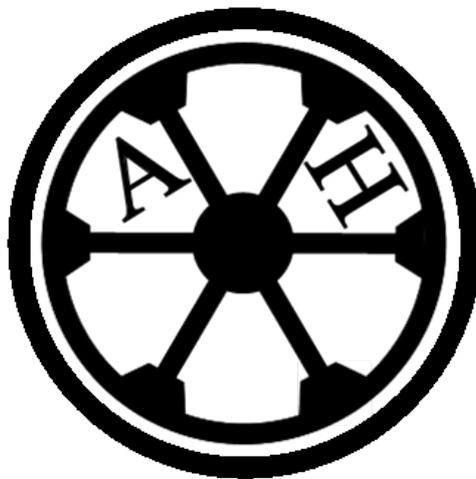


Acre Heads Primary School



Accessibility Plan

Version 1.1

Date Created: September 2018

Created By: G. Sitch

Review: September 2020

Acre Heads Primary School

Accessibility Plan

The Equality Act 2010 provides a single, consolidated source of discrimination law which applies to all maintained schools including academies. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA), with some minor differences. A disability is defined as a 'physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Acre Heads 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. We are committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Acre Heads' School Accessibility Plan has been developed and drawn up based current, relevant information, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The plan must be reviewed every three years and approved by the Governing Body. At Acre Heads, the review process is delegated to the Finance and Safeguarding Committee of the Governing Body. The intention is to provide a projected plan for a three year period ahead of the next review date. The current plan of action has been included below.

The Accessibility Plan is structured to complement and support the existing East Riding of Yorkshire Council Equality policies and the school Equal Opportunities Policy, and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Acre Heads has high ambitions for its disabled pupils and we expect them to participate and achieve as much as possible in every aspect of school life. Acre Heads' commitment to equal opportunities is driven by the statutory Inclusion Statements contained in the National Curriculum 2014 as listed below:

4.1 - Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have

low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

4.2 - Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

4.3 - A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The Special Educational Needs and Disability Code of Practice (2014) is clear about what should be done to meet their needs and is consulted as needed.

4.4 - With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work

4.5 - Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

Curriculum Access

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers. We have briefly outlined below the steps that we have taken to ensure that those children with special educational needs or disabilities are not being treated less favourably than other children.

As a main stream primary school we cannot replicate the broader range of support and resources that a local authority special school can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs upon entry.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy. See the SEN Information Report for more detail.

The Acre Heads Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

* 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

* Improve and maintain 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 within a reasonable timeframe.

* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; for example enlarged copies of documents if needed.

* Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum and Learning Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

* The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

* Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

* The Accessibility Plan will be published on the school website.

* The Accessibility Plan will be monitored through the Governor Finance and Safeguarding Committee.

* The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

* The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Reviewed

/05/16/ by M Radge (Inclusion Manager)

/05/16 by Headteacher

Acre Heads' Access Audit

1 – Approach Routes and Street Furniture

1.1 – The school is within a convenient walking distance of the public highway on Welbourn Walk. Public transport links are close by with a bus stop being available on Anlaby Road. The car park is adjacent to the main school entrance.

1.2 – There is a very slight raised kerb (approx. 2" high) from the car park to the path that leads to the main school entrance. There is however a dropped kerb immediately outside the car park that leads to the path next to the main entrance. The safety gate that separates the car park from the path is at a suitable height to be used by a wheelchair user.

1.3 – All paths within the school grounds are wide enough to allow suitable access by a wheelchair user. The caretaker ensures that all shrubbery is trimmed back and low branches are avoided.

1.4 – All outdoor surfaces are free from cracks or gaps that could trap the wheels of a wheelchair or cause a tripping hazard.

1.5 – There are road markings and a street sign on Norland Avenue identifying the school location.

1.6 – All paths are free from hazards such as bollards or litter bins. Planting is kept to a minimum in the borders that surround the school.

1.7 – All of the school main exit routes feature outward opening doors. They are all of a darker colour except the main glassed entrance door which has markings half way up. Several classroom windows open outward on to the pathed areas however these do have signs on them to ensure they are never opened.

1.8 – The front entrance has two chairs where visitors can sit and wait if needed. The two main playgrounds where the children are dropped off/picked up both have seating areas available.

2 – Car Parking

The school has a small car park with sufficient parking for around twenty cars. The school gates are closed during the day and a telephone number is provided on the front of the school gate to telephone for access. There is a small speed bump upon entering the car park.

2.1 -The school car park has one accessible bay for badge holders.

2.2 - There is clear, yellow signage on the floor of the accessible bay.

2.3 – The car park bay is wide enough to allow disabled drives and passengers to fully open their doors and transfer to a wheelchair that can be situated alongside.

2.4 – The car park is located next to the main school entrance.

2.5 – The car park has a smooth surface that is even and free from loose stones. There is a small (2") slightly raised kerb from the car park to the adjacent path. There is a dropped kerb giving access to the path within close proximity of the car park.

3 – External Ramps

3:1 - The school has no external ramps.

4 – External Steps

4.1 – The school has no external steps.

5 – Entrances

5.1 – The front of the school is accessed by one path that leads directly to the main front door. The door is easily identifiable from the red brick wall surround.

5.2 – The door is wide enough to allow full access by a wheelchair user.

5.3 – The external floor is level and flush with the internal floor.

5.4 – People on either side of the door can clearly see each other through the full glass door. There are school logo markings half way down the door that are colour contrasted against the background.

5.5 – The door handle, access code and intercom system are all at a suitable height for both seated and standing users.

5.6 – The main entrance door can be opened single handedly. There is always at least one member of school staff based in the office who can assist visitors, children and staff getting into the school if needed.

5.7 – There is currently no LED display to accommodate people with hearing impairments on the intercom, however visitors can be easily seen.

5.8 – There is a fixed weather mat floor on entry that is of a firm texture and is flush with the floor.

6 – Reception Areas and Lobbies

6.1 The school reception area has two welcome desks. Both desks allow staff to have a clear view outside and will allow them to provide assistance if required.

6.2 – The entrance and reception area are well lit.

6.3 – The two welcome desks both have lower and raised counters to allow suitable access by both standing and seated people.

6.4 – There is currently no induction loop fitted.

7 – Corridors and Internal Surfaces

7.1 – All corridors are wide enough for wheelchair users to manoeuvre. There is only one very small corridor where a person would not be able to pass at the same time as a wheelchair user. All other corridors would allow a wheelchair user to travel through and other people to pass at the same time.

7.2 – All corridors are free from obstruction to wheelchair users and people with sight impairment. There is currently one classroom with an internal column. This has items displayed on it so is easily identifiable to the surroundings.

7.3 – All key areas of the school are accessible for all users.

7.4 – All floor surfaces are level throughout the school and all junctions between floor surfaces have appropriate connections.

7.5 – All floors are suitably contrasted to the walls. The majority of the flooring is dark blue and all skirting boards are white. There are no bright or boldly patterned flooring colours.

7.6 – Many of the walls within the school contain murals, including the main pupil WC areas. The two accessible toilets and the staff WCs have plain walls.

8 – Internal Doors

8.1 – All internal doors are distinguishable from their surrounding and contain small square panes of glass.

8.2 – People on each side of the door, either standing or seated, can see each other and be seen. All glass vision panels are kept clear of obstructions/temporary notices.

8.3 – All internal doors have a clear opening width sufficient for a wheelchair user.

8.4 – There is one internal door control (adult use only) and one internal bell (for use by all children). Both of these are situated at a height suitable for both standing and seated users.

8.5 – The doors are light enough to be opened easily. Doors close slowly at an appropriate pressure. Both of these functions are all fully adjustable.

9 – Internal Ramps

9.1 – There are no internal ramps in the school.

10 – Internal Stairs

10.1 – The school is single storey so there are no internal stairs in the school.

11 – Lifts

11.1 – The school is single storey so there is no lift.

12 – WC Provision and Changing Areas

12.1 – The school has two accessible WCs, one with a shower and changing area. Doors to both areas are light enough to open easily and they are both of a sufficient size to allow easy access.

12.2 – Both areas have slip resistant floors.

12.3 – Fittings are easily distinguishable from their surroundings.

12.4 – Both WC areas offer door controls that are easily gripped and operated. The toilet/shower area offers a cubicle door that is suitably contrasted.

12.6 – Lever style taps are provided within both WCs to aid people with dexterity impairments.

12.8 – There is a level access shower with a grab rail and emergency pull cord.

13 – WCs: Wheelchair Users

13.1 – Both WC areas are large enough to allow a wheelchair user to manoeuvre into position for frontal, lateral, angled and backward transfer unassisted and with assistance.

13.2 – The distance for a wheelchair user to travel to a suitable WC is no greater than that of an able-bodied person.

13.3 – There is sufficient distance in both WCs outside the toilet compartment for wheelchair manoeuvre.

13.4 – In the WC in our KS2 corridor, the hand washing and drying facilities are within easy reach of someone sitting on the WC. In the WC in the front of the school, the hand washing and drying facilities are located on the opposite wall, but not within reaching distance whilst sitting on the WC.

13.5 – All door controls, locks and light switches are easily reached and operated.

13.6 – There are suitably designed grab rails fitted in all positions necessary to assist manoeuvring. All grab rails are white in colour and can be raised and lowered as needed by the user.

13.7 – There are currently no back rests provided to the toilet pans.

13.8 – The flush to the front entrance WC is a spatula type and is located on the transfer side of the toilet pan. The flush in the KS2 accessible toilet is currently a smaller grip handle on the non-transfer side.

13.9 – Within both WCs, the transfer sides of the toilet pans are kept clear of any obstacles that may deny wheelchair users the access that they require.

13.10 – Both WC areas have cord alarms that are coloured red with two triangular bangles that are easy to reach from both seated and floor level. Each cord triggers a continuous alarm sound with an additional external light.

14 – Facilities

14.1 – The corridors within the school are short in length so no internal seating along these routes is needed.

14.2 – There are a variety of chair sizes and styles available within the school for meetings. Chairs with high backs and arm rests are situated in several offices and are available upon request if needed.

14.3 – The dining hatch, cutlery tray, salad bar and clearance area are all at a suitable height for a wheelchair user.

15 – Way Finding

15.1 – The overall layout of the school is very clear and logical. It follows one main route from the front entrance to the end of the junior corridor. There is a separate corridor annexe for three infant classrooms and the Foundation Stage.

15.2 – We currently have no braille or tactile signage around the school, however there will always be a staff member available to assist new visitors around the school.

15.3 – Both accessible WCs have the International Symbol of Access displayed on the external doors.

16 – Lighting and Acoustics

16.1 – All lighting across the school is designed to meet a wide range of users' needs. The level of lighting in all areas is sufficient for the intended use of each room. Lights are positioned where they do not cause glare, reflection or confusing shadows.

16.2 – All light switches are white however some light switches in the older part of the building are positioned at the traditional height so may not be fully accessible to wheelchair users.

16.3 – All classrooms are appropriately illuminated and blinds are available in all rooms to control the natural day lighting. The blinds do still allow natural light through and are not complete black out blinds.

16.4 – The majority of classrooms in the school have traditional radiators with no noise produced from them when they are turned on. Four classrooms and the school hall have blower heaters that may be noisy for some people when they are active.

16.5 – Low pile carpets are used in the majority of the school which reduces acoustic noise.

17 – Means of Escape

17.1 – The Fire and Evacuation Policy details the safe and efficient evacuation of the school building. These procedures can be amended to suit the needs of an individual as needed. The school has an audible alarm system supplemented by visual, illuminated exit signs.

17.2 – All exit routes, with the exception of one, are accessible to all, including entrance routes for wheel chair users. There is currently one Year 1 classroom where the external exit is raised, however there are three other alternative exit doors from this room.

17.3 – Once outside, a wheelchair user get easily get to a place of safety. All paths are wide enough and smooth enough to allow an easy escape away from the building.

18 – Building Management

18.1 – All external routes are kept clear, clean and are unobstructed. They are cleared of surface water, ice and snow as needed by the school caretaker each morning and throughout the day as needed.

18.2 – The accessible parking bay is monitored to ensure that the designated space is not used by non-disabled drivers and is kept free of obstructions.

18.3 – All exit routes are checked daily by the caretaker and are subject to termly health and safety inspections.

Accessibility Action Plan – May 2017 to May 2020

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

<u>Target</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Cost</u>
Drop kerb in car park			Long term	
Paint a bright yellow strip along the raised kerb in the car park.			Short term	
Car park signage on entry pointing to accessible bay				
Signage on the front of the bay – on the railings?				
LED display on front entrance buzzer to accommodate hearing impaired				
Intercom needs to be more obvious – improved instructions				
Induction loop				
Staff training with the induction loop				
Induction loop signage putting up				
Back rests on the toilet cistern				
Light switches at wheelchair height				
Darker blinds in the classroom				

to avoid glare.				
Slope added to the exit route in Drewton to allow safe exit by a wheelchair user.				
Fire Plan – wheelchair users accessing the back of the field during winter – another location for them?				
Ensure accessible parking bay is always kept free and unobstructed.				
KS2 WC requires the flush handle changing to the opposite exit side and changing to a spatula handle.				
Both WC's need 2 red triangle bands and these to be kept at floor length with 1 red band at seated height.				
The wall containing the sink etc in the front entrance needs to be painted with a more contrasting colour to make the fixings more distinguishable from their surroundings.				
Ensure we are				

prepared to provide current school communications in alternative formats if needed.				
Possible improved internal and external signage – large signs?				
Sort the access to Load2Learn to access larger printed materials for the visually impaired.				

Management of the Action Plan

- The governors in the Finance and Safeguarding Committee will be responsible for the strategic direction of the School’s Accessibility Plan.
- This same committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher along with the caretaker, School Business Manager and the Inclusion Manager will be responsible for the plans day to day implementation.
- Progress of the Plan’s Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - in the School Prospectus
 - on the School website

Parents/ Carers may request a copy of the Accessibility Policy/ Action Plan from the School Office.