

SAMLESBURY Church of England Primary School

Growing, Learning & Inspiring through God's Love
and Grace



07051 Accessibility Plan & Audit

Date written: April 2021

Date agree and ratified by the Governing Body: June 2021

Date of next review: June 2024

Signed:

Date:

School Ethos and Values:

Our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do. Through example and teaching, our children are encouraged to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment; to grow spiritually through daily collective worship and prayer, to develop an awareness of God and to make a personal response of their own.

We also teach and encourage our children to care for all of God's creation as an expression of practical Christian faith, showing a concern and responsibility for their homes, communities and the wider world.

We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

School Motto:

'Let your light shine so that together in God's Love and Grace we learn, inspire others and grow'

Matthew 5: 14-16 'You are the light of the world. You cannot hide a city on a mountain. Men do not hide a lamp and put it under a basket. They put it on a table so that it gives light to all in the house. Let your light shine in front of all people. Then they will see the good things you do and will honour your Father in heaven.'

Statement of Intent

This accessibility plan outlines the proposals of the governing body of Samlesbury C of E Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable time frame and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In preparation of an accessibility strategy, the governing body must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable to access the workplace.

The plan will be resourced, implemented reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils and where the school has undergone refurbishment.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

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

RECENT CHANGES TO ACCESSIBILITY IN SCHOOL

Area	Change	Impact	Next Steps
External Lighting	Lighting now in place externally including the staff car park – on a timer	All access points are lit and trip hazard	maintain
New main entrance	The entrance has wheelchair access doors, level surface entrance and a foyer	Wheelchair users, those with disabilities and families with prams/pushchairs can easily enter school. Visitors don't have to stand out in the rain/cold	Maintain
New offices and corridor	Wheelchair width provision so that easy access into school/ all classes is possible from the new entrance and corridor.	Visitors/potential pupils can access school with wheelchairs	Wheelchair access via a ramp from the school playground into school
New internal storage/PE cupboard	Resources are easily accessible on open shelving so that future staff who may have mobility needs can go into the store	Useful for all staff now as resources are more accessible.	Maintain
Hearing loop system – main office	Visitors to school with hearing impairment can now communicate clearly with the school office staff.	Those with hearing impairment can now communicate easily	To extend through school if we have a child with a hearing impairment join school
Removed internal door at the playground entrance	Widening the corridor area to give more space for all children and particularly those with disabilities.	Additional space enables children to move in the corridor areas more freely.	Maintain
Reconfigured furniture in the infant classroom and removed the internal doors to the car park exit	Maximised space and the layout is more accessible including the removal of some classroom furniture which wasn't being utilised effectively.	Dynamics of the room work better and allow a greater freedom of movement between learning areas and toilet areas for all children.	Maintain

ACCESSIBILITY AUDIT

Date: 22nd March 2021

Staff carrying out audit:

- Lucy Sutton (Headteacher)
- Laura Greenbank (Health and Wellbeing lead)
- Sandra Hill (Bursar)
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Physical Access and Audit					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	x			
2	Are pathways and routes logical and well signed?	x			
3	Do you have emergency and evacuation procedures to alert all students?	x			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			
5	Do furniture layouts allow easy movement for students with disabilities?	x			
6	Are quiet rooms/calming rooms available to children who need this facility?		x		This is on the action plan for Health and Wellbeing for this year and will be in place by Sep 21
7	Are car parking spaces reserved for disabled people near the main entrance?	x			There is a space near to the church gate but the floor paint is very faint – church are responsible for this. Will contact church regarding this. There isn't a disabled staff parking space designated but if a staff member needed it this would be designated.
8	Are there any barriers to easy movement around the site and to the main entrance?				There is a step externally near the Y3/4 double doors to the field. This should be made into a ramp so that there is level access to the rear of school.
9	Are steps needed for access to the main entrance?		x		
10	Do all steps have contrasting edging?	x			These need redoing and are already on the maintenance actions list for the year.
11	If there are steps, is a ramp provided to access the main entrance?			x	
12	Is there a continuous handrail on each ramp and stair flight and landing.			x	
13	Is it possible for a wheelchair user to get through the principal door unaided?	x			
14	If no, is an alternative wheelchair accessible entrance provided?			x	

15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	x			
16	Do all internal doors allow a wheelchair user to get through unaided?	x			The width of doors are just wide enough to fit a standard wheelchair of 63.5cm with a small amount of space either side for manual turning of wheels.
17	Do all the corridors have a clear, unobstructed width of 1.2m?		x		It isn't possible to widen the library to hall corridor even to 1.2m if all the fitted cupboards were removed.
18	Does each corridor/block/building have a wheelchair accessible toilet?		x		
19	Does the relevant block have accessible changing rooms?			x	
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			x	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			x	
22	Is there a continuous handrail on each internal stair flight?			x	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			x	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		x		Wheelchair users would not be able to use the fire exit from Y5/6 or the infant class and would need to exit from a different door.
25	Are non-visual guides used to assist people to use the buildings?		x		
26	Could any of the décor be confusing or disorientating for students with disabilities?		x		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		x		The alarm is audible. Children would never be without a staff member.
28	Is a hearing induction loop available (either fixed or portable) in the school?				Only at the front office

Learning Access and Audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x		
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			
3	Do all staff seek to remove all barriers to learning and participation?	x			

4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	x			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x			
9	Do you provide access to appropriate technology for those with disabilities?	x			
10	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x			
11	Are there high expectations of all pupils?	x			

Information Access and Audit					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	x			
2	Do you have the facilities such as ICT to produce written information in different formats?	x			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				Currently, in our school community there isn't anyone who needs information in an additional way but this would be provided if/when needed.

ACCESSIBILITY ACTION PLAN – 2021 to 2024

The headteacher is responsible for ensuring the actions on the plan are carried out.

Physical environment

Area	Recommendation	Intended Impact	Timescale	Costs
Create a support room suitable for children who may need time to reflect	adapt the small intervention room so that it is suitable for reflection and a 'talk' space	To improve the well being of children	Oct 2021	£200
Church car park near the church gate.	Repaint the car park lines in the church car park	Provide dedicated car parking space for the disabled/blue badge holders	Sep 2021	Tbc with church
Path round the side of school to the playground	Convert the small step into a slope	To enable wheelchair users and those with disabilities as well /prams & pushchairs to gain access to the rear of school	June 2022	£400 estimated cost
Steps externally on the school site	Re-paint the yellow contrasting edging to all steps on the school site	To provide clear visibility of steps and to reduce risk of trips and falls to those who are visually impaired.	July 2021	£30 for the point
Fire exits	To ensure that all staff/school users know that the fire exit for wheelchair users is the main entrance	Ensure that all school users can exit the building safely in case of fire	May 2021	30
Internal doors	All new internal doors accessible for wheelchair users. Newly installed doors to be wheelchair accessible.	assembly hall.	As work is carried out in school	

Communication / General Access

Area	Recommendation	Intended Impact	Timescale	Costs
Signage in school	Ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities.	Communication is clear to all school users.	As required	As needed
Staff	Staff to be trained to meet individual medical needs of pupils where applicable.	Support staff able to work with increased knowledge and provide appropriate resources for pupils.	Ongoing	Part of the school training budget
Staff	The school makes itself aware of the services available through its LA for converting written information into alternative formats.	If needed the school can provide written information in alternative formats. Delivery of information to disabled pupils improved.	As required	As needed costs will be part of curriculum

				provision budget
Hall and classrooms	A hearing loop for community use is installed	Facilities available for the hearing impaired.	As required	
Internal areas of school	Emergency systems to have visual alarms	Hearing impaired people can be warned of a alarm and can exit the building safely	As required	
Playground	To ensure the entrance to school from the playground is ramped	Those with mobility issues can access school from the playground	As required	

Teaching and Learning

Area	Recommendation	Intended Impact	Timescale	Costs
interactive whiteboard in the infant class	Lower the board so that all children can interact with the board	Improve the education outcomes of children through improved access to provision	June 2021	£2800
Extend outdoor learning provision for EYFS	To increase the space to allow greater distances between activities so that all children have sufficient space to interact with learning activities and children with disabilities have sufficient space to not feel cramped and too close to others. with disabilities has	Improve the education outcomes of children through improved access to provision	Sep 2021	£3500 estimated costs for metal fencing to be installed.
Staff	Training for teachers on differentiating the curriculum for disabled children as required	Teachers are able to more fully meet the requirements of disabled children's ne	As required	