- identifying action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. (Where any issues are identified a risk assessment will be carried out 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;
- considering what action needs to be taken to increase curriculum choice and/or flexibility to enhance access to appropriate qualifications/attainment;
- considering the school's response, through the application of the SEND Code of Practice, to improve pupil attainment;
- 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;
- identifying staff training needs to effectively meet the diverse abilities and disabilities of all pupils. N.B Staff are trained in the use of physical intervention strategies and all students have a positive behaviour plan written as part of their induction process;
- ensuring pupils have a voice in decisions that affect them;
- supporting parents and carers to encourage them to see themselves as partners in their children's education and to engage them to be increasingly willing to actively support their children's education;
- ensuring 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

9.2 Improving the physical environment of the school 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.

The school premises plan is prepared in line with the school's 3 year budget plan by the Headteacher and the Business Development Manager with the Management Committee's staffing and finance sub-committee. This is monitored and evaluated by the subcommittee.

The Management Committee will consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school 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 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 should these be required by students in the centre.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

9.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

West Cumbria Learning Centre 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 might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The schools curriculum plan will be consistent with the aims and objectives of the accessibility plan and the Headteacher will monitor the plan and report on it to the Management Committee.

The Management Committee 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 need.
- 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 Leadership Team, together with the Staffing and Finance Sub-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.

West Cumbria Learning Centre will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. IMPLEMENTATION

10.1 Management, Coordination and Implementation

The West Cumbria Learning Centre 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 time scales for the implementation of the actions implicit in the plan;
- present the plan to the Management Committee 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. A new Accessibility Plan will be drawn up every three years.

10.2 Monitoring

West Cumbria Learning Centre recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

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

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities 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

The Management Committee may wish to comment in their report to parents on the impact the County Council has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the County has:

- provided training and awareness opportunities on issues regarding inclusion to staff, members of the Management Committee 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 County Council provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between centre and mainstream schools to share expertise and pupil placement;
- ensured that schools are aware of support services that provide advice to schools 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 how information can be provided in a number of different formats.

10.4 Accessing the School's Plan

This will be done through:

- presentation in a section on the school website open to all visitors to the site;

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, members of the Management Committee and parents/carers on issues regarding equality and inclusion;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that West Cumbria Learning Centre is aware of all support services that provide advice to schools and staff.

11. RELATED POLICIES

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

- Curriculum Plan
- Equality Policy, Action Plan and Objectives
- Staff Continuing Professional Development Plan
- Health & Safety
- Special Educational Needs and Disability
- Educational Visits
- Whole Centre Behaviour
- School Development Plan
- Complaints Policy

West Cumbria Learning Centre Accessibility Plan

In drawing up this Accessibility Plan, the school stakeholders were consulted:

The plan was approved on: 13 Mar 2024

Date of Accessibility Plan: Jan 2024

Date for next Review: Jan 2027

Senior Member of staff responsible for the Plan : Daniel Gee, Headteacher

The Management Committee is free to delegate approval of this Plan to a sub-committee of the Management Committee, an individual Committee member or the Head teacher.

WEST CUMBRIA LEARNING CENTRE ACCESSIBILITY PLAN 2024 -2027

IMPROVING THE CURRICULUM ACCESS AT WEST CUMBRIA LEARNING CENTRE

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	DATE OF COMPLETION
Training for staff in the identification of and teaching of children with Dyslexia, Dyscalculia and other specific learning difficulties.	Identified staff to attend appropriate training. Outreach provision from external agencies to support this.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with Dyslexia and Dyscalculia are 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	Ongoing	Children with ASD are successfully included in all aspects of school life	
Training for staff in the identification of and teaching children with ADHD / ADD / ODD 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	Ongoing	Children with ADHD / ADD / ODD are successfully included in all aspects of school life	
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	Academic Year 2024-25	Increase in access to the National Curriculum Classrooms reorganised to maximise learning opportunities	July 2024

WEST CUMBRIA LEARNING CENTRE ACCESSIBILITY PLAN 2024 - 2027

IMPROVING THE PHYSICAL ACCESS AT WEST CUMBRIA LEARNING CENTRE

ITEM	ACTIVITY	TIMESCALE	RESPONSIBILITY	DATE OF COMPLETION
Yellow edging to steps and ramps – Richmond House	To provide visual notification of level changes	Academic Year 2024-25	Site Manager	
Fire and emergency evacuation procedures to be in place for those with additional needs	PEEPs to be developed for all 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. Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.	Ongoing	Site Manager	
Improve Reception facilities on the Distington site	The counter is lowered to a maximum height of 800mm, with knee-space under.	Academic Year 2025-2026	Site Manager	
Provide quiet area for pupils with Social, Emotional and Mental Health Needs.	Classrooms are repurposed to provide a quiet 'hub' for each Year Group / Key Stage	Academic Year 2024-25	Site Manager	July 2024

WEST CUMBRIA LEARNING CENTRE ACCESSIBILITY PLAN 2024-2027

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WEST CUMBRIA LEARNING CENTRE

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	DATE OF COMPLETION
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Speak to parents regarding quality of communication Invite parents into centre to complete questionnaires Invite parents into centre for session to access school website and look at key policies with support staff	School is more aware of the opinions of parents and acts on this	Ongoing	Parental opinion is surveyed and action taken	
Review documentation with a view to ensuring accessibility for pupils with visual impairment as required	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved	