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Accessibility Plan

Manley Park Primary School

Last reviewed on:	January 2023
Next review due by:	January 2024
Lead member of staff and position:	Tom Kenny, Special Educational Needs Coordinator
3 Year period covered by the plan:	January 2021 – January 2024

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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

We are committed to all learners being inspired to achieve academic success. We aim to provide an education and environment which supports and enriches the lives of all our children, enabling them to be the best that they can be. We strive to nurture all individuals on their unique journeys by providing a welcoming, safe and stimulating learning environment. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school's six values permeate all that we do: **RESPECT, RESPONSIBILITY, PATIENCE, UNDERSTANDING, COMPASSION and POSITIVITY.**

A social model for disability runs through the heart of the school's accessibility plan because we believe that it is not people's conditions or impairments that disable them but rather it is the environment or society within which people find themselves, that does not accommodate difference and creates barriers. This accessibility plan aims to remove such barriers and in the process establish a holistically accessible school. At Manley Park, we are proud of our reputation for being a welcoming school which embraces diversity. This plan seeks to ensure that everyone who comes to the school, will feel a part of that.

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.

This plan supports Manchester Local Authority's 'Our Manchester Disability Plan (2017).'

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, our complaints procedure sets out how you can raise these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and colleagues from Lancasterian Outreach Team.

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 SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with disabilities	<p>Across school, we apply consistent pedagogical adaptations to support pupils to access learning. Our in-class adaptations are identifiable as either 'what,' 'how' or 'where' adaptations.</p> <p>What adaptations adjustments and adaptations to the materials and resources available to students to access the intended skills and knowledge being learnt.,</p> <p>How adaptations adjustments and adaptations to how knowledge and skills are delivered/how students can display knowledge and skills in their work.</p> <p>Where adaptations adjustments and adaptations to the organisation and atmosphere of the learning environment. For example: We use high quality resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources sometimes include examples of people with disabilities.</p>	<p>(a) The curriculum is adapted to meet the needs of all pupils. Pupils with disability work independently and are challenged appropriately.</p> <p>(b) What adaptations - High quality resources enable disabled pupils to access the curriculum and to be independent . For example: spell checkers, vocabulary vaults, visual resources, auditory resources, manipulatives, sound buttons, technology, picture exchange communication systems and people with disability and of different cultural backgrounds are represented in curriculum resources.</p> <p>(c) How adaptations - Use of questioning, CPA approach, challenge tasks, tiered activities, time allowed, interest centres (EYFS), graphic organisers, peer support, scaffolds, working alone, working in small groups, how pupils can present their work, adapted success criteria</p>	<p>Children with disability make good or better progress against personal targets.</p> <p>Children with disability work independently.</p> <p>Disability is well represented in the fabric of building</p> <p>Learning walks shows evidence of Thomas Armstrong's 7 components of a least restrictive classroom i.e. environmental modifications, role models, assistive technologies, strengths awareness, strengths based learning strategies, career affirmations, human resources.</p>

	<p>All children's progress is tracked using appropriate measures.</p> <p>Appropriate personal targets are set at PPM meetings for pupils with disabilities.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The school commissions the support of external professionals such as EP, SALT, SPLD, OT to assess provision and provide guidance which is then implemented in to school practice.</p> <p>Ongoing staff CPD (staff meetings, INSET days, Reflective Inquiry, learning walks) all currently contribute to the development of high quality teaching and learning in the classroom which enables access to the curriculum</p>	<p>(d) Where adaptations - creating places (both in the classroom and around school) where students can work quietly without distraction whilst also providing areas where students can work together, offering a multiculturally inclusive environment, developing procedures for students to get help when they are working with other students and developing a culture where pupils challenge themselves at all times based on the systems available to them.</p>	
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Complete an audit of curriculum resources to see what we have in school that include examples of people with disabilities		SENDCo & Subject Leads	Completed - April 2021
Source a bank of bold / large print reading books (online and physical).		SENDCo & Reading Lead	Completed - September 2021
When new resources are purchased or found, consideration is given to make sure that they represent disabled people e.g. dolls with hearing aids / cleft lips or books about disabled people.		SENDCo & Subject Leads	Ongoing

Purchase resources which improve access to learning e.g. off white paper, easy grip writing utensils, fidget toys, sensory toys etc.		SENDCo	Ongoing
Undertake learning walks to observe teaching and learning.		SENDCo & Phase Leads	Ongoing
Design and deliver 'Neurodiversity in the classroom' CPD for all staff		SENDCo	Completed - July 2021
Teacher CPD 'Adaptive teaching'		T&L Lead and SENDCo	July 2023
SENDCo to attend PPMs to support ambitious targets setting for disabled pupils at PPMs		SENDCo	Termly
Visuals need to be both consistent and accessible in design (thinking about language, typeface and colours used e.g. timetables, now/next boards, when / then boards). Purchase and use of Widgit		SENDCo	Ongoing
Commission the advice of external professionals to assess the needs of children.		SENDCo	Ongoing
Implement the recommendations of external professionals in school		SENDCo, Class Teachers, TAs	Ongoing
Curriculum documents include evidence based adaptations for pupils with disability		SENDCo & Curriculum Lead	Easter 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA

<p>2. Improve and maintain access to the physical environment (Infant Site)</p>	<p><u>Planning a trip to the school, approach routes and street furniture</u></p> <p>The school is within convenient walking distance from street parking. It is approximately a 300 metre walk to the nearest public transport.</p> <p>There are no pedestrian crossings, no tactile paving and there are no routes free of curbs.</p> <p>Pathways are wide enough for wheelchair users. Plantation has been trimmed back and there are no low branches.</p> <p>The location of the school is clearly identified from the street.</p> <p>There is a refuse bin on the pavement outside school which is often overflowing with refuse.</p> <p>Planting features are kept to a minimum but are not colour contrasted.</p> <p>The main door to the school reception is heavy and outward opening.</p>	<ul style="list-style-type: none"> (a) Information about how to get to the infant site will be accessible to people with a range of disabilities (visual, hearing and cognitive impairment). (b) The school is easily identified by clear signage. (c) Street access to the site for visitors with disabilities will be improved. 	<p>Feedback from visitors to the school indicates positive experience of travelling to, and arriving at, the school.</p>
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ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Add information to the school website about how to get to the school site by public transport		Deputy Head/Admin	Spring Term 2023
Enquire with the Local Authority about having a safer crossing point on York Avenue that would include dropped curbs, tactile paving and a clearly marked point to cross the road.		SBM	Summer Term 2023
Ongoing maintenance of the hedges along pathways and around the external signage of the site.		Caretaker and External Contractors	Ongoing
Request the Local Authority to move the dustbin to a safer, less obtrusive space.		SBM	Complete – No longer deemed obstructive
Planting features, benches and other obstacles around the entrance to be colour contrasted		Caretaker	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Entrances</p> <p>The main school entrance is easy to find and it is clearly distinguishable from the façade. The main entrance opens wide enough for a wheelchair to pass through.</p> <p>There isn't enough space for a wheelchair user to open the door and be clear of the door swing. The threshold is level.</p>	<p>(a) All external pathways on site and classroom entrance points will be free from trip hazards and obstructions.</p> <p>(b) All visitors will be able to pass through the main entrance independently and safely.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the outdoor pathways of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p> <p>An audit from LOIS outreach team identifies fewer trip hazards.</p>

	<p>People can see each other, seated or standing, on the other side of the door.</p> <p>The door can't be easily opened single handedly.</p> <p>There is no LED display to accommodate people with hearing impairment, though the button does light up when pressed.</p> <p>There is a weather mat of firm fixture which is flush to the floor.</p> <p>The external entrance to Year 1 classrooms</p> <p>There is uneven paving which poses a trip hazard.</p> <p>2 large lime trees have significant growth at the bottom which cause obstruction to the pathway.</p> <p>There is a single step up to the classroom which has a faded yellow nosing.</p> <p>The external entrance to Year 2 classrooms</p> <p>There is uneven paving which poses a trip hazard.</p> <p>There is a single step up to the classroom which has a slightly faded yellow nosing.</p> <p>The external entrance to the Main Hall/ Fire Exit</p>		
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	<p>There is a single step, uneven paving and a yellow painted nosing. There are large bushes which have been trimmed and do not provide obstruction. There are loose slabs, a garden table and some car tyres which obstruct the pathway.</p> <p>There is a slip proof mat flush with the threshold.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
The main school entrance Replace the main entrance door with a hands free door		SBM	Completed – Summer 2022
The external entrance to Year 1 classrooms Regular maintenance of the lower parts of the two lime trees		Caretaker and External Contractors	Ongoing
Replace the concrete slab paving with tarmac to create an even surface. Obtain quotes.		SBM	Summer Term 2023
Re paint of the yellow step nosing.		Caretaker	Ongoing
The external entrance to Year 2 classrooms Replace the concrete slab paving with tarmac to create an even surface. Obtain quotes		SBM	Summer Term 2023
The external entrance to the Main Hall /Fire Exit Relay the concrete slab paving with tarmac to create an even surface. Obtain quotes		SBM	Summer Term 2024

Regular maintenance of the bushes in Hany's Garden		Caretaker and External Contractors	Ongoing
Move the loose slabs, tyres and picnic bench so they are not obstacles.		Caretaker	Completed - Spring 2021
Annual re-paint of the yellow step nosing		Caretaker	Ongoing
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
.	External Ramps There is one external ramp outside the Y1 learning zone which is suitably graded, has a slip proof surface and has a colour contrasted handrail on both sides	(a) External ramps support people with disabilities to access all parts of the school and to exit the building safely and independently in an emergency situation.	People with disabilities exit the building independently and safely during fire drills and emergencies.
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
The nose of the ramp and handrails need to be colour contrasted as part of the existing development of that area of school		Caretaker	Summer Term 2023
External ramp with handrail to be built from the fire exit in the PPA suite and from the fire exit in the main hall		Caretaker	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Reception Areas and Lobbies	All visitors will be able to pass through the main entrance independently and safely.	Feedback from disabled visitors to the school indicates that they felt safe moving around the outdoor pathways of the school.

	<p>Office staff are able to see all visitors including those using wheelchairs and provide assistance if necessary.</p> <p>The lobby has two low watt ceiling lights, which do not illuminate the lobby well.</p> <p>The reception counter is suitable for approach and use from both sides by people either standing or seated.</p> <p>The counter is colour contrasted to the floor but doesn't have a highlighted edge.</p>		Pupil and Family voice indicates that children with disabilities feel safe moving around the school.
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Install improved lighting in the lobby.		SBM	Completed – Summer 2022
Highlight the edge of the counter so it is distinguishable from the floor and wall.		SBM	Completed – Summer 2022
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Corridors and Internal Surfaces</p> <p>There is one corridor on this site. The corridor can become congested and it is too narrow for a wheelchair to pass through or turn.</p> <p>A concrete ramp has been built to provide wheelchair access to the Year 1 learning zone, Year 1 classrooms, PPA suite, intervention room and the calm room.</p>	<p>(a) All internal pathways and classroom entrance points will be free from trip hazards and obstructions.</p> <p>(b) Wheelchair users will be able to access all internal areas of the school without having to go outside.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the interior of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p>

	<p>All key facilities within the school are accessible to all users e.g. main hall, learning zones.</p> <p>Floor surfaces are suitable for passage of wheelchairs.</p> <p>The junctions between floor surfaces are not detailed.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Detail the junctions between different floor surfaces e.g. between hall and learning zones.		Caretaker	Completed - Summer 2021
<p>Widen the corridor linking the main hall and the year 1 learning zone</p> <p>SBM sought advice from TH at MCC regarding options. This building work would be considered to be outside of the scope of what would be considered as a reasonable adjustment, as the distribution boards in the kitchen would need to be removed, the wall brought forward and the distribution boards being reinstalled. A reasonable adjustment to be considered would be for the year 1 and 2 classrooms to be switched around.</p>		SBM	No further action at this time
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Internal Doors</p> <p>Internal doors are not always distinguishable from their surroundings.</p> <p>Internal doors are not easily opened single handedly.</p>	(a) Wheelchair users can move around the interior of the school independently and safely.	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the interior of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p>

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Doors to be colour contrasted from their surroundings.		Caretaker	Completed – Autumn 2021
Internal door from main lobby to the main hall to be replaced with wheelchair accessible door. This would be manually operated by the office staff due to safeguarding reasons		SBM	Completed – Summer 2022
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Internal Ramps, Stairs and Lifts No internal ramps, stairs or lifts are required at this site.	N/A	N/A
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Toilets There is an accessible toilet opposite the office reception with slip resistant floors throughout and hand rails on the back of the door and next to the toilet. Compartment is large enough to allow maneuvering into position for frontal, lateral, angled and backward transfer unassisted and with assistance. The distance to a suitable toilet is greater than that for non disabled people but is of a reasonable distance.	(a) The accessible toilet caters for the needs of its users. (b) The children's toilets are accessible to children with mobility difficulties	Feedback from disabled visitors to the school indicates that they felt safe using the accessible toilet. Pupil and Family voice indicates that children with disabilities feel safe using the accessible toilet.

	<p>There is sufficient space outside the accessible toilet for manoeuvre.</p> <p>Hand washing and drying facilities are within easy reach of someone on the toilet and the hand basin is suitably positioned in accordance with BS8300.</p> <p>Door controls, lock and light switch are easily reached and operated.</p> <p>There is a grab rail to the inner face of the entrance.</p> <p>Taps are appropriate for use by a person with limited dexterity / grip strength.</p> <p>Suitably designed grab rails are fitted in all positions necessary to assist maneuvering and are colour contrasted to aid people with impaired vision.</p> <p>There is a back rest provided to the toilet pan.</p> <p>The flush is a suitable spatula type and it is appropriately located on the transfer side of the toilet pan.</p> <p>The transfer side of the toilet pan is kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible toilet is designed to provide.</p> <p>There is a cord alarm which is coloured red with two triangle bangles and is easy to use from floor level.</p>		
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	<p>Fittings such as hand dryers and sanitary ware are not easily distinguishable from the background.</p> <p>Toilet door controls all easily gripped and operated.</p> <p>Children's Toilet Cubicles</p> <p>Cubicle doors are contrasted against panels.</p> <p>Toilet pans are well contrasted but there are no hand rails for people with ambulant disabilities.</p> <p>There are lever style taps to aid people with dexterity impairments.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Re-paint the walls of the accessible toilet to contrast the fittings		Caretaker	Completed – Spring 2022
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Facilities</p> <p>Two seats are provided in the hall where waiting is likely. The seats are stable with armrests and are accessible to a range of users.</p> <p>There is space for a wheelchair user to pull up alongside a seated companion.</p>	<p>(a) Chairs with arm rests are available if people need to use them.</p>	<p>Feedback from disabled visitors indicates that they found it easy to move around the school.</p> <p>Pupil and Family voice indicates that children with disabilities found it easy to move around the school.</p>

	Chairs with arm rests are provided in the PPA Suite. but not the staff room. Some classrooms have chairs with arm rests available but most do not.		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Purchase chairs with arm rests and backs in the hall outside the school office		SBM	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Wayfinding</p> <p>Overall layout of the school is reasonably clear and logical.</p> <p>There is no signage available in braille.</p> <p>On entering the lobby area, signs are not located to convey information to visitors with sight impairments and wheelchair users with lower eye levels.</p> <p>Standard toilet facilities are suitably signed.</p> <p>The location of the accessible toilet is suitably located but could be more identifiable.</p> <p>Signage does have the International Symbol of Access (wheelchair symbol).</p>	(a) Different parts of the school are clearly and accurately signposted.	<p>Feedback from disabled visitors to the school indicates that they found it easy to move around the interior of the school.</p> <p>Pupil and Family voice indicates that children with disabilities found it easy to move around the school.</p>

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Sign for nursery to be put up over the nursery entrance from the main hall		Caretaker	Summer Term 2023
New signage in lobby area to signpost Hall and Reception		SBM	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Lighting and Acoustics</p> <p>Lighting is designed to meet a wide range of users needs.</p> <p>Level of lighting is sufficient for intended use.</p> <p>Lights are positioned so as to avoid glare, reflection, confusing shadows or pools of light and dark.</p> <p>Light switches are appropriately positioned for a wheel chair user to control lighting.</p> <p>Classrooms are appropriately illuminated and blinds are available to control the natural day lighting.</p> <p>Quiet and noisy areas are separated by a buffer zone to limit unnecessary obtrusive noise e.g. heating units, photocopiers.</p> <p>There is a good balance of hard and soft surfaces in the classrooms.</p> <p>There are no induction loops fitted in key areas of the school.</p>	<p>(a) The lighting in all areas of the school meets the needs of people with visual impairment.</p> <p>(b) The acoustics in all areas of the school meet the needs of people with hearing impairment.</p>	Pupil voice indicates that they feel the sensory learning environment enables them to be successful in their learning.

	Educational audiologists advise that children having direct audio input via a hearing aid is preferable to having inductions loops.		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Classroom blinds which block out sufficient sunlight are fitted in all classrooms		SBM/Caretaker	To be assessed by MSSS as and when a VI pupil arrives
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Means of Escape Annual Fire Risk Assessment carried out alongside Termly fire drills. Audible alarm system is not supplemented by a visual system? Ground floor exit routes are not all accessible to all, including wheel chair users. Once outside, wheelchair users are able to get to a place of safety and pathways are wide enough. If a disabled person is unable to leave the building, there is no agreed suitable refuge area with intercom with accessible features.	(a) Everyone is able to evacuate the building in the event of an emergency. (b) If trapped in an emergency situation a disabled person would be able to access a refuge point.	Everyone evacuates the building safely in a fire drill or an emergency.
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY

External ramp with hand rail to be built from the fire exit in the PPA suite and from the fire exit in the main hall		Caretaker	Summer Term 2023
Enquire if a suitable refuge point with accessible intercom is required. Refuge point only required if lift was installed (Fire Risk Assessor)			complete – Spring 2022
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
3. Improve and maintain access to the physical environment (Junior Site)	Planning a trip to the school, approach routes and street furniture The school is within convenient walking distance of street parking. It is approximately 100m walking distance to the nearest public transport. There are no pedestrian crossings, no tactile paving and there are few dropped curbs in the route. Pathways are wide enough for wheelchair users. Plantation has been trimmed back and there are no low branches. The location of the school is not clearly identifiable. Signage of the school is surrounded by ivy and is not contrasted to stand out. It is not easily identifiable by visual, audible and tactile information.	(a) Information about how to get to the juniorsite will be accessible to people with a range of disabilities (visual, hearing and cognitive impairment). (b) The school is easily identified by clear signage. (c) Street access to the site for visitors with disabilities will be improved.	Feedback from visitors to the school indicates positive experience of travelling to, and arriving at, the school.

	<p>The pathway from the gate to the school has a bin affixed to the fencing which poses a potential hazard to people with visual impairment.</p> <p>Seating is provided for waiting parents. However, the benches are not colour contrasted to the environment.</p> <p>The route to the building is kept free of snow, ice and fallen leaves regularly. It is level, with no gradient steeper than 1:20 and no steps to the main entrance. The pathway is uneven between some of the pavers, which could potentially be a trip hazard.</p> <p>There is no lighting between the gate and the front door.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Add information to the school website about how to get to the school site by public transport		Deputy Head/Admin	Spring Term 2023
Enquire with the Local Authority about having clearly marked pedestrian crossing on college road that would include dropped curbs, tactile paving and a clearly marked point to cross the road		SBM	Summer Term 2024
Ongoing maintenance of the hedges along pathways and around the external signage of the site.		Caretaker and External Contractors	Ongoing
Request the Local Authority to move the dustbin to a safer, less obtrusive space.		SBM	Complete – No longer deemed to be obstructive

Planting features, benches and other obstacles around the entrance to be colour contrasted		Caretaker	Summer Term 2023
Move the bin attached to the wooden fence at the entrance to the school so that it does not obstruct the pathway		Caretaker	Summer Term 2023
Relay the paving slabs along the school entrance or lay with tarmac or similar to create smoother surface. Obtain quotes.		SBM	Sumer Term 2023
Install Outdoor/Solar Panel Lighting Along The Pathway Entrance.		Caretaker	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Car Parking</p> <p>There is one designated car parking space for people with reduced mobility.</p> <p>The space is positioned so that it is as close to the entrance as possible.</p> <p>The car park is not easily identifiable from public roads and paths. The space is clearly identifiable through the line painting, although the paint is beginning to fade. There is no additional signage for the space.</p> <p>The car park is small so blue badge parking spaces are sometimes used by staff or visitors though it is vacated when required by a disabled visitor.</p>	(a) Disabled drivers can park easily and safely at the school	Feedback from disabled visitors to the school indicates positive experience of parking at the school and exiting their vehicle
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY

Disabled parking sign installed in the car park, which is identifiable in the car park.		Caretaker	Summer Term 2023
Disabled parking bay to be re-painted		Caretaker	Summer Term 2023
Regular email reminders to staff to not park in the disabled parking bay unless it is an emergency situation		SENDCo	Ongoing
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Entrances</p> <p>The pathways from the car park to the main entrance building are uneven.</p> <p>There is a gate between the car park and the main entrance, locked by a padbolt. The padbolt is accessible from the side of the car park, but is inaccessible for wheelchair users from the main entrance side. This means that if the gate is locked, they would have to go around via the pedestrian school gate.</p>	<p>(a) All external pathways on site and classroom entrance points will be free from trip hazards and obstructions.</p> <p>(b) All visitors will be able to pass through the main entrance independently and safely.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the outdoor pathways of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p> <p>An audit from LOIS outreach team identifies fewer trip hazards.</p>

	<p>The main school building entrance is easy to find and is distinguishable from the facade. The main entrance door is automatic and opens wide enough for a wheelchair to pass through. The door is automatic and can be easily operated from a standing or seated height, when entering the building. There is no tactile information to operate the door, and the signage on the button for the door is beginning to fade. Closing - delayed closure, slow-action, minimal closure pressure. Although made of glass, disabled stickers on either side of the door clearly indicate when the door is closed. As a flush threshold, there is no level change upon entry, and there is a recessed matt well. There is visibility through the door from both standing and seated height.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Add signage directing to the entrance		SBM	Completed – Summer 2021
Main entrance door – add new signage information to indicate how to operate the door		SBM	Autumn Term 2023
Upgrade the entrance pathways to have smoother surfaces		SBM	Autumn Term 2023
Remove the wooden gate on the pathway from the car park to the main entrance		Caretaker	Summer Term 2023

AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>External Ramps and Steps There are no external ramps on site.</p> <p>Year 5 and Year 6 Entrances There is a single step up from the pathway in to the school via the external Year 5 and Year 6 entrance doorways.</p> <p>Year 3 and Year 4 Entrances via playground There is a single step up from the playground</p> <p>Crimsworth and the Orchard There are steps leading up to Crimsworth Building and the Orchard. The steps have handrails on either side, although they do not extend 300mm beyond the steps. The steps lack any type of nosing or signage to indicate a level change.</p>	(a) External steps and ramps enable safe access to all parts of the school and to exit the building safely and independently in an emergency situation	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the outdoor pathways of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p>
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Extend the handrails so that they extend beyond 300mm of the steps on the steps up to Crimsworth and the Orchard.		Caretaker	Autumn Term 2023
Re-paint the steps up to Crimsworth and the Orchard with yellow paint to provide nosing and ensure that the risers and treads are consistent in size and shape.		Caretaker	Summer Term 2023
Install a ramp and handrail at the doorway from Year 4 classrooms in to the main playground		Caretaker	Autumn Term 2023

AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Reception Areas and Lobbies</p> <p>The reception area has space between both doors to allow all users to clear one door before going through the next. The operating button for the exterior door is not easily distinguishable, and the visual informative paint on it is fading. The door is easy to operate from the inside.</p> <p>Occasionally, access to the button is blocked by delivery items.</p> <p>The inner door does not meet the same criteria as the exterior door.</p> <p>There is no visibility through the doorway from both sides at a seated level. (check this, but the wood seems to be at eye level)</p> <p>The door furniture can be accessed at both standing and seated levels, and the pull handle can be easily grasped.</p> <p>There is less than 300mm manoeuvre space beside the leading edge of the door to clear door swing. There is no clear visual or tactile information to show that the door is power-operated. A wheelchair user could not pull the door and move through with ease.</p> <p>Lighting installation is not bright enough to account for the needs of visually impaired people e.g. for reading signage / information</p>	<p>(a) All visitors will be able to pass through the main entrance independently and safely.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the outdoor pathways of the school.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe moving around the school.</p>

	<p>The floor surfaces are slip resistant even when wet, of a quality that is sympathetic to acoustics and is firm for wheelchair manoeuvres.</p> <p>Junctions between floor surfaces are flush and present no tripping hazard.</p> <p>There is a reception point suitable for approach and use from both sides by people in standing and seated positions. However, the current reception point for visitors at a seated level is blocked by a signing in monitor. There is no fitted induction loop.</p> <p>'Educational audiology advise that direct audio via hearing aids is preferable to an induction loop.'</p> <p>There is a small seating area in the reception, but no area to park a wheelchair if waiting for assistance.</p> <p>Signs are not designed or placed with the visually impaired or wheelchair users in mind. For those progressing to other parts of the building, information is not provided through signs and is not supported by tactile information.</p>		
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Renew the visual information on the buttons to operate the door		SBM	Summer Term 2023
Replace the interior door so that the wood does not obstruct a wheelchair users view through the door and there is enough space for a wheelchair to manoeuvre through it.		SBM	Autumn Term 2023

Move the signing in monitor so that it does not block the reception desk for a seated visitor.		SBM	Summer Term 2023
Signage to direct visitors around school needs to be positioned in a place suitable for seated visitors.		SBM	Summer Term 2023
Staff to be reminded not to leave boxes/objects which could block access through this area		Admin/SENDCo	Ongoing
Remove one of the chairs to create a wheelchair waiting area in the lobby. Marked out on the floor and/or have priority wheelchair user sign on the wall		Caretaker	Summer Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Toilets</p> <p>There is an accessible toilet opposite the year 4 classrooms and another in Crimsworth (refer to information about the accessible toilet at the infants)</p> <p>All Pupil Lavatory Areas</p> <p>are open plan and have slip resistant floors. They are not easy to distinguish by colour contrast from walls. The fittings are also not readily distinguishable from their background. Cubicle doors are contrasted against panels.</p> <p>Toilet pans and urinals are well contrasted and in different sizes but there are no hand rails for people with ambulant disabilities.</p>	<p>(a) Wheelchair users can use accessible toilet safely and independently.</p> <p>(b) The children’s toilet areas can be used safely by children with mobility difficulties.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe using the toilet.</p> <p>Pupil and Family voice indicates that children with disabilities feel safe using the toilet.</p>

	<p>There are push style taps around a circular fountain style wash basin with no hand rails to support mobility.</p> <p>There are no hand rails by the paper towel dispensers to support mobility.</p> <p>The Male Staff Bathroom does not have slip resistant floors (tiled). The floor is easy to distinguish by the colour contrast from the walls. All fittings are not readily distinguishable from the background. The door fittings and locks are easily gripped and operated. Taps are lever taps and easily operated. Ambulant disabled people cannot manoeuvre, raise and lower themselves in standard cubicles. There are no hand rails in the cubicles. The location is adequately signed.</p> <p>The Female Staff Bathroom does not have slip resistant floors (tiled). The floor is easy to distinguish by the colour contrast from the walls. All fittings are not readily distinguishable from the background. The door fittings and locks are easily gripped and operated. Taps are lever taps and easily operated. Ambulant disabled people cannot manoeuvre, raise and lower themselves in standard cubicles. There are no hand rails in the cubicles. The location is adequately signed.</p>		
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ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Detail the junctions between different floor surfaces		Caretaker	Summer Term 2023
Ensure the corridors are kept free from trip hazards		SENDCo	Ongoing
Explore the cost of installing new signage in the corridors		SBM	Autumn Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Internal Doors</p> <p>All doors serve a functional or safety purpose. Doors are contrasting in colour to the environment and so can be readily distinguished. The doors are visible when shut, with small glass windows. People at seated levels may not be able to see from either side of the door, while those standing can.</p> <p>All doors can be pulled or pushed. On the opening side of the door, there is less than 300mm space to allow the door handle to be grasped and the door swung past a wheelchair footplate. The pull handles are at a height for standing and sitting use, but are not easily distinguished on the sides that are painted grey. The handle on the door can be easily grasped. The door mechanism function is checked regularly.</p>	<p>(a) wheelchair users can move around the interior of the school independently and safely.</p>	<p>Feedback from disabled visitors to the school indicates that they felt safe moving around the interior of the school.</p> <p>Pupil and family voice indicates that children with disabilities feel safe moving around the school.</p>

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Replace internal doors with wheelchair accessible doors (with glass in lower position). Obtain quotes.		SBM	Autumn Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Internal Ramps, Lifts and Stairs There are no internal ramps or lifts in the school despite their being stair cases up to the Year 5 and Year 6 classrooms.</p> <p>Year 5 and Year 6 Staircases The stairs are not clearly indicated by use of sign/colour/contrast or texture. Stairs are well lit by automatic artificial lighting. Landings are provided during both long flights, and are large enough to permit passing and turning manoeuvres.</p> <p>Steps have a handrail on one side, with a wall on the other. The handrail does not extend 300mm beyond the top or bottom of either flight of stairs. Risers and treads are consistent, but nosing is not contrasting to the step.</p>	(a) All children and staff are able to access the year 5 and 6 classrooms.	

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Install/clean the nosing on the stairs up to Year 5 and 6		Caretaker	Summer Term 2023
Add handrail and permanent step to the stairs up to the small office at back of the hall		Caretaker	Autumn Term 2023
Explore costs of Installing either an internal chair lift to go up the stairs to Y5 and Y6 or an external lift.		SBM	Autumn Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	<p>Facilities</p> <p>Two seats are provided in the lobby. The chairs are swivel chairs without arm rests and as such are not accessible to a range of users.</p> <p>The seating on the concourse is made up of modular cube stools approx 400mm high. These have no back and no arm rest and are relatively unstable.</p> <p>Chairs in the ICT suite are swivel chairs on castors and have no arm rest.</p> <p>Some of the chairs in the staff room have arm rests and are all stable.</p>	<p>(a) Stable chairs with backs and arm rests are available if people need to use them</p>	<p>Feedback from disabled visitors to the school indicates that they found it easy to move around the interior of the school.</p> <p>Pupil and family voice indicates that children with disabilities found it easy to move around the school.</p>

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Stable seating with armrests are purchased for the concourse and ICT suite		SBM	Autumn Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Wayfinding Overall layout of the school is reasonably clear and logical. There is no signage available in braille. On entering the lobby area, signs are not located convey information to visitors. Standard toilet facilities are suitably signed.	(a) Different parts of the school are clearly signposted	Feedback from disabled visitors to the school indicates that they found it easy to move around the interior of the school. Pupil and family voice indicates that children with disabilities found it easy to move around the school.
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Signs are added to the concourse to indicate the hall, the kitchen, the staff room, the classrooms and the toilets		SBM	Autumn Term 2023
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Lighting and Acoustics Classrooms Classroom flooring reflects the light.	(a) The lighting in all areas of the school meets the needs of people with visual impairment. (b) The acoustics in all areas of the school meets the needs of people with hearing impairment.	Pupil voice indicates that they feel the sensory learning environment enables them to be successful in their learning.

ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Repair the blinds in classrooms and regularly check they are functional		Caretaker	Ongoing
Curtains in the hall are fully functional.		Caretaker	Completed – Summer Term 2021
AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
	Means of Escape Means of escape; exit routes are checked regularly for freedom of obstacles (including locked doors) and combustible materials. Alarm systems, including those in toilets are regularly checked.	(a) Everyone is able to evacuate the building in the event of an emergency. (b) If trapped in an emergency situation a person would be able to access a refuge point	Everyone evacuates the building safely in a fire drill or an emergency situation
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Re-paint the no parking zone which provides emergency access to the school playground		Caretaker	Summer Term 2023
Alarm systems are checked frequently		Caretaker	Ongoing
External ramps with handrails are built at the fire exits outside the Year 5 and 6 stairwells and at the access points to the playground from Y3 and Y4 classrooms. Obtain quotes.		SBM	Autumn Term 2023
Personal Emergency Evacuation Plans (PEEPS) are in place for children who will require extra support to leave the building in an emergency situation		SENDCo	Ongoing

AIM	CURRENT SITUATION <i>Include established practice and practice under development</i>	OUTCOMES	SUCCESS CRITERIA
4.Improve the delivery of information to pupils and visitors with a disability	<p>Information about the school is available on the school website. Visitors are also provided with information by staff and via signage around the school.</p> <p>Information about the school is predominantly shared in a text format.</p> <p>Quality first teaching approaches include for information to be shared with children in multi sensory formats. These include visual, auditory and kinaesthetic approaches.</p>	(a) Information about the school is available in accessible formats including visual, audio and large print	Pupil voice and visitor feedback indicates that they were able to access information about the school.
ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Essential information on the school website to be made available in large print and in audio format.		SENDCo and Website Company	Autumn Term 2023
Regular learning walks and Reflective Inquiry sessions are undertaken to ensure quality first teaching is offered to all pupils		SENDCo and Phase Leads	Ongoing

4. Monitoring arrangements

This document will be reviewed as a minimum every **3** years, but may be reviewed and updated more frequently if necessary.

The Accessibility Plan group (SENDCO, HT, BM) will meet Termly to update on progress and report to the school's governing body.

It will be approved by the school's governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- SEND policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- <https://www.gov.uk/government/publications/inclusive-communication/using-a-range-of-communication-channels-to-reach-disabled-people>