

Accessibility Plan

Warren Park Primary School



Approved by: Finance Committee

Date: 15 January 2018

Last reviewed on: January 2018

Next review due by: January 2021

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

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.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
3. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
4. Not to treat disabled pupils less favourably
5. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
6. To publish an Accessibility Plan.
7. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
8. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
9. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.
10. Setting suitable learning challenges
11. Responding to pupils' diverse learning needs
12. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Physical environment

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 etc.

[See checklist on page 30 of DfES Guidance, and HCC schools self-audit questionnaire circulated in March 2007.]

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested etc.

[See checklist on page 30 of DfES Guidance.]

Linked Policies

This Plan will contribute to the review and revision of related school policy, e.g.

- School improvement Planning
- Staff performance management and professional development
- Building and site development planning
- SEN policy
- Equal opportunities policy
- Curriculum policy

Date of revised plan: February 2019

Date of Review: February 2021

Members of staff responsible: Headteacher / Health and Safety Representative

Governor/Committee responsible: H & S Governor / Finance Committee

The original plan was drawn up by a working group comprising of: Headteacher, H & S Governor and Site Manager and shared with governors via the finance committee.

The plan is also available in the other formats, on request to the school office: e.g. e-mail, enlarged print version etc.

Appendix 1 Schools Disability Discrimination Act (DDA) Advisory Service Self Audit Form is available on request

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to strengthen inclusive opportunities for learning and living for all children and young people with special educational needs and disability (SEND) to promote their achievements and outcomes and to use resources in the fairest and most effective way possible.

Warren Park Primary 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. It has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils and uses resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short Term – to involve and share information from visiting professionals who advise on SEND issues.</p> <p>Short Term – to share good practice across the school.</p> <p>Medium Term – continue to plan suitable full staff training in response to Year Group needs.</p>	<p>Review of children's needs and provide training for staff as required (SENCO).</p> <p>Assess the needs of individual children across the school in order to provide equipment to aid access to the curriculum (SENCO)</p>			<p>Staff are able to assist all children to access the curriculum.</p> <p>Necessary equipment is provided to individual children based on their requirements.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bay</i> • <i>Disabled toilet</i> • <i>Easy access toilet</i> • <i>Additional handrails on stairways and classroom entrance/exit points.</i> • <i>Non slip flooring</i> • <i>Hi visibility stair treads</i> 	<p>Sensitively collect information regarding individual needs in order to create access plans for pupils as part of the IEP process.</p> <p>Put in place Personal Emergency Evacuation Plans for pupils and develop a system to ensure all staff are aware of their responsibilities.</p> <p>Consider access requirements during recruitment process for new members of staff.</p> <p>Through discussion find out access requirements of parents and carers.</p>	<p>Regularly review and update information regarding the needs of all pupils, staff and visitors.</p> <p>Review PEEPs on a regular basis. Consider and plan for evacuation of staff, parents and visitors with disabilities.</p> <p>Ensure access issues do not influence recruitment and retention.</p> <p>Ensure parents and carers are able to access all school activities.</p>			<p>Children and visitors are able to access the site with ease.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <p><i>Regular updates to school website.</i></p> <p><i>School newsletters</i></p> <p><i>School signage</i></p>	<p>Provide information in clear and simple English. School Office to support parents and carers access information and complete forms as necessary.</p> <p>Ensure information is accessible for the visually impaired.</p> <p>Internet access for online payments.</p>				<p>Information is provided in an adapted form if required. Information is easily accessed by the school community.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Finance, Staffing and Grounds Sub-Committee of the Governing Body.

5. Links with other policies

This accessibility plan should be read in conjunction with the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ACCESSIBILITY AUDIT – APPENDIX ONE

Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>A1. What information do you provide for finding the school site and about facilities available for disabled people? Does your school brochure or web site include a map? Information for disabled visitors such as accessible parking? Accessible entrance? Accessible toilet? Induction loop?</p>	Website	Map and directions are on the school website. Information regarding access into the school for disabled visitors has been added.	
<p>A2. Within the school site, are routes to the main entrance clearly signed? Signs should be consistent, clear and located where all can read them.</p>	Around the entrances to the school	Yes, entrance is clearly marked and signposted.	
<p>A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers? Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?</p>		Yes	
<p>A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?</p>		Yes, however each single gate of main pedestrian access is only 1250mm wide.	
<p>A5. Are paths in good condition and free from loose materials, puddles and potholes?</p>		Yes	
<p>A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?</p>		Recent risk assessment has shown areas of concern. Property Services are to discuss requirements to improve all external lighting.	H
<p>A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?</p>		N/A	
<p>A8. External steps and ramps around the site. Do they have handrails to both sides? Are step nosings highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?</p>		Yes	

Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>B1. What arrangements are in place for disabled drivers/visitors to park?</p>		<p>Advice on website to phone the school beforehand to advise of visit details. There is one disabled parking bay marked on the tarmac surface. A signpost would be useful to identify this to disabled drivers.</p>	M
<p>B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?</p>		<p>5m from the closest entrance, 30m to the main visitors' entrance.</p>	
<p>B3. Are designated accessible parking bays clearly marked with clear signage?</p>		<p>There is one disabled parking bay marked on the tarmac. As signpost would be useful to alert disabled drivers.</p>	
<p>B4. Are your gates locked or closed during the day? Do you have a car park barrier? If yes can you provide signage with school telephone so that visitors can call for assistance? Is this information on your website?</p>		<p>Yes, the gates are locked during the school day. Signage details the phone number and the website advises disabled visitors to phone ahead to arrange arrival, parking etc.</p>	

Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?</p>		<p>Yes, from the main road. Steps and slope from the south side.</p>	
<p>C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails to both sides, step nosings, colour contrast, lighting.</p>		<p>Handrails are in place. Step edgings are painted and will be regularly resprayed.</p>	M
<p>C3. If steps are the only way to access the main entrance, is there an alternative step free entrance? This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.</p>		<p>N/A</p>	
<p>C4. Is the main entrance easily identifiable against remaining building(s) by day and night? Is the entrance obvious, well lit and clearly signed?</p>		<p>Yes</p>	
<p>C5. If there is a security control system or request assistance call button? Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?</p>		<p>Yes there is a security controlled access system. The intercom by the front pedestrian gate may be too high for wheelchair visitors. Advice to all disabled visitors to telephone the school for any assistance required. Check whether any additional signage would help.</p>	M
<p>C6. How easy are your entrance doors to use? For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?</p>		<p>Main entrance doors are both automated with disabled exit push button.</p>	

Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>C7. If you have a lobby, is it accessible? Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?</p>		<p>Yes, the school lobby is easily accessible.</p>	

Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters

Question	Location	Comments/notes/actions	Priority (H,M,L)
D1. Does the reception area provide good lighting that doesn't cast shadows or glare?		Yes	
D2. If there is seating provided is it accessible to everyone? Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.		Yes we do have easily accessible seating in the lobby, however it does not have arm rests.	
D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?		Yes	
D4. If there is a reception counter is it accessible to standing and seated people?		The reception counter is easily accessible, however there is only one small area where the height has been dropped for visitors signing in.	
D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs? For example, do you provide information in large print, alternative languages, or do you have an induction loop?		We do not currently have any specific adjustments in place for visitors with communication needs.	

Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Duplicate **Part E** for each floor of each building, then type floor & building

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</p>			
<p>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?</p>		<p>All clear and accessible, and regularly checked for obstacles.</p>	
<p>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</p>		<p>Yes there are many level changes with many staircases. Floor finishes are in very good condition and slip resistant.</p>	
<p>E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</p> <p>This question is more relevant to larger sites such as secondary schools.</p>		<p>Yes. Work is in progress for fingerpost signage to direct visitors around our school site.</p>	
<p>E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background?</p>		<p>Colour contrast is good and hi vis stair treads have been provided.</p>	

Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>E6. Are all general classrooms and teaching spaces accessible?</p>		<p>Wheelchair users would not be able to access the first floor classrooms as there are no lifts. Other areas of the school are accessible via alternative routes which incorporate slopes.</p>	
<p>E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated.</p>		<p>Staffroom, toilets and PPA room are all easily accessible. Any new specialist equipment ordered is chosen with disabled access in mind.</p>	
<p>E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?</p>		<p>The school hall is easily accessible by disabled visitors and pupils. The main factor for consideration lies in the size of the hall when there are school events with all the children, as space is limited.</p>	
<p>E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?</p>		<p>Yes, there are many stairs within the building and specifically to teaching spaces. The first floor classrooms are not easily accessible by wheelchair users.</p>	
<p>E10. If there is a passenger lift, does it meet the guidance given in factsheet E? The minimum car size is 1100mm x 1400mm.</p>		<p>N/A</p>	

Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities

Duplicate **Part F** for each set of toilets & showers, then type floor

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user? Refer to quick guide for minimum dimensions. If there is no accessible toilet, identify a suitable location for future development.</p>		<p>Yes, there is one in the Boulter Building.</p>	
<p>F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities? This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.</p>		<p>Yes, there is one ambulant cubicle in the Infant block.</p>	
<p>F3. If you have shower and changing facilities, are they accessible to everyone? This applies mainly to larger schools or secondary schools.</p>		<p>N/A</p>	
<p>F4. Is there a dedicated/separate wheelchair accessible shower and changing area? This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.</p>		<p>N/A</p>	

Part G: Fire Evacuation - Means of escape for disabled people

Question	Location	Comments/notes/actions	Priority (H,M,L)
G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?		Yes	
G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites.		N/A	
G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites.		No	
G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Refer to Fire Safety: personal emergency evacuation plan (PEEPS).		Yes	
G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm? This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas).		Yes, in the main hall but not generally elsewhere.	

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