

**Elmstead Primary School**



**Accessibility Plan 2017 – 2020**

**Approved by Governors: March 2017**

**Review Date: March 2018**

## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Elmstead Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Elmstead Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in February 2017 and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

## **2. Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

## **3. Reasonable adjustments**

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

**The building and grounds:**

- audio-visual fire alarms
- assistance with guiding

**Teaching and learning:**

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

**Methods of communication:**

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by

Head Teacher: *I. MacDonald*

Date: March 2017

SENCo: *J. Smith*

Date: March 2017

Governor: *P. Lewis*

Date: March 2017

## **Priority Ratings**

### **Priority A:**

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### **Priority B:**

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### **Priority C:**

Where action is recommended within 12 - 24 months to improve access.

### **Priority D:**

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

### **KEYS FOR COSTS**

Budget costs have been included in the form of bands.

**N – None    M – Minimal    OG – Ongoing Maintenance    ST – Structural Change**

## Accessibility Plan for Elmstead Primary School

**February 2017**

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1	Car Park	Paint pedestrian walkway for those using the car park. Repaint disabled parking lines. Erect sign at front of Disabled parking bay and erect signage indicating location of bay.	X			M	2017	
2	Walkways	Erect signage and paint pedestrian walkways for all used entrances. Level out entrance to playground as soon as practicable.	X			M	2017	
3		Cut back bushes and paint all flower borders with paint.		X		M	OG	
4	External doors	Fit automatic door controls to main entrance as and when budget allows.			X	ST	2020	
5	Reception	Provide at least one high backed chair with arms in reception. Maintain light fittings.	X			M	2017	
6		Lower signing in shelf on staff side to appropriate height. Remove clutter and move bin.		X		M	2018	

7		Install a portable hearing loop when budget allows.		X		M	2019	
8	Internal access	Maintain light fittings. Improve visual contrast when refurbishing the areas.		X		M	OG	
9	Internal areas	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to all of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors.	X			N	2017	
10		It is inclusive to incorporate tactile signage into all new signage. Add directional signage inside the school building.		X		M	OG	
11		Change all signage in upper case to lower case. Some of the classroom doors and other doors have been marked in uppercase. Sign all classroom doors in a uniform manner.	X			N	2017	
12	Classrooms	If you admit a visually impaired pupil offer an end coat hook at an independently accessible height.	X			N	2017	

<b>13</b>	<b>IT Suite</b>	<b>Provide a high-backed computer chair with arms in the IT suite.</b>	<b>X</b>			<b>M</b>	<b>2017</b>	
<b>14</b>	<b>Internal stairs</b>	<b>Install Handrails on all the stairs. Make sure they are a contrast colour to the walls.</b>		<b>X</b>		<b>M</b>	<b>2018</b>	
<b>15</b>		<b>Mark the start and end of the handrails with a visual marker.</b>		<b>X</b>		<b>M</b>	<b>2018</b>	
<b>16</b>	<b>Internal doors</b>	<b>Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes. Replace non-compliant door handles with D style fittings.</b>		<b>X</b>		<b>M</b>	<b>2018</b>	
<b>17</b>		<b>Remove posters from vision panels in external and internal doors. Paint surround of white doors with a contrasting colour.</b>	<b>X</b>			<b>M</b>	<b>2017</b>	

18		Make frequent checks on all doors in the School and adjust when necessary. Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.	X			M	2017	
19	Toilet facilities	Replace non-compliant taps with either push button or lever.		X		M	2018	
20	Disabled toilet	Toilet requires refurbishment, Fit an alarm, move toilet holder, remove some of the coat hooks, lower the mirror, replace the taps with the correct fittings, fit a grab rail to the back of the door.	X			ST	2017	
21		Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff. Ask the cleaning staff to check the alarm cord daily and ensure that it is left to hang freely.	X			N	OG	
22		Provide signage showing the location of the accessible toilet.	X			M	2017	

23	Dining room	Ensure at least one table can be used by a wheelchair user.	X			N	2017	
24	Staff room	Provide a high-backed seat with arms.	X			N	2017	
25	Escape routes	Safe places of refuge need to be well sign posted and easy to access. The fire risk assessment should determine if this is the case. An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily. Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required. Train staff to assist in evacuation procedures. Awareness training maybe required.	X			OG	2017	
26		Ensure all fire extinguishers are regularly checked, wall mountings secure and signage clear.	X			OG	2017	
27	Outdoor area	Purchase a suitable outdoor picnic table for wheelchair users.	X			M	2017	

