



Darell Primary and Nursery School

Accessibility Plan

The Status of the policy: Statutory

Purpose: The Accessibility Plan sets out the actions necessary to improve access to the curriculum for pupils with a disability, improve the delivery of written information plus improve and maintain access to the physical environment.

This policy contains the following appendices:

- Appendix 1 Action Plan 2016/17
- Appendix 2 Access Audit 2016



Links with other policies:

- Single Equality Scheme
- SEND Report
- Health & Safety Policy

Monitoring and evaluation: The policy and plan will be updated annually by the member of the SLT responsible for inclusion, and reviewed every three years by the Welcome Committee

Date of approval by governing body: January 2017

Date of next review: January 2020

<p>Signed:</p>  <p>Chair of Welcome Committee</p>	<p>Signed:</p>  <p>Headteacher</p>
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Introduction

The Equality Act 2010, in particular Schedule 10 regarding accessibility, requires all schools to have an Accessibility Plan, structured to complement and support the School's Single Equality Scheme.

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 policy and plan will be reviewed every three years with the intention of providing a projected plan for the three year period ahead of the next review date.

At Darell School we are committed to providing an accessible learning environment that enables full curriculum access and 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 challenging negative attitudes to disability and taking positive action with regard to disability, to developing a culture of inclusion, awareness and support within the school.

Aims of the Policy and Plan

- To increase access to the curriculum for disabled pupils
- To improve the delivery of information to disabled pupils and others
- To improve and maintain access to the physical environment

The 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 includes relevant and timely actions to:

- Reduce and eliminate barriers to access to the curriculum for disabled pupils, ensuring that pupils with a disability receive the same standard of education and nurture as able-bodied pupils (If a school fails to do this they are in breach of their duties under the Equality 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 and school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, volunteers 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 the most suitable format to overcome a particular disability, within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes reasonable adjustments to the physical environment and physical aids to access education within a reasonable timeframe.

Monitoring and Review

The member of the SLT responsible for Inclusion has responsibility for regular review and updating of the Action Plans within the Accessibility Plan, dependent on the needs of the pupils.

The Action Plan for improving physical access will be informed by the Access Audit which remains the responsibility of the Governors and will be carried out by an experienced Accessibility Auditor commissioned by the school. This will be on an annual basis or more frequently if required, for example following building works. It may not be feasible to undertake all the works identified within the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans.

Appendix 1: Action Plans 2016/17

Appendix 2: Access Audit 2016

Accessibility Plan Appendix 1: Action Plan 2016-17

Aim 1: To increase access to the curriculum for disabled pupils

Our key objective is to reduce and eliminate barriers to ccess to the curriculum ensuring full participation in the school community for pupils with a disability.

Target	Strategy	Outcome	Responsibility	Timeframe	Impact
Training for all support staff and teachers to ensure that the curriculum is differentiated to meet the needs of all pupils.	Undertake an audit of staff training requirements. SENCO and AH to ensure that staff receive CPD and training based on assessment of needs.	All teachers and staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Inclusion Team	Sept 2016-July 2016	Increase in access to the curriculum.
Audit of new pupils to reception, nursery and the unit for September 2017. Pupils needs identified in advance and staff training to meet those needs.	Review the specific needs for pupils starting new in September 2017. Staff to receive training in advance of known needs so as to ensure smooth transition.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to learning and the curriculum.	All staff/ Inclusion Team	April 2017-Sept 2017	Increase in access to all school activities for all new disabled pupils.
To ensure that all teaching staff receive an introduction to Autism Awareness.	All teaching staff receive training on ASD so as to develop a whole school approach in catering for the needs of ASD learners in School.	Staff differentiate the curriculum for ASD learners and have an understanding of their SMEH needs.	All staff/ Inclusion Team	March 2017	Increase in access to all school activities for all disabled pupils.

Aim 2: To increase the delivery of information to disabled pupils and others

Our key objective is to improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, volunteers and visitors with disabilities

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	IMPACT
Availability of written material in alternative formats to be offered on request from school office, for all school information particularly offering to read out written communications.	The school will make itself aware of the services available for converting written information into alternative formats and languages. Staff to be trained about how to read out written communication.	The school will be able to provide written information in different formats when requested for individual purposes.	EAL coordinator and HT	April 2017	Delivery of information to disabled pupils and parents improved.
To create a SEND parent leaflet that explains the SEND process at Darell.	The creation of a leaflet to support the SEND Report in communicating to parents about the graduated response at Darell and how their child will be supported.	Parents are informed about the graduated response to SEND at Darell.	SENCO	February 2017	Parents are aware of the SEND graduated Response at Darell.

Aim 3: To improve and maintain access to the physical environment

Our key objective is to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary, within reasonable adjustments.

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	IMPACT
To ensure that the school grounds are adjusted to meet the needs of VI pupils.	To receive guidance from the VI department of SEND with regards to reasonable adjustments that need to be made and then implementing these.	School environment adapted to meet the needs of our VI pupils.	SENCO	April 207	VI pupils are well supported with reasonable adjustments and are able to move around independently.
To undertake an access audit every three years.	Audit undertaken to ensure that a maintenance rolling programme is in place to ensure improvements are maintained.	School site remains accessible to disabled pupils based on audit.	SENCO	On going	The school site is kept safe and maintained so that all disabled pupils have access to the physical environment.

Darell Primary and Nursery School

Access Audit

Tuesday 27th September 2016

Darell Primary and Nursery School is a three storey Victorian building to which significant access improvements were made in 2011, including a new reception area, a lift serving all floors and one wheelchair accessible WC on the ground floor. A further accessible WC was added in 2015, along with new facilities on the second floor.

General

The school offers a good general level of access for parents or visitors with physical and sensory impairments. There are wide corridors and the internal doors generally have appropriate door furniture (handles) and vision panels at two levels. Lighting levels are generally good and colour contrast between building features is excellent. The individual classrooms and office areas have been not been reviewed, but reasonable adjustments should be considered if required by a specific pupil or member of staff.

Visitor/parent use of the building

Events such as 'Meet the Teacher' and parents' evenings take place in the hall on the ground floor, with access from the main entrance. The Fit for Sport room on the first floor provides wrap-round childcare for pupils and is also used as the venue for meetings between parents and other outside service providers, for example Riverbank Trust. Visitors and/or potential staff members may also be invited to use the Staff Room on the second floor. Both facilities can be accessed by the lift and linked corridors.

Main Entrance and Reception

There is one entrance to the Primary School via Niton Road and one entrance to the Nursery via Darell Road. The route from Niton Road to the automatic entrance doors may present a barrier for some people of limited mobility. A new sign is required and it is recommended that some colour contrast is added to the columns adjacent to the buzzer for entry. The reception desk has been fitted with a low level section for wheelchair user but this has no knee recess. It is recommended that a portable induction loop is purchased and staff trained in its use for hearing aid users. Appropriate disability awareness training is required for all front of house staff.

WCs

There are two wheelchair accessible WCs, both well located and providing a good level of access. The children's WCs were not audited.

Vertical Circulation

The three wide staircases have even treads and some accessible features, for example colour contrasting nosings and handrails. However, the lighting levels in these staircases is inconsistent and in some places requires attention. The lift is well appointed and appears to be well maintained but the routes from the lift to the facilities (for example the staff room and Fit for Sport room) require some improvement in order to reduce the force required to open some of the doors.

Exits

There are multiple exits, with some ground floor classrooms having their own doors straight onto the playground. Some of the exits involve ramps or steps. Emergency evacuation arrangements for people requiring assistance must be addressed by ensuring that individual pupils/staff/ have a personal evacuation plans in place and visitors' likely evacuation needs are anticipated.

Recommendations

- 1 Immediate Priority
- 2 Medium Priority (include in maintenance schedule or when budget allows)
- 3 Low priority (address barrier as and when required)

Feature	Floor	Description	Recommendation	Priority	Approx Cost
Transport and Approach	G	The school's main entrance is on Niton Road. There is no dedicated parking. The area is well served by local buses and rail stations.	Ensure parking and public transport details are added to website to enable visitors to plan their arrival and arrange assistance if required.	1	0
Parking/ Drop Off	G	On street parking is unrestricted but some visitors with low mobility may need to be dropped off on the yellow lines directly outside the school gate.	A managed solution is likely to be reasonable: office staff should help visitors as required.	0	0
Signage	G	A large sign at the entrance provides the office phone number.	This enables visitors to call for assistance if help is needed on arrival. No action required,	0	0
Entrance	G	There are sections of sloping paving between the pavement and the railings (gradient of approximately 1:8) and also between the railings/outer gate and the entrance door (gradient 1:14).	Independent wheelchair users are unlikely to manage these ramps without assistance. However, visitors are clearly visible from reception desk. Staff to be trained to offer help as appropriate.	1	0
Entrance buzzer	G	Entrance buzzer is positioned at 130AFL (above floor level) and there is no sign. Confusingly for a first time visitor, the adjacent Fit for Sport buzzer is signed.	A new sign to be positioned to say 'Press to Enter'. Use sans serif typeface, avoiding block capitals and reflective materials, with good contrast.	1	£20

Entrance doors from outside	G	Double doors are fully glazed with manifestations at two levels. Safety barriers indicate the door opening but are poorly contrasted.	Paint line on ground to indicate full opening of the doors to prevent injury. Improve colour contrast of safety barriers by painting a different colour.	2	£25
Reception glass doors	G	Fully glazed double doors require a code to open. The key pad is positioned at 115cm AFL. Visitors require assistance from receptionist (button under counter).	The front of house staff must be trained to offer assistance with these doors.	1	0
Doors: Exiting the building	G	Both doors described above can only be exited by releasing a button. In both cases the button is located in a corner and would be difficult to access by a person in a wheelchair,	If a wheelchair user was employed by school, these buttons should be relocated to enable independent exit.	3	£300
Reception doors	G	The door has suitable handles but is heavy and often remains open. A visitor with poor upper body strength would struggle to open the doors without help.	Consider reducing the weight of the doors and installing a self-closing function to avoid doors remaining in the open position.	3	£500
Reception Desk	G	There is a long counter at two heights, 105cm AFL and 75cm AFL. There is no recess for wheelchair users. There is a good level of natural light (400 lux at time of audit). There is no induction loop for hearing aid users.	A wheelchair user should be offered a clipboard if required to write at the counter. A portable induction loop should be purchased and displayed at reception and staff trained.	1	£150
Reception	G	Seating is provided at an accessible height and circulation room is adequate.	No action required.	0	0

Nursery Entrance	G	Entrance is via Darell Road. A gate is unlocked at drop-off and pick-up times only.	This entrance is not used by visitors. No action required.	0	0
Nursery entrance	G	The rubber play surface between the gate and the door into Nursery is ramped (maximum gradient 1:6) and uneven.	When next refurbishing this surface, ensure that the floor is ramped evenly to avoid trip hazard. Cost to be included in refurbishment.	3	0
Nursery door	G	There is a push button pad for staff at 135mm AFL. The door provides a clear opening width of approximately 80cm.	This entrance is managed by staff. The door entry system could be lowered if required by a member of staff required. No action until then,	0	0
Horizontal circulation	G	Doors generally have vision panels at two heights and adequate opening widths. Doors are fitted with finger guards. Looped handle design is good and provides adequate contrast.	No action required.	0	0
Horizontal circulation (corridors)	G	There is good colour contrast between green carpet and white woodwork, and good levels of natural light. Door opening force is generally reasonable but nevertheless plans should be in place to assist visitors here required.	No action required. Assistance offered if required.	1	0
Horizontal circulation (to Fit for Sport room)	1	The route from the lift to the Fit for Sport room is via doors which are heavy to open and are likely to present a barrier to someone of limited mobility.	Adjust doors to reduce the opening force to less than 30 Newtons.	2	0

Horizontal circulation (to staff room etc)	2	There is a short carpeted ramp from the lift with a gradient of 1:14 over 1.5m. This may present a difficulty for some people of limited mobility.	Reception staff to warn lift users about this ramp on level 2 and provide assistance if necessary.	3	0
Vertical Circulation (stairs)	All	These wide staircases have concrete floors with brown tiles on the walls and white paint above. There is a colour contrasted line to step edges to increase visibility. The handrails are at 55cm AFL.	No action is recommended for the staircases. However if the upper floors were to be used for visitor or parent events, it might be necessary to consider installing handrails at an accessible height for adults.	3	0
Vertical Circulation (stairs)	All	The lighting level is inconsistent on the staircases. This is dangerous and could cause particular difficulties for people with visual impairment.	Improve lighting levels throughout the staircases to the recommended 200 lux at eye level. To be part of regular maintenance work.	2	0
Vertical circulation (lift)	All	The overall dimension of approx 110cm by 140cm provides sufficient space for one wheelchair user. The keypad and handrails are at an accessible height. The lift is fitted with visible/audible announcement system.	No action required	0	0
Signage	All	Signage is minimal around the school which is appropriate, given the building users.	Temporary signage for visitors should be clear, easy to read and non-reflective.	2	0
Written Information	All	At reception there is a freestanding bookshelf containing information about school, partly at a high level.	Ensure that information is also provided at low level and alternative formats/languages should be made available on request.	1	0

Wheelchair accessible WC	G	This facility is ideally located and provides a very good level of access: overall dimensions of 220 x 150cm; wide door with appropriate handrails and easy-turn lock; correctly positioned grabrails; WC pan and sink at an accessible height; taps with lever handle and other accessible features. There is a visible and audible alarm (tested).	The building's catetaker must ensure that the accessibility of this facility is not compromised. The bins should not be stored in the wheelchair transfer space and the alarm cord should not be tied up so that it doesn't reach the floor. Reposition bins and untie cord.	1	0
Wheelchair accessible WC	1	This facility is ideally located adjacent to staff room and is slightly larger in overall dimensions. It provides a similar level of accessibility as the WC on the G floor.	See above.	1	0
Staff awareness	All	Staff attitude is essential to providing an inclusive environment.	All front of house and office staff should have disability equality and Deaf awareness training.	1	0
Fire Safety and Emergency Egress	All	Fire call points and emergency signage were noted. There are multiple exits into the playground, some with steps or ramps.	Personal Emergency Evacuation Plans (PEEPS) should be devised for staff/visitors requiring assistance to exit the building in an emergency.	2	0
Emergency egress staircase adjacent to Bumblebee classroom	G	This fire exit ends in double doors 120cm clear width, with push bar to exit to a step. Storage of items here might restrict egress in an emergency.	Items stored here to be removed as they may obstruct an exit route.	1	0

Exits from Bumblebee and Ladybird classrooms (identical)		The door opens onto a level apron of 1m2, with steeply cambered edges of approx 1:6 gradient, down to playground level. A barrier prevents the outward opening door from being a hazard but is poorly colour contrasted.	Use colour contrasting paint to make the change in level more visible at floor level, not only for children exiting but also playground users generally. Consider improving colour contrast of barriers.	1	£25
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