Accessibility Plan

Warren Park Primary School

Reviewed by:	FGB	Responsibility:	FGB
Last Review:	January 2024	Next Review:	January 2027
Review Cycle:	3 years	Ratified by FGB:	08.01.2024
Chairperson's signature:			

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2010 (DDA): A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND (Special Educational Needs and Disabilities) policy;

2. The school recognises its duty under the DDA (as amended by the SENDA):

3. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

4. Not to treat disabled pupils less favourably

5. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

6. To publish an Accessibility Plan.

7. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

8. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

9. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

10. Setting suitable learning challenges

11. Responding to pupils' diverse learning needs

12. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings etc.

[See checklist on page 30 of DfES Guidance, and HCC schools self-audit questionnaire circulated in March 2007.]

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested etc.

[See checklist on page 30 of DfES Guidance.]

Linked Policies

This plan will contribute to the review and revision of related school policy, e.g.

- School Improvement Planning

- Staff performance management and professional development
- Building and site development planning
- SEND policy
- Equal opportunities policy
- Curriculum policy

Date of revised plan: January 2024

Date of Review: January 2027

Members of staff responsible: Headteacher / Health and Safety Representative

Governor/Committee responsible: Health and Safety Governor

The original plan was drawn up by a working group comprising of: Headteacher, Health and Safety Governor and Site Manager and shared with governors.

The plan is also available in the other formats, on request to the school office: e.g. e-mail, enlarged print version etc.

Appendix 1 Schools Disability Discrimination Act (DDA) Advisory Service Self Audit Form is available on request

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

Our school aims to strengthen inclusive opportunities for learning and living for all children and young people with special educational needs and disability (SEND) to promote their achievements and outcomes and to use resources in the fairest and most effective way possible.

Warren Park Primary 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.

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. It has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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.

Warren Park Primary School Accessibility Action Plan 2024 – 2027					
1. Improving participation in the curriculum					
Priority	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Effective communication and engagement with parent/carers	SLT SENCO Year group teams	Termly meetings Open door policy Annual review meetings with SENCO	Time allocated	In place and ongoing	Parents/carers fully informed about support and progress for their child
Training for staff on increasing access to the curriculum for all pupils	SLT SENCO External agencies, eg. school nurse	Cohort specific training in place and supported by strong transitions across and into the school Training for specific needs for children in line with medical care plans Ongoing guidance and support from specialists	Training time	In place and ongoing	Needs of all learners met and all staff aware of needs of children
Effective use of resources and specialist equipment to increase access to the curriculum for all pupils	SENCO SLT Site team	Strategic deployment of key staff Use of ICT/Assistive Technology Purchase of resources as needed eg, coloured exercise books, overlays, wobble cushions, Breezi chairs Ensure specialist equipment is checked and maintained regularly	Staff Specific apps and IT programmes Other resources as required for individual children	In place and ongoing	Barriers to learning are removed and positive impact on children's progress
Adaptations to the curriculum meet the needs of individual learner.	SENCO Wellbeing team Key staff	Timetable adaptations, pastoral support Individual programmes in place Use of access arrangements for key assessments	ELSA SALT Specific programmes	Ongoing	The needs of all learners are met, enabling positive outcomes.

	SALT		TA time		
All out of school clubs and school activities are planned to ensure reasonable adjustments are made to enable the participation of all pupils	Year group leaders SLT SENCO	Risk assessments undertaken where appropriate	Any specialist equipment or additional support in place to allow access to clubs and activities	In place when required.	Increased access to all extra-curricular and school activities for all children.

2. Improving and maintaining the physical environment

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Access into and around the school to be fully compliant and adaptations are made to meet the needs of pupils, staff, visitors	SBM Site team	Designated disabled parking bay Ramps Disabled toilet Wide doors Non slip flooring Additional handrails on stairways and classroom entry/exit points Hi-vis stair treads Clear routes through school Personal Emergency Evacuation Plans (PEEPs) in place for specific children	Maintenance costs	In place and ongoing	School is accessible as possible for all users and visitors
Improved signage to indicate access routes around school	SBM Site team	Ensure that all signage is clear and allows access	Cost of signs	In place	All pupils, parents, staff and visitors are aware and have ease of access
Maintain safe access around the whole school site	SBM Site team	Ensure that the school site is maintained to a high standard to ensure no barriers or potential hazards Regular site inspections, actions noted and acted upon	Site team	In place and ongoing	Access and movement around the school site is safe and unhindered.

3. Improve the delivery of written information

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria

Availability of all written material in alternative formats	SBM Office team IT manager	Range of communication methods used to ensure information is accessible Regular newsletters emailed to parents/carers All parents signed up to ARBOR Display leaflets readily available Key content published on school website Provide translated documents where appropriate School office to support access and completion of forms as necessary	ARBOR School office team	In place and ongoing	All parents/carers will be up to date and well informed of school information All information is easily accessibly for the school community

4. Monitoring arrangements

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

It will be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan should be read in conjunction with the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ACCESSIBILITY AUDIT – APPENDIX ONE

Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site

Question	Location	Comments/notes/actions	Priority (H,M,L)
A1. What information do you provide for finding the school site and about facilities available for disabled people? Does your school brochure or web site include a map? Information for disabled visitors such as accessible parking? Accessible entrance? Accessible toilet? Induction loop?	Website	Map and directions are on the school website. Information regarding access into the school for disabled visitors has been added.	Low
A2. Within the school site, are routes to the main entrance clearly signed? Signs should be consistent, clear and located where all can read them.	Around the entrances to the school	Yes, entrance is clearly marked and signposted.	Low
A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers? Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?		Yes	Low
A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?		Yes, however each single gate of main pedestrian access is only 1250mm wide.	Low
A5. Are paths in good condition and free from loose materials, puddles and potholes?		Yes	Low
A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?		Yes	Low
A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?		N/A	
A8. External steps and ramps around the site. Do they have handrails to both sides? Are step nosing's highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?		Yes	Low

Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance			
Question	**Location**	**Comments/notes/actions**	**Priority (H,M,L)**
B1. What arrangements are in place for disabled drivers/visitors to park?		Advice on website to phone the school beforehand to advise of visit details. There is one disabled parking bay marked on the tarmac surface. A signpost would be useful to identify this to disabled drivers.	M
B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?		5m from the closest entrance, 30m to the main visitors' entrance.	Low
B3. Are designated accessible parking bays clearly marked with clear signage?		There is one disabled parking bay marked on the tarmac. A signpost would be useful to alert disabled drivers.	M
B4. Are your gates locked or closed during the day? Do you have a car park barrier? If yes can you provide signage with school telephone so that visitors can call for assistance? Is this information on your website?		Yes, the gates are locked during the school day. Signage details the phone number and the website advises disabled visitors to phone ahead to arrange arrival, parking etc.	Low

Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?		Yes, from the main road. Steps and slope from the south side.	Low
C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails to both sides, step nosing's, colour contrast, lighting.		Handrails are in place. Step edgings are painted and will be regularly resprayed.	M
C3. If steps are the only way to access the main entrance, is there an alternative step free entrance? This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.		N/A	
C4. Is the main entrance easily identifiable against remaining building(s) by day and night? Is the entrance obvious, well lit and clearly signed?		Yes	Low
C5. If there is a security control system or request assistance call button? Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?		Yes there is a security controlled access system. The intercom by the front pedestrian gate may be too high for wheelchair visitors. Advice to all disabled visitors to telephone the school for any assistance required. Check whether any additional signage would help.	M
C6. How easy are your entrance doors to use? For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?		Main entrance doors are both automated with disabled exit push button.	Low

Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas			
Question	**Location**	**Comments/notes/actions**	**Priority (H,M,L)**
C7. If you have a lobby, is it accessible? Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?		Yes, the school lobby is easily accessible.as double doors can be opened.	Low

Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters			
Question	**Location**	**Comments/notes/actions**	**Priority (H,M,L)**
D1. Does the reception area provide good lighting that doesn't cast shadows or glare?		Yes	Low
D2. If there is seating provided is it accessible to everyone? Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.		Yes we do have easily accessible seating in the lobby, however it does not have arm rests.	Low
D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?		Yes	Low
D4. If there is a reception counter is it accessible to standing and seated people?		The reception counter is easily accessible, however there is only one small area where the height has been dropped for visitors signing in.	Low
D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs? For example, do you provide information in large print, alternative languages, or do you have an induction loop?		We do not currently have any specific adjustments in place for visitors with communication needs.	

Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Duplicate **Part E** for each floor of each building, then type floor & building

Question	Location	Comments/notes/actions	Priority (H,M,L)
When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence			
E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?		All clear and accessible, and regularly checked for obstacles.	Low
E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?		Yes there are many level changes with many staircases. Floor finishes are in very good condition and slip resistant.	Low
E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school? This question is more relevant to larger sites such as secondary schools.		Yes. Work is in progress for fingerpost signage to direct visitors around our school site.	M
E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background?		Colour contrast is good and hi vis stair treads have been provided.	Low

Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Question	Location	Comments/notes/actions	Priority (H,M,L)
E6. Are all general classrooms and teaching spaces accessible?		Wheelchair users would not be able to access the first floor classrooms as there are no lifts. Other areas of the school are accessible via alternative routes which incorporate slopes.	Low
E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated.		Staffroom, toilets and PPA room are all easily accessible. Any new specialist equipment ordered is chosen with disabled access in mind.	Low
E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?		The school hall is easily accessible by disabled visitors and pupils. The main factor for consideration lies in the size of the hall when there are school events with all the children, as space is limited.	Low
E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?		Yes, there are many stairs within the building and specifically to teaching spaces. The first floor classrooms are not easily accessible by wheelchair users.	Low
E10. If there is a passenger lift, does it meet the guidance given in factsheet E? The minimum car size is 1100mm x 1400mm.		N/A	

Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities

Duplicate **Part F** for each set of toilets & showers, then type floor

Question	Location	Comments/notes/actions	Priority (H,M,L)
F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user? Refer to quick guide for minimum dimensions. If there is no accessible toilet, identify a suitable location for future development.		Yes, there is one in the Boulter Building.	Low
F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities? This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.		Yes, there is one ambulant cubicle in the Infant block.	Low
F3. If you have shower and changing facilities, are they accessible to everyone? This applies mainly to larger schools or secondary schools.		N/A	
F4. Is there a dedicated/separate wheelchair accessible shower and changing area? This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.		N/A	

Part G: Fire Evacuation - Means of escape for disabled people

Question	Location	Comments/notes/actions	Priority (H,M,L)
G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?		Yes	Low
G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites.		N/A	
G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites.		No	
G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Refer to Fire Safety: personal emergency evacuation plan (PEEPS).		Yes	Low
G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm? This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas).		Yes, in the main hall but not generally elsewhere.	M

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