

Micklehurst All Saints CE Primary School



School Accessibility Plan

Mission Statement

We are a relatively small community of children parents, staff and governors whose partnership creates a happy, welcoming and secure school in which children can blossom and develop. We pride ourselves on our caring, calm and purposeful teaching and learning environment.

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 and is compliant with current legislation and requirements relating to Disability of the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (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 Objectives

- 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.
- To complement and support the school's Equality Objectives.
- To provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitor regardless of their needs.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, the Health and Safety policy, the Asset Management Plan and the operation of the school's SEN policy;

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

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- 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;
- 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 2000 framework, which underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- 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 objectives above.

- 1. Education and related activities:** The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- 2. 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.
- 3. Provision of Information:** The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies: SEN policy
Equal opportunities policy
Curriculum policies
School Improvement plan
Health and Safety Policy

Abbreviations used: DDA Disability Discrimination Act
SENDA Special Education Needs and Disability Act (2001)
SEN Special Educational Needs
LA Local Authority
DfE Department for Education
DRC Disability Rights Commission

Date of Review: Summer Term 2018

Appendix 1

Accessibility Checklist for School Premises

<p>Consider each question from the perspective of each type of disability: Wheelchair, Ambulant, Dexterity, Visual, Auditory, Comprehension</p> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p> <p>A - APPROACH and CAR PARKING</p>			
	Y	N	Notes
Is the building within convenient distance of a public highway?	√		
Is the building within convenient distance of public transport?	√		
Is the building within convenient distance of car parking?	√		Car parking is to the front of the main visitor entrance. Access to the main gate/playground is via either a steep path from Micklehurst Road or via the public footpath that runs from the Micklehurst Estate round to the main gate.
Is the route clearly marked/found?	√		
Is the route free of kerbs?	√		
Is the surface smooth and slip resistant?	√		
Is the route wide enough?	√		
Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	√		
Is it adequately lit?	√		
Is it identified by visual, audible and tactile information?	√		Not tactile
Is there car parking for people with reduced mobility?	√		
Is the car parking clearly marked out, signed, easily found and kept free from misuse?	√		
Is the car parking as near the entrance as possible?	√		

Is the car parking area suitably surfaced?	√		
Is the route to the building kept free of snow, ice and fallen leaves?	√		
Is the route level? (ie. no gradient steeper than 1:20 and no steps)		√	Slope from Micklehurst Road to the main playground gate.

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

	Y	N	Notes
Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	√		
Is it wide enough and suitably graded?	√		
Is the surface slip resistant?	√		
Are there kerbs and are there edges protected to prevent accidents?	√		
Are there handrails to one or both sides? (delete)	√		
If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
Are there (alternative) steps? (delete)		√	
Identified by visual/tactile information?		√	
Are there handrails to one or both sides? (delete)	√		
Are ramps and steps adequately lit?	√		
Are treads and risers consistent in depth and height?			N/A
Are all nosings marked and/or readily identifiable? (delete)			N/A
Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A
If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative?			N/A

C – ENTRANCES, INCLUDING RECEPTION

	Y	N	Notes
Is the door clearly distinguishable from the facade?	√		
If glass is it visible when closed?	√		
Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	√		Further access through the Nursery gate and gate to main entrance

Does it have a level or flush threshold, and a recessed matwell? (delete)	√		
Is there visibility through the door/way from both sides at standing and seated levels? (delete)	√		
Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	√		Through nursery gate
Can the door furniture be used at both standing and seated height? (delete)	√		
Can it be easily grasped and operated?	√		
If the door has a closer mechanism does it have:	√		
(a) delayed closure action?		√	
(b) slow-action closer?	√		
(c) minimal closure pressure?		√	
If the door is power-operated does it have visual and tactile information?		√	
If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	√		
If there is a lobby, do the inner and outer doors meet the same criteria?	√		
Do lobby layouts enable all users to clear one door before going through the next?			
Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	√		
Does the lighting installation take account of the needs of visually disabled people?	√		
Are floor surfaces:			
(a) slip-resistant, even when wet?	√		
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	√		
(c) firm for wheelchair manoeuvre?	√		
Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	√		
Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	√		
Is it fitted with an induction loop?		√	
If public telephone is available (say at reception, is it, and its instructions):			N/A
(a) at a height suitable for all users?			
(b) equipped with inductive coupling?			

For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?			N/A
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D – HORIZONTAL MOVEMENT AND ASSEMBLY			
	Y	N	Notes
Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	√		
Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	√		
Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			N/A
Is turning space available for w.ch.users?	√		
Do natural and artificial lighting avoid glare and silhouetting?	√		
Are there visual clues for orientation?		√	
Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	√		
(b) avoid light reflection and sound reverberation?	√		
Do textured surfaces convey useful information for people with impaired vision?		√	
Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	√		
Are there tactile signs and information for those with impaired vision?		√	
Is the maintenance of these items checked regularly?			N/A
Is lighting designed to meet a wide range of needs?	√		
Is sufficient circulation space allowed for wheelchair users?	√		
Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	√		
Are seating arrangements/spaces suitable for use by people with visual disabilities?	√		
Are all areas for assembly/meeting equipped with an induction loop system?		√	
If the use of an induction loop system is precluded is an infra-red system in place?			N/A
Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
Are telephones fitted with inductive loop couplers?		√	
Is a minicom available for use by people with hearing disabilities?		√	

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE			
	Y	N	Notes
Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting? (delete)	√		
Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	√		
Is any level change clearly lit?			N/A
Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	√		
If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			N/A
Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			N/A
Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	√		
If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			N/A
Are steps available as an alternative to any ramp or ramped surface?			N/A
Where level change is less than a full storey in height is a power-operated system appropriate?			N/A

F - DOORS			
	Y	N	Notes
Do the doors serve a functional/safety purpose? (delete)	√		
Can they be readily distinguished?	√		
If glass, are they visible when shut?	√		
Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	√		
Does the clear opening width permit wheelchair access?	√		
On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	√		
Is any door furniture/handle at a height for standing/sitting use? (delete)	√		

Are door/handles clearly distinguished?	√		
Can the door furniture/handles be easily operated/grasped? (delete)	√		
If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		√	
(b) delay-action closure?		√	
(c) slow-action closure?	√		
(d) minimum closure pressure?		√	
Is door/mechanism function checked regularly?		√	

G - LAVATORIES			
	Y	N	Notes
Is WC provision made for people with disabilities?	√		
Do all lavatory areas have slip-resistant floors?	√		
Are they easy to distinguish by colour contrast from walls?	√		
Are all fittings readily distinguishable from their background?	√		
Are all door fittings/locks easily gripped and operated?	√		
Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	√		
Is provision made for wheelchair users? If so:	√		
Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	√		
Is the location clearly signed?	√		
Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	√		
Are the door fittings/locks and light switches easily reached and operated?	√		
Is there an emergency call system and is someone designated to respond?	√		
Can the emergency call system be operated from floor level?	√		
Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	√		
Are the fittings arranged to facilitate these manoeuvres?	√		
Are handwashing and drying facilities within reach of someone seated on the WC?	√		
Is the tap appropriate for use by someone with limited dexterity, grip or strength?	√		
Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	√		

Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	√		
If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	√		

H – FIXTURES AND FITTINGS			
	Y	N	Notes
Is any servery/counter accessible to all users, including those with hearing impairments?	√		
If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	√		At end of SICO tables
Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?			N/A
Is it possible for people with disabilities to serve as volunteers?	√		
Are all fittings readily distinguishable from their background?	√		
Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	√		
In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	√		
In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		√	
Are all relevant locations clearly signed?	√		

I - INFORMATION			
	Y	N	Notes
Is the building equipped to provide hearing assistance?		√	
Does lighting installation of the building take into account the needs of people with visual disabilities?	√		
Is there a tactile plan or diagram of the building?		√	

Are there large-print versions of information about the building/activities available?	√		Available on request from Admin Staff
Is there 'braille' information available for people with visual disabilities?		√	
Is there an 'audio' version of information about the building available?		√	
Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		√	
Where a payphone is provided does it have a hearing aid coupler?			N/A
Are all relevant locations clearly signed?	√		

J – MEANS OF ESCAPE			
	Y	N	Notes
Is there a visible as well as audible fire alarm system? (delete)		√	Not visible
Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	√		
Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			N/A
If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			N/A
If refuges are available are they equipped with 'carry chairs'?			N/A
Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	√		
Is the evacuation strategy checked regularly for its effectiveness?	√		
Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	√		
Are all fire warning devices and detectors checked routinely and regularly?	√		

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