

Central Primary School Accessibility Plan

Introduction

Central Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our 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 on 28th April 2015 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support all our 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 to 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 their 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.

At Central Primary School, 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 Principal 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 our aim 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
- 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
- any decision to provide group teaching outside the classroom will involve the Principal in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- 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

Chair of SAG:

L. Small

Date:

18 June 2015

Central Primary School Accessibility Plan September 2015

Budget costs have been included in the form of bands. **N** - None **M** - Minimal **OG** - Ongoing Maintenance **ST** - Structural Change

Lower Site

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
1	Car park	Space nearest the school to be marked out as an accessible car park space.	M	2015	Aug 15
2	Car park	Mark out safe walkway paths for pedestrians - *Paths around edge of car park	M	2015	Aug 15*
3	Outside ramps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	N	On going	
4	Outside ramps	There should be some form of visual contrast marked at the beginning of the change in gradient of the ramp. A suggestion is a hazard warning marking.	N	2015	Aug 15
5	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permits.	N	On going	
6	Reception	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	M	On going	
7	All areas	Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	N	On going	
8	Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	N	On going	

9	WC's provision for disabled users	Put signs indicating the location of the accessible toilets.	M	2015	Aug 15
10	Cloakrooms	Install and ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.	N	2015	Aug 15
11	Means of escape	Remove any obstructions on escape routes daily	N	On going	
12	Means of escape	Ensure fire doors are in working order and there are no obstructions on the outside	N	On going	
13	Means of escape	Provide wheelchair handling training to teachers and caretakers	M	On going	
14	Means of escape	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	N	On going	
15	Means of escape	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	N	On going	

Priority B:

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
1	Car park	When marked out, erect a sign in front of the accessible bay	M	2015	Aug 15
2	Car park	Place a sign at the entrance to the car park showing the location of the accessible parking space.	M	2015	Sep 16
3	Car park	Provide signage from your car park to the main entrance.	M	2015	Sep 15
4	Reception	Ensure that a variety of seating is made available in the new reception area.	N	2015	Sep 15
5	Reception	Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign. Upper Site only – Lower Site already has this facility.	M	2016	Sep 15
6	All areas	Change signage to lower case where needed. Incorporate tactile signage in all future signs.	M	On going	
7	Staff	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	M	2016	

8	Staff room	Provide a seat with arms	N	On going	
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Priority C:

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
1	Events	Plan to provide accessible parking in close proximity to the sports areas on an ad hoc basis	M	On going	
2	Cloakroom	When the toilet is re-furbished, change the colour of the wall fittings to a contrasting colour so that there will be a better contrast with the white walls, e.g. navy blue is a good contrast colour.	M	2018	

Priority D:

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

None

Upper Site

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
1	Car park	Move the accessible car park space closer to the exit gate for the car park so that it will be closer to the school entrance.	M	2015	Aug 15

2	Car park	Mark out safe walkway paths for pedestrians	M	2015	N/R
3	Outside Steps	Paint nosings on the top and front of each step to highlight them. Usually yellow paint is used.	M	2016	Sep 16
4	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permits.	N	On going	
5	Reception	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	M	On going	
6	Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	N	On going	
7	All areas	Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	N	On going	
8	Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	N	On going	
9	WC's provision for disabled users	Put signs indicating the location of the accessible toilets.	M	2018	
10	Cloakrooms	Install and ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.	N	2016	April 16
11	Means of escape	Remove any obstructions on escape routes daily	N	On going	
12	Means of escape	Ensure fire doors are in working order and there are no obstructions on the outside	N	On going	
13	Means of escape	Provide wheelchair handling training to teachers and caretakers	M	On going	
14	Means of escape	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	N	On going	
15	Means of escape	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	N	On going	

Priority B:

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
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1	Car park	When marked out, erect a sign in front of the accessible bay	M	2015	Aug 15
2	Car park	Place a sign at the entrance to the car park showing the location of the accessible parking space. *Not required due to location of bay	M	2015	N/R*
3	Car park	Provide signage from your car park to the main entrance.	M	2015	Sep 15
4	Reception	Ensure that a variety of seating is made available in the new reception area.	N	2015	Sep 15
5	Reception	Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.	M	2016	
6	Internal Stairs	It is recommended that all staircases be fitted with 2 handrails.	M	2016	
7	WC's provision for disabled users	Install an accessible toilet. Put signs indicating the location of the accessible toilets.	ST	2018	
8	All areas	Change signage to lower case where needed. Incorporate tactile signage in all future signs.	M	On going	
9	Staff	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	M	2016	
10	Staff room	Provide a seat with arms	N	On going	
11	Outside	Purchase a suitable outdoor picnic table for wheelchair users.	M	2016	

Priority C:

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

ITEM	AREAS	ACTION REQUIRED	COST	TARGET DATE	ACHIEVED
1	Events	Plan to provide accessible parking in close proximity to the sports areas on an ad hoc basis	M	On going	
2	Doors	Some door handles in the school are not the D type and should be changed as part of your ongoing maintenance programme.	M	On going	
3	WC's	As part of ongoing maintenance programme change taps to lever or push button when the bathrooms are re-furbished. Ensure toilet doors are signed.	M	On going	

Priority D:

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

None

