

Cotherstone Primary School



Accessibility Plan 2019-2020

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SECTION 1

STARTING POINTS

a) **Objectives**

Our School has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

Our school also intends to increase accessibility for staff and members of the public with disabilities.

b) **Pupil Data**

As part of our anticipatory duty we will attempt to identify potential pupils with disabilities who will attend the school.

We will do this by contacting the private nursery providers, school nurse/health visitor/ parents and/or other feeder school(s) and the Head of SEN, County Hall.

c) **Accessibility Working Group**

In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we intend to form a planning group that will consist:

- Headteacher
- Deputy Headteacher
- A Governor

If our circumstances change we will appoint other relevant members (i.e. parent of a disabled child).

SECTION 2

THE MAIN PRIORITIES IN
THE SCHOOL'S
ACCESSIBILITY PLAN

The Main Priorities of the School's Accessibility Plan

In compiling its Accessibility Plan the school will utilise the “support package” provided via the schools extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

(a) Improving access to the building and environment

Following the school's audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.

(b) Improving access to the curriculum

Using the curriculum section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

(c) Improving access to information and providing information in alternative formats

Using the information section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

(d) We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.

(e) We will develop and implement an **Evacuation of Disabled People Plan** and **Personal Emergency Evacuation Plan** (PEEP) using the guidance and instructions from British Standards (BS 5588-12:2004).

IMPROVING ACCESS TO THE BUILDING

Short Term Planning
(within 12 months)

C.1.13 Are the nosings readily identifiable and unlikely to create trip hazards?

Priority

2 - As soon as possible

Location

Block 2 - Steps to main entrance

Comments

Highlight nosings

Compliant: No **Timescale:** Within 12 Months **Funding:** Other Funding

Action / Future Plan

Maintenance of appropriate paint or highlight paint to be used to highlight steps.

C.1.15 Are visual and tactile signs provided at the top and bottom of steps?

Priority

2 - As soon as possible

Location

Block 2 - Steps to main entrance

Comments

Provide warning paving and signs top and bottom

Compliant: No **Timescale:** Within 12 Months **Funding:** Devolved Capital

Action / Future Plan

Laminate a sign in hall window asking people to "mind the step"

D.1.9 Are tactile signs available for use by people with impaired vision?

Priority

3 - Part of Maintenance work

Location

Block 1 - 0/001

Comments

Consider providing tactile signs when refurbishing

Compliant: No **Timescale:** Within 12 Months **Funding:** Devolved Capital

Action / Future Plan

This will form part of the ongoing redecoration process as the need occurs.

G.1.8 Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

Priority

5 - When a specific need is identified

Location

Block 2 - 0/003

Comments

Provide rails to one cubicle when need arises

Compliant: No **Timescale:** Ongoing **Funding:** Not Specified

Action / Future Plan

We have an accessible toilet in school and classes will be reorganised if a specific need is identified.

G.2.3 Is the location clearly signed using colour and tonal contrasts?

Priority

2 - As soon as possible

Location

Block 1 - 0/004A

Comments

Provide tactile sign/symbol to contrast with door

Compliant: No **Timescale:** Within 12 Months **Funding:** Other Funding

Action / Future Plan

Currently we do not have a need to provide tactile signs however this will be reviewed if a specific need is identified or when purchasing new signs.

K.1.4 If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge and are there signs designating?

Priority

1 - Immediate/Urgent work

Location

Block 0 - General

Comments

Consult fire professional and obtain full fire risk assessment

Compliant: No **Timescale:** Within 12 Months **Funding:** Other Funding

Action / Future Plan

Staff trained regarding suitable evacuation procedures for people with disabilities. Signs to be appropriately placed around the building. We currently do not use refuge areas within the school.

IMPROVING ACCESS TO THE BUILDING

Medium Term Planning
(1-3 years)

B.1.7 Is the route free of hazards such as building features, litter bins?
Priority
2 - As soon as possible
Location
Block 0 - From pedestrian gate
Comments
Highlight steps/provide wall fixed handrail to one side
Compliant: No Timescale: 1-3 Years Funding: Other Funding
Action / Future Plan
Purchase yellow paint to highlight steps within 12 months - handrail to be provided 1-3 years

C.1.1 Is there a ramp?
Priority
2 - As soon as possible
Location
Block 1 - Ramp to main entrance
Comments
Provide ramp to overcome 150mm step at main entrance
Compliant: No Timescale: 1-3 Years Funding: Devolved Capital
Action / Future Plan
There are two ramped access to the building available at present plus a portable ramp.

F.1.5 Can people on both sides of the door see each other and be clearly seen?
Priority
2 - As soon as possible
Location
Block 1 - Internal Doors
Comments
Provide low level vision panels to five doors
Compliant: No Timescale: 1-3 Years Funding: Devolved Capital
Action / Future Plan
Headteacher's door replaced. Remaining doors to be replaced as part of maintenance work unless specific need occurs earlier.

F.1.6 Is the opening of the door a sufficient width for wheelchair use?
Priority
2 - As soon as possible
Location
Block 1 - Internal Doors
Comments
Widen 6 narrow doors
Compliant: No Timescale: 1-3 Years Funding: Devolved Capital
Action / Future Plan
Replace doors as part of maintenance work unless specific need occurs earlier.

IMPROVING ACCESS TO THE BUILDING

Long Term Planning
(3-6 years)

C.3.8 Is the threshold level or flush with surface flooring?
Priority
5 - When a specific need is identified
Location
Block 2 - Main entrance doors
Comments
80mm high timber step-demountable building
Compliant: No Timescale: 3-6 Years Funding: Not Specified
Action / Future Plan
As this building is demountable and past its expected life span, if a specific need arises, classes would be re-organised and moved to the main building.

C.6.1 Is there a reception area?
Priority
2 - As soon as possible
Location
Block 1 - 1/002 or 1/002A
Comments
No reception-provide induction loop in Head or Staff Office
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
HT to investigate costings of portable induction loop for use throughout school if a specific need arises.

D.3.12 Are all areas for assembly equipped with an induction loop and signage?
Priority
3 - Part of Maintenance work
Location
Block 1 - 0/012
Comments
Provide fixed induction loop system
Compliant: No Timescale: 3-6 Years Funding: Access Initiative Funding
Action / Future Plan
The HT will investigate the costings of a portable induction loop for use throughout school if a specific need is identified.

D.3.12 Are all areas for assembly equipped with an induction loop and signage?
Priority
2 - As soon as possible
Location
Block 1 - Classrooms
Comments
Consider provision of portable induction loop for use as required
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
HT to investigate costings of portable induction loop for use throughout school if a specific need arises.

D.3.12 Are all areas for assembly equipped with an induction loop and signage?
Priority
2 - As soon as possible
Location
Block 2 - 0/001
Comments
Consider provision of portable induction loop for use as required. Costed above
Compliant: No Timescale: 3-6 Years Funding: Access Initiative Funding
Action / Future Plan
HT to investigate costings of portable induction loop for use throughout school if a specific need arises.

D.3.16 Are fixtures and fittings within easy reach?
Priority
3 - Part of Maintenance work
Location
Block 1 - Classrooms
Comments
Allow for adjusting some fitted units when need arises
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
As part of maintenance work unless need occurs earlier.

D.3.16 Are fixtures and fittings within easy reach?
Priority
3 - Part of Maintenance work
Location
Block 1 - Staff offices
Comments
Allow for adjusting some fitted shelving when need arises
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
To be included as part of maintenance work unless need occurs earlier.

G.1.3 Is the WC door easily negotiated?
Priority
2 - As soon as possible
Location
Block 1 - 0/018
Comments
Widen 620mm wide door
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
Replace doors as part of a rolling programme unless specific need occurs earlier.

G.1.3 Is the WC door easily negotiated?

Priority

2 - As soon as possible

Location

Block 1 - 0/019

Comments

Widen existing 620mm wide door

Compliant: No **Timescale:** 3-6 Years **Funding:** Devolved Capital

Action / Future Plan

Replace doors as part of a rolling programme unless specific need occurs earlier.

G.1.8 Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

Priority

2 - As soon as possible

Location

Block 1 - 0/018

Comments

Provide rail to one cubicle

Compliant: No **Timescale:** 3-6 Years **Funding:** Devolved Capital

Action / Future Plan

Currently we have no existing need. There is an accessible toilet for use and this will be reviewed if a specific need arises.

G.1.8 Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?

Priority

2 - As soon as possible

Location

Block 1 - 0/019

Comments

Provide rail to one cubicle

Compliant: No **Timescale:** 3-6 Years **Funding:** Devolved Capital

Action / Future Plan

Currently we have no existing need. There is an accessible toilet for use and this will be reviewed if a specific need arises.

I.1.2 Is the kitchen provided with fittings suitable for use by people with disabilities?

Priority

5 - When a specific need is identified

Location

Block 1 - 0/002A

Comments

Allow for adjusting when need arises

Compliant: No **Timescale:** 3-6 Years **Funding:** Devolved Capital

Action / Future Plan

No current need - we will review this when a specific need arises.

I.1.2 Is the kitchen provided with fittings suitable for use by people with disabilities?
Priority
5 - When a specific need is identified
Location
Block 1 - 0/006A
Comments
Allow for adjusting when need arises
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
No current need - we will review this when a specific need arises.

I.1.4 Are work surfaces adequate?
Priority
5 - When a specific need is identified
Location
Block 1 - 0/002A
Comments
Costed above
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
No current need - we will review this when a specific need arises.

I.1.4 Are work surfaces adequate?
Priority
5 - When a specific need is identified
Location
Block 1 - 0/006A
Comments
See above
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
No current need - we will review this when a specific need arises.

I.1.5 Can all fixtures, fittings and appliances including switches and controls be easily reached and operated?
Priority
5 - When a specific need is identified
Location
Block 1 - 0/002A
Comments
Limited adjustment costed above
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
No current need - we will review this when a specific need arises. To be done as a need is identified or earlier as part of general kitchen maintenance.

I.1.8 Does the floor have a slip resistant finish?
Priority
2 - As soon as possible
Location
Block 1 - 0/006A
Comments
Provide slip resistant finish to replace quarry tiles
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
Quotes for the replacement/covering of quarry tiles have been requested and are prohibitive - if a specific need is identified this will be reviewed.

K.1.2 Are ground floor exit routes as accessible as entrance routes?
Priority
2 - As soon as possible
Location
Block 0 - General
Comments
Widen one narrow fire door and provide ramp to overcome steps in Block 2
Compliant: No Timescale: 3-6 Years Funding: Devolved Capital
Action / Future Plan
Fire Safety Officer advised this was not a suitable place to put a ramp. Alternative exits would be used in an emergency - all staff are aware of exits.

IMPROVING ACCESS TO THE CURRICULUM

Curriculum ID: 1**Question**

Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?

Yes - Timescale: Ongoing **Funding:** Other Funding

Details / Future Plan

Staff have had training regarding teaching and supporting pupils with general disabilities, and we work closely with other professionals as a need is identified to ensure the best for the pupil.

Curriculum ID: 2**Question**

Are your classrooms optimally organised for disabled pupils?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Consideration is given to the needs of all our pupils when the teacher organises the classroom. Should further amendments be required this is duly done.

Curriculum ID: 3**Question**

Do lessons provide opportunities for all pupils to achieve?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Teachers plan lessons in respect of the needs of all pupils in the class. Differentiated learning opportunities and experiences are planned for on long, medium and short term planning.

Curriculum ID: 4**Question**

Are all pupils encouraged to take part in music, drama and physical activities?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

As planning is reviewed further opportunities for pupils to take part in creative activities are planned including external provision

Curriculum ID: 5**Question**

Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 6**Question**

Do staff recognise and allow for the additional time required by some pupils with disabilities, to use equipment in practical work?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 7**Question**

Have you considered the impact of the timetable on pupils with disabilities?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 8**Question**

Is provision made for pupils with disabilities who cannot engage in particular activities?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 9**Question**

Do you provide a range of I.C.T. access aids and adaptations?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 10**Question**

Do all pupils have access to the wider curriculum including extra-curricular activities?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff will continue to work closely with other professionals, pupils and parents to ensure understanding in this respect.

Curriculum ID: 11**Question**

Are there high expectations of all pupils?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Staff work closely with parents and children on the setting and review of individual targets.

**IMPROVING
ACCESS TO
INFORMATION AND
PROVIDING
INFORMATION IN
ALTERNATIVE
FORMATS**

Information ID: 1**Question**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

All information sent out by the school is in easy to read format - if a specific need arises we will work with other professionals on any alternative format of information.

Information ID: 2**Question**

Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Yes - Timescale: Ongoing **Funding:** Other Funding

Details / Future Plan

We will need to continue to assess the way information is presented, especially for those whose vision is impaired.

Information ID: 3**Question**

Do you have the facilities such as ICT to produce written information in different formats?

Yes - Timescale: Ongoing **Funding:** Other Funding

Details / Future Plan

Teaching and non teaching staff are fully trained in the use of ICT and are able to produce written information in a range of formats if requested.

SECTION 3

MAKING IT HAPPEN

a) **Management**

- (i) The Headteacher will coordinate the gathering and input of information into the database. This is an on-going process. The planning group will meet prior to the Governing Body Summer term meeting in order to provide updates on the progress and implementation of the plan.
- (ii) As an agenda item of their termly Governing Body meeting, Governors understand that it is their key responsibility to have a current school's Accessibility Plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan on a termly basis
- (iii) **The Headteacher is identified as the member of staff** who will receive additional Local Authority training to meet the needs of a range of pupils with additional educational needs such as:
 - SEN and Disability Act;
 - National Autism Plan for Children; and
 - Autism Spectrum Disorders Good Practice Guidance.
- (iv) It is an expectation that this member of staff will be able to advise other school staff to provide the most appropriate environment and curriculum for children with SEN. Support can also be sought from the LA occupational health officer and other LA specialist advisory teachers.
- (v) As an agenda item of an appropriate staff meeting we will continue to offer/provide staff development and training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers, increasing access and identify any specific training needs. The Accessibility Plan will be embedded in the School's Improvement Plan (SIP), SEN Plan, Staff Development Programme, Disability Equality Scheme (DES) and Curriculum Planning Programme.
- (iv) Aspects of DDA will be highlighted to the pupils, during SEAL and PHSCE and **once a year pupils will be asked to complete a survey** on their views on whether they think that the school has become more accessible to all.
- (v) Once estimates of costs are received regarding any relevant works these will be considered by the Finance Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance.

b) **Circulation**

- (i) The Access Plan will be available in an easy to read paper copy format and can be viewed by appointment with the Headteacher.
- (ii) The Headteacher will inform parents/visitors that there is an Access Plan in place via the school brochure.

Any feedback or comments about the School's Accessibility Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.

ANNEXES

ANNEX 1

EVACUATION OF
DISABLED PEOPLE,
PERSONAL EMERGENCY
EVACUATION PLAN
(PEEPs) AND USE OF
REFUGES

Cotherstone Primary School

**Draft Evacuation of Disabled
People Plan; Draft Personal
Emergency Evacuation Plan
(PEEPs) And Use of Refuges**

THE PURPOSE OF THE PLAN

The Purpose of this Plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency.

AWARENESS OF INDIVIDUALS WITH DISABILITIES

We are aware of the pupils and staff with disabilities currently in school who require assistance with evacuation and we have attempted to identify other individuals that might have difficulty evacuating the premises or who might need assistance by placing a **sign near the visitors' signing in book/reception area**) that states:

If you need assistance in evacuating the premises in the case of an emergency – please make that known to a member of staff.

At that time we will make visitors aware of the **Refuge Areas** and our standard **Emergency Evacuation Procedures** i.e. Fire Drill Procedures.

USE OF PERSONAL EMERGENCY EVACUATION PLANS (PEEPs)

We recommended Personal Emergency Evacuation Plans (PEEPs) are for those people with disabilities using the premises on a **regular** basis that require assistance to leave the building. PEEP's will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEP's will explain the method of escape to be used in each area of the building on a case-by-case basis, and when agreed one copy is given to the individual and one copy is retained by the SMT. For those individuals with disabilities that visit the premises we will provide a standard plan when they sign in at reception.

Through the recording of PEEP's, the SMT will be aware of the amount of staff support required for each evacuation.

REVIEW

This plan will be reviewed on an annual basis.

***IF YOU NEED ASSISTANCE
WHEN EVACUATING THE
PREMISES IN THE CASE OF
AN EMERGENCY PLEASE
ALERT A MEMBER OF STAFF***