

Alverton Primary School

Accessibility Plan 2014 - 2017.

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Context

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licenses

The Equality Act also provides rights to ensure that people are not directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Employers and building owners/managers have a duty ensure that disabled people are not disadvantaged by a physical feature, practices or policies of any establishment.

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Reference of this plan will be made available in the following areas

- The School Prospectus
- Staff Handbook
- The School complaints procedure
- The School website.

The Accessibility Plan will be monitored through the Governor Finance & Standards Committee and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Common Curriculum Policy.
- School Evaluation and Development Plans.

- Health & Safety Policy
- Behavioral Management Policy
- School Prospectus.

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Introduction

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school's ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002) and Building Control Audit (2013). The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and Trust 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.

The 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 in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Vision Statement

Children Learn As They Live

Aims

Alverton School will achieve this vision by...

- Providing a warm, friendly, caring environment where our children can develop self-confidence and increase their self-esteem.
- Assisting the children to reach their full potential academically, physically, socially, spiritually and morally by providing a nurturing and affirming ethos throughout the school.
- Providing a stimulating, cohesive curriculum which is appropriately differentiated to cater for each child's individual needs, abilities and skills.
- Helping the children to develop a sense of responsibility and tolerance towards others both within and beyond the school community and to have respect for the local and wider environment.
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School Ethos

Alverton School is driven by a shared belief that children's learning must be central to all our thoughts and deeds. Alverton is a school with a genuine sense of community and a strong team spirit built upon mutual trust, respect and support.

A commitment to maintain and develop this is at the heart of our school ethos. We set high expectations for all members of the school community in terms of academic, personal and social development. The School believes that the professional development of all staff is a pre-requisite to improving the quality of learning for our children, and are therefore strongly committed to it.

We aim to ensure that high expectations, **equality**, fairness and a sense of community are the hallmarks of our school both now and in the future.

Alverton School

Access to the main entrance is via the school gates and car park, which is laid in tarmac and generally level. Paths for pedestrians are also available which are accessed from the pavement in the road. The pavement is narrow and does not have drop kerbs or tactile warning pavers adjacent the school gates entrance. The child safety barrier across the path also restricts manoeuvrability for wheelchair users. There is one informal designated disabled parking bay in the car park which provides level access across the car park to the main entrance doors via a gated fence. Two formal disabled parking bays should be provided immediately adjacent to the gated fence to avoid wheelchair users having to negotiate across a busy car park. Tactile pavers should also be installed in the pavement to both sides of the entrance gates.

The main entrance is served via a white powder coated aluminium power assisted door, which is operated by a movement sensor. It is also provided with a level threshold. The upper panel is glazed to allow visibility from both sides of the door.

To the rear of the main building, there is a detached teaching block, which is accessed via a set of 3 wooden steps. Constant monitoring on the type of teaching provided in this area is required to ensure that anyone who cannot gain access via the steps is not excluded from specific activities. The school is located on a steeply sloping site. Access to school facilities at the main entrance level is generally very good. However, access to the Assembly Hall and the lower level is only accessible via internal and external steps and ramps. A high priority should be given to the installation of a platform stairlift to the Assembly Hall steps, as this will provide internal access to all areas of the main school building and its facilities. Also, compliant handrails should be provided to both sides of the assembly hall steps. Consideration should also be given to the external access doors which provide egress from classrooms in the case of emergencies. Those doors that have single steps should be provided with compliant ramps. For the remaining classrooms that have a set of external steps, a careful continuous monitoring system in the use of these rooms will be required to ensure that those with reduced mobility will be able to evacuate the building safely.

Generally, the opening force required to open doors on internal circulation route is circa 35 Newtons, which is above the desired maximum of 30 Newtons. Adjustment of door closers might overcome this. Door furniture, vision panels and colour contrast is generally satisfactory. All external access doors are powder-coated aluminium and would benefit from colour contrasting handles.

Externally, access around the building is provided via a combination of paths, ramps and steps. An area of particular concern is the lack of easy access to the playground areas. The upper play area is only accessible to wheelchair users via the path at the front and side of the main building, which is long and circuitous. The transfer ramp onto the play area is tapered and cambered, making it hazardous to wheelchair users. The lower playground, which is marked out as a formal sports area can only be accessed via 2 steps from the upper play area or through the main building and down a series of steps and ramps. The main access ramp from the upper path onto the playing surface is very steep and is not provided with handrails. This play area also provides the only access to a

picnic area and adventure playground. A review of playground use and access to the picnic area is required to establish the most cost effective solution (provision of a compliant ramp or relocate the equipment elsewhere and to ensure that formal sports can be undertaken on the more accessible upper play area).

A compliant wheelchair accessible WC compartment is provided. The staff room is provided with a kitchen area and tea point. To enable wheelchair users to use the facilities, lever taps should be installed and an under sink space provided. The staff room door requires an opening force of 45 Newtons. The closing mechanism should be altered or changed so that the opening force does not exceed 30 Newtons.

Methodology

This plan will seek 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 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 school 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. The School vision, aims and ethos demonstrates a clear direct approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The plan has considered improved 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. Priorities will include: Adjust dropped kerbs and install tactile pavers; Mark out additional disabled parking bay; Directional signage; Alterations to ramp and provision of handrails; Construct ramps to external doors; Provision of portable induction loop system; Adjustments to staff room.

Finally this plan will demonstrate where delivery of **written information** to pupils, staff, parents and visitors with disabilities could be improved; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

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.

Review and Evaluation

This plan has the status of a policy of the Governing Body and will be reviewed annually in accordance with the *Handbook of Governance*. Date of next review March 2016.

It is monitored and evaluated by the Headteacher, Deputy Headteacher and Chair of Governors.

Alverton Primary School Accessibility Plan 2014 to 2017

Improving the Curriculum Access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop an induction programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

Alverton Primary School Accessibility Plan 2014 to 2017

Improving the Physical Access.

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Build 'Backlog Maintenance' Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action. [See Appendix](#)

AREA	PLANNED WORKS	TIMEFRAME	BUDGET COST
Car park	Form disabled parking bays	April 2015 – March 2016	£500
Entrance	Install tactile paving	April 2015 – March 2016	£500
Hall	Consider installing a platform stair lift in assembly hall	April 2015 – March 2016 (Grant permitting)	£2000
External	Paint door handles to external doors	April 2014 – March 2015 Moved to April 2015 – March 2016	£200
Reception area	Hearing loop system	April 2014 – March 2015 Moved to April 2015 – March 2016	£400
External	External ramps to classroom doors	April 2014 – March 2015 Moved to April 2015 – March 2016	£500
Hall	Consider installing handrails to assembly hall steps	April 2015 – March 2016 (Grant permitting)	£500
Staff room	Alterations to staff kitchen	April 2015 – March 2016	£200
Internal	Alter opening force on door closers	April 2014 – March 2015 Moved to April 2015 – March 2016	£50
Playground	Consider installing an access ramp to lower play area	April 2014 – March 2015 (Grant permitting) Moved to April 2015 – March 2016	£2000
Playground	Relocate play area/picnic area etc.	April 2015 – March 2016	£500
Playground	Improve ramped access to upper play	April 2014 – March 2015	£500

	area	Moved to April 2015 – March 2016	
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Alverton Primary School Accessibility Plan 2014 to 2017

Improving the Delivery of Written Information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in	Review all current school publications and promote the availability in different formats for those that	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Sign along and managing	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.

Appendix



Entrance gates and pavement – no tactile paving



Front access path and pavement – narrow and no tactile paving.



Congested access route to main entrance from parking bays.



Entrance Door



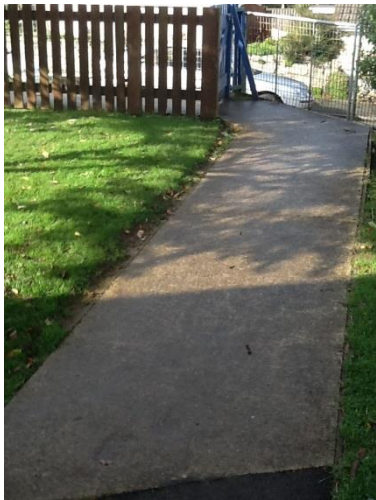
A circulation door



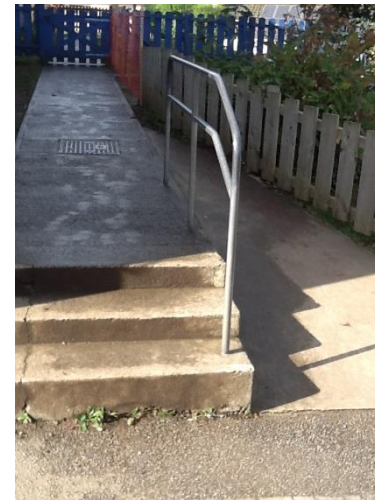
Internal steps from upper level down to assembly hall and lower level.



Pictures of access paths from front of school to rear play areas.



Ramp for change in levels tapered and narrow – tipping risk.





Upper play area from side access path.



Change in levels between upper play area and access to lower paths and playground.



Lower access path to playground



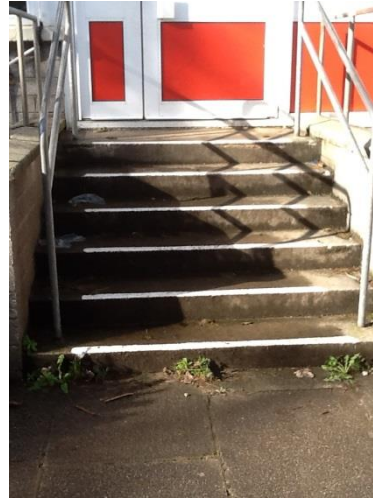
Access ramp to lower playground.



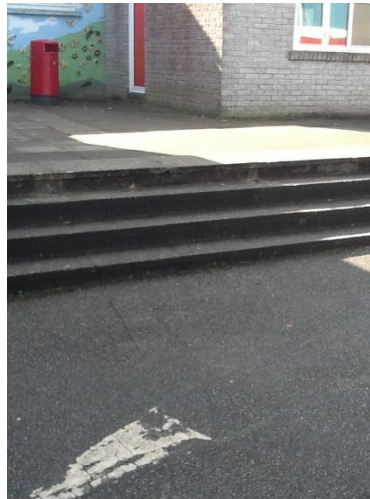
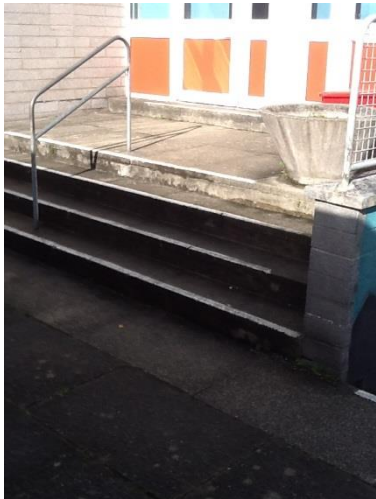
Lower playground



Picnic area and adventure play area.



Examples of stepped egress from external doors around the school.



Examples of stepped egress from external doors around the school.



