

Adel St John the Baptist Church of England Primary School

Our school provides a secure, welcoming, inclusive environment. Our ethos, supported by a daily act of Collective Worship, is shaped by Christian Values.



Accessibility Plan

School Aims:

- Provide a challenging and stimulating curriculum which enables pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- Encourage pupils to develop personal moral values, respect for religious values and tolerance of all races and cultures.
- Raise pupils' self-awareness, self-esteem and self-confidence; promoting a positive image and enabling pupils to make positive contributions to the society in which we live.
- Enable the children to reach the high academic expectations we set for them so that they are confident to meet the challenges of the next stages of their lives.

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Local Authority, staff and governors of the school.

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.

Adel St John the Baptist C of E Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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; (If a school fails to do this they are in breach of the DDA). 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Attached is an accessibility checklist, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility checklist for physical accessibility relates to the Access Audit of the School, which is undertaken regularly in conjunction with the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit 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.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Prospectus will make reference to this Accessibility Plan.

Information about our Accessibility Plan will be published on the school website.

The Plan will be monitored through the Resources Committee of the Governing Body.

The school will work in partnership with the local education authority and Diocesan Authority, in developing and implementing this plan.

The Plan will be monitored by Ofsted as part of their inspection cycle

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

- Curriculum
- Equal Opportunities and Diversity
- CPD
- Health & Safety (including off-site safety)
- Inclusion
- SEN
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning

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Accessibility Checklist

	Yes	No	Part
Signage			
Route to the school entrance from the nearest point of public transport is well signed, well lit, free of broken slabs.	✓		
Separate entrances for cars and pedestrians			✓
Route wide enough and free of kerbs	✓		
Parking			
Accessible car parking bays for people with disabilities	✓		
Accessible car parking spaces are only used by disabled drivers and are kept clear of obstructions	✓		
Bays wide enough and long enough to allow transfer onto a wheelchair	✓		
Bays are free from loose stones, well lit, and signposted as being identified for disabled people only	✓		
External ramps and steps			
Ramp is properly graded, wide enough, slip resistant, with suitable handrails both sides			✓
Entrance			
Main entrance is clearly signposted, well lit, and distinguishable from facade	✓		
People on each side of the door, either seated or standing, see each other	✓		
Door control systems are fitted at heights suitable for all users	✓		
Door handles are easy to use, of the correct type, at the right height, and tonally contrasted from the door	✓		
Door pressure allows ease of access for all users	✓		
Thresholds are flush and level, and mat wells firmly fixed	✓		
Door is wide enough for all users (800mm clear), with adequate space for wheelchair user to open door	✓		
Lobby allows wheelchair users to move clear of the outer door before opening the inner door	✓		
Circulation horizontal			
Corridors are of an adequate width for wheelchairs to pass each other	✓		
Communication/activity spaces have good acoustics, and there is the provision of an induction loop			✓
Suitable signs from both standing and seated positions, where necessary	✓		
Fire extinguishers are positioned to ensure they do not create hazards for visually impaired people	✓		

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Accessibility Checklist

	Yes	No	Part
Doors			
Fire doors can be held open on magnetic devices (corridors)		✓	
Doors are well contrasted from their surroundings	✓		
Door handles are easy to use, of the correct type, at the right height, and tonally contrasted from the door	✓		
People on each side of the door, either seated or standing, see each other	✓		
Doors are wide enough for all users (800mm clear), with adequate space for wheelchair user to open door	✓		
Double doors allow 800mm clear opening width	✓		
Circulation: Vertical			
Surfaces are slip resistant, with kerbs at the edges	✓		
Appropriate cleaning materials are used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery	✓		
Portable ramp be made available	✓		
Steps have suitable treads and rises, with easily identifiable step nosing	✓		
Steps are well maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom			✓
Stair risers and steps are at the same height and length and step nosings easily identifiable	✓		
There are suitable continuous handrails to both sides, with tonal contrast from background	✓		
There are suitable landings provided at intermediate levels on stairs	✓		
There is suitable visual and tactile information fitted at each floor level		✓	
There is suitable lighting	✓		
Accessible toilet / hygiene room (children)			
There is a WC provision for ambulant people with disabilities (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person	✓		
Lobby large enough to allow easy access, and is the WC door easy to operate	✓		
Floors are slip resistant	✓		
Fittings are easily distinguished from their background	✓		
Compartment doors controls are easily gripped and operated	✓		
Ambulant disabled people can manoeuvre and rise and lower themselves in a standard cubicle	✓		
There are shower facilities available		✓	
There are hoist facilities		✓	

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Accessibility Checklist

	Yes	No	Part
Exit Routes			
External routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow	✓		
There is an audible alarm system	✓		
The audible fire alarm is supplemented by a flashing light system	✓		
Fire alarm systems are regularly maintained, and fire exit routes regularly checked for obstacles	✓		
Ground floor exit routes are as accessible as the main entrance routes	✓		
Means of Escape strategies are in position to ensure disabled people are evacuated safely	✓		
There are Personal Emergency Egress Plans in place members of staff who may require assistance	✓		
There a fire escape strategy for visitors who may require assistance	✓		
Additional resource rooms			
There is a quiet distraction-free withdrawal / work area	✓		
There is a room available for visiting therapists / health care			✓
There is a medical room		✓	
Curriculum			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils	✓		
Classrooms optimally organised for disabled pupils	✓		
Lessons provide opportunities for all pupils to achieve	✓		
Lessons are responsive to pupil diversity	✓		
Lessons involve work to be done by individuals, pairs, groups and the whole class	✓		
Facilities such as ICT produce written information in different formats	✓		
Information is presented to groups in a way which is user friendly for people with disabilities	✓		
Staff are familiar with technology and practices developed to assist people with disabilities			✓

