

Accessibility Plan



Requirements under the Equality Act 2010

The Accessibility Plan is developed in relation to current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Purpose of the Plan

This Accessibility Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education;
- improving the delivery to disabled pupils of written information

Definition of Disability

A person has a disability for the purposes of the Equality Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term; and
- the long-term substantial adverse effects must be effects on normal day-to-day activities

Policy Links

This Plan should be considered alongside the schools Inclusion, SEN and Equality Policies.

Sharing and Monitoring

Information about the Accessibility Plan will be published on the school web-site. The Plan will be monitored by the Governing Body who will review the plan at appropriate intervals. The Plan will also be monitored by Ofsted as part of their inspection cycle.

Working with Partners

The school works with a range of partners and specialist services including:

- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy Team
- Physiotherapy Team
- Speech and Language Therapy Service
- LA Early Help Team
- LA Early Years SEN Team

Training

A regular audit of training needs will be undertaken as part of the schools monitoring and reviewing process. Training will be made available to individual staff members or arranged for all school staff depending on the identified need.

Complaints

The school's Complaint Policy and Procedures covers the Accessibility Plan.

Review Date: September 2015

Next Review Date: September 2018

Audit Ref	Feature	Issue	Actions to be taken	Person responsible	Cost	Date to complete actions by
Aim: Increase access to the curriculum for pupils with a disability						
	Curriculum	Ensure staff have necessary skills and knowledge to support pupils with disabilities	<ul style="list-style-type: none"> Audit of training requirements Provide access to appropriate training 	Deputy Head Teacher	£1,000	July 2017
Aim: Improve and maintain access to the physical environment						
1	Car Parking	Inappropriate use of marked disabled bays due to use of car park by unauthorised users	<ul style="list-style-type: none"> Install controlled entrance barriers to reduce unauthorised use of car park and limit number of vehicles on site 	Head Teacher	£14,000	Oct 2015
1	Pedestrian Access	Inappropriate parking by visitors to shared site on pathways and pavements and blocking access	<ul style="list-style-type: none"> Install barriers along pathways Install 'no parking' markings 	Head Teacher	£8,000	Summer 2016
3	External Lighting	External ramp to car park dimly light during Winter	<ul style="list-style-type: none"> Install external lighting within school grounds 	Head Teacher	£2,500	Easter 2016
3	Reception Area	Raised floor mat inside front door	<ul style="list-style-type: none"> Alter/replace entrance flooring to install recessed floor mat 	Head Teacher	£450	Nov 2015
5	Stairs	Stair and floor coverings matching colours with black edging strips showing no distinction between different levels	<ul style="list-style-type: none"> Alter floor covering/edges to show contrast 	Head Teacher	£500	Easter 2016
Aim: Improve the delivery of written information						
4	Reception Hatch	Noise distraction in main lobby for visitors with reduced hearing	<ul style="list-style-type: none"> Install hearing loop at Reception Hatch 	Head Teacher	£300	Easter 2016
4	Internal Signage	No signage to second floor. No tactile signage for visitors with visual impairment	<ul style="list-style-type: none"> Install signage for second floor Install tactile signage in lobby and on replaced first floor doors 	Head Teacher	£350	Dec 2015
9	Information	Limited facilities to communicate information to visitors with sensory disabilities	<ul style="list-style-type: none"> Offer written information about the school in accessible formats 	Head Teacher	£180	Summer 2016

Accessibility Audit

Survey Date – 20th August 2015



1. APPROACH and CAR PARKING			
	Y	N	Notes
Is the building within convenient distance of a public highway?	X		
Is the building within convenient distance of public transport?	X		Bus stop on main road opposite
Is the building within convenient distance of car parking?	X		On-site shared car park
Is the route clearly marked/found?	X		
Is the surface of paths to the school smooth and slip resistant?	X		External paths replaced 2014
Is the route wide enough?	X		
Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
Is it adequately lit?	X		
Is it identified by visual, audible and tactile information?		X	Visual signs at entrance and approach.
Is there car parking for people with reduced mobility?	X		Marked disabled parking on car park
Is the car parking clearly marked out, signed, easily found and kept free from misuse?		X	Inappropriate parking blocking access points/disabled spaces
Is the car parking as near the entrance as possible?	X		
Is the car parking area suitably surfaced?	X		
Is the route to the building kept free of snow, ice and fallen leaves?	X		Daily checks by Caretaker
Is the route level? (no steeper than 1:20 and no steps)	X		

General notes:

Excessive use of the car park by parents and visitors to the Community Centre leading to irresponsible parking on pavements, double parking and inappropriate use of marked disabled parking bays. Joint plan with Primary School to install entrance/exit barrier, barriers to protect footpaths and road markings to access areas clear of vehicles. Barrier installation due Oct 15, additional work planned for financial year 16-17.

2. ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS			
	Y	N	Notes
Is there a ramp, with level surfaces at top/intermediate/bottom?	X		
Is it wide enough and suitably graded?	X		
Is the surface slip resistant?	X		Newly created tarmac ramp 2014
Are there kerbs and are edges protected to prevent accidents?	X		
Are there handrails to one or both sides?	X		
Identified by visual/tactile information?	X		Distinguishing colour on railings
Are ramps and steps adequately lit?		X	Additional lighting required for out of hours

General notes:

Additional lighting inside school grounds to be considered to improve lighting during Winter months.

3. ENTRANCES, INCLUDING RECEPTION			
	Y	N	Notes
Is the door clearly distinguishable from the facade?	X		
If glass is it visible when closed?	X		Posters and signage displayed
Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
Does it have a level or flush threshold, and a recessed matwell?		X	Rubber based door mat with edging
Is there visibility through the door/way from both sides at standing and seated levels?	X		
Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
Can the door furniture be used at both standing and seated height?		X	Exit button raised so children unable to open door unaided
Can it be easily grasped and operated?	X		
If there is a lobby, do the inner and outer doors meet the same criteria?	X		No independent access to internal doors due to security for pupils
Do lobby layouts enable all users to clear one door before going through the next?	X		
Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	X		
Does the lighting installation take account of the needs of visually disabled people?	X		
Are floor surfaces: (a) slip-resistant, even when wet?	X		
(b) of a quality that is sympathetic to acoustics	X		
(c) firm for wheelchair manoeuvre?	X		
Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		Low level reception window
Is it fitted with an induction loop?		X	
For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	All rooms accessible / visible from lobby without signage / maps

General notes:

All external and internal doors fitted with high level release buttons out of reach of children.

4. HORIZONTAL MOVEMENT AND ASSEMBLY			
	Y	N	Notes
Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?		X	Corridor into nursery narrow. Unable to alter due to weight barring walls.
Is each corridor, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
Is turning space available for w.ch. users?	X		
Do natural and artificial lighting avoid glare and silhouetting?	X		

Are there visual clues for orientation?		X	Signage to Tft's room /staff room needed
Do floor surfaces: (a) allow ease of movement for wheelchair users?	X		
(b) avoid light reflection and sound reverberation?	X		
Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		
Are there tactile signs and information for those with impaired vision?		X	
Is the maintenance of these items checked regularly?	X		
Is lighting designed to meet a wide range of needs?	X		
Is sufficient circulation space allowed for wheelchair users?	X		
Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		X	Due to nature of floor based play children create hazards
Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
Are all areas for assembly/meeting equipped with an induction loop system?		X	
If the use of an induction loop system is precluded is an infra-red system in place?	X		
Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
Are telephones fitted with inductive loop couplers?		X	
Is a minicom available for use by people with hearing disabilities?		X	

General notes:

Room signage for second floor rooms to be purchased. Tactile signage to be purchased. Investigate suitability of current phone system for adaption for with induction loop.

5. VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

	Y	N	Notes
Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting?		X	Matched floor/stair carpets
Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?	X		
Is any level change clearly lit?	X		
If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		

General notes:

Investigate if contrasting edging could be installed to clearly mark stairs.

6. DOORS			
	Y	N	Notes
Do the doors serve a functional/safety purpose?	X		
Can they be readily distinguished?	X		
If glass, are they visible when shut?	X		
Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	X		Vision panels in all doors
Does the clear opening width permit wheelchair access?	X		
On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?		X	Limitation to some internal doors due to structure of building.
Is any door furniture/handle at a height for standing/sitting use?		X	High level handles out of reach of children
Are door/handles clearly distinguished?	X		Contrasting colour to doors
Can the door furniture/handles be easily operated/grasped?	X		
If door closers/mechanisms are fitted do they provide:			
(a) security linkage?	X		
(b) delay-action closure?		X	No delay on door closures for protection of pupils
(c) slow-action closure?	X		Only on office area where children not permitted access
(d) minimum closure pressure?	X		
Is door/mechanism function checked regularly?	X		

General notes:

All internal doors into classrooms fitted with high level door handles to stop children opening doors and exiting rooms.

7. TOILETS			
	Y	N	Notes
Is WC provision made for people with disabilities?	X		Adult toilet in office area
Do all lavatory areas have slip-resistant floors?	X		
Are they easy to distinguish by colour contrast from walls?	X		
Are all fittings readily distinguishable from their background?	X		
Are all door fittings/locks easily gripped and operated?	X		
Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		Assistance rails fitted
Is wheelchair approach free of steps/narrow doors/obstructions	X		
Is the location clearly signed?		X	Supervised access only through secure doors
Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?		X	Space limited
Are the door fittings/locks and light switches easily reached and operated?	X		Low level light fittings
Is there an emergency call system and is someone designated to respond?	X		
Can the emergency call system be operated from floor level?	X		
Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		

Are the fittings arranged to facilitate these manoeuvres?	X		
Are handwashing and drying facilities within reach of someone seated on the WC?	X		
Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	X		

8. FIXTURES AND FITTINGS			
	Y	N	Notes
Is it possible for people with disabilities to serve as volunteers?	X		
Are all fittings readily distinguishable from their background?		X	Due to nature of learning environment
Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	Staff room on second floor within caretaker house accessed by stairs.

9. INFORMATION			
	Y	N	Notes
Is the building equipped to provide hearing assistance?		X	
Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
Is there a tactile plan or diagram of the building?		X	Diagrams of building not required
Are there large-print versions of information about the building/activities available?		X	
Is there 'braille' information available for people with visual disabilities?		X	
Is there an 'audio' version of information about the building available?	X		Visual signing screen displays important information regarding H&S
Where there are staff available in the building at information facilities, are they trained in communication with people with physical and sensory disabilities?		X	
Are all relevant locations clearly signed?		X	

General notes: Improve signage and printable materials for visitors.

10. MEANS OF ESCAPE			
	Y	N	Notes
Is there a visible as well as audible fire alarm system?		X	Audible alarm only
Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		Ground floor only – no wheelchair access to second floor
If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			N/A
If refuges are available are they equipped with 'carry chairs'?			N/A
Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
Is the evacuation strategy checked regularly for its effectiveness?	X		
Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	X		
Are all fire warning devices and detectors checked routinely and regularly?	X		

General notes:

Alarm checks completed weekly and recorded. Evacuation practices held termly.