



Accessibility Plan

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Responsibility	Finance, Premises and Staffing Committee
Method of Communication	Externally available/Internally available
Signed (Chair)	
Date of next review	May 2020

MISSION STATEMENT

Inspired by the words of Matthew : 5 “Let your light shine before others” Brayton C of E VC Primary School is a community dedicated to enabling each child to grow into the unique person God created them to be. Rooted in the Christian values of Forgiveness, Friendship, Trust, Compassion and Endurance our learning environment encourages and challenges everyone to fulfil their God given potential. We are committed to working with ever member of our school family so that ‘Together we Shine as One’

At Brayton C of E Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority 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.

Objectives

Brayton C of E Primary 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Brayton C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Brayton C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Finance, Premises and Staffing Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Appendix A shows the questionnaire used to develop the action plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **School Business Manager**

ACCESSIBILITY PLAN

Ref	Question	Recommendations	Time scales	Priority	Cost	Responsibility	
						LEA	School
1	Approach to School	Main Entrance sign needed at the end of the path near the bus stop. Path not well lit.	Open ended subject to funding from NYCC	L		Y	
2	Car Parking	Disabled bay needs re-marking in yellow with wheelchair sign	Autumn 2017	M			Y
2	Car Parking	Additional disabled bay could be provided on grassed area outside school office	None - subject to need	L			Y
3	External Ramp and Steps						
4	Entrance / Reception	Main entrance sign needed at the school gate, directing all visitors to reception	Autumn 2017	M			Y
4	Entrance / Reception	At present need for assistance, if in wheelchair, need for bell to be fitted to alert office staff assistance is required	Autumn 2017	M			Y
4	Entrance / Reception	Access Awareness and Equality Training in house advice is available as necessary. Further training advisable for 2 staff	Ongoing	L			Y

Ref	Question	Recommendations	Time scales	Priority	Cost	Responsibility	
						LEA	School
5	Corridors	Fit induction loop if appropriate in communication or activity spaces	None - subject to need	L			Y
6	Doors	Magnetic devices for holding doors open are beneficial for disabled users, consider additional devices of this kind	None - subject to need	L			Y
6	Doors	Consider replacing doors currently with high windows with a more suitable alternative	None set - subject to funding	L			Y
6	Doors	Where one door is not wide enough, both doors can be opened for access	N/A	N/A			Y
7	Vertical Movement ⁶						
8	Stairs	Bluebell Staircase - Remove carpet and reinstate visible nosing	Autumn 2017	M			Y
9	Lifts						
10	WCs <i>General</i>						
11	Accessible WCs	Bluebell Building - Provide sign for disabled WC	ASAP	H			Y
12	Changing and Shower facilities						

Ref	Question	Recommendations	Time scales	Priority	Cost	Responsibility	
						LEA	School
13	Bathrooms						
14	Fixtures and Fittings	Need to fit induction loop for at least one phone if required	None - subject to need	L			Y
15	Kitchens						
16	Signs and Information						
17	Means of Escape	Mobile Classroom - If evacuation needed the office staff to alert occupants	Ongoing	N/A			Y
18	Building Management	Re-mark the disabled bay and remind staff of parking restrictions	Autumn 2017	M			Y
18	Building Management	Personal egress plans would be put in place when appropriate	None - subject to need	N/A			Y
19	Curriculum						
20	Materials In Other Formats	If the need arose adaptations would be made to provide a fully inclusive curriculum.	None - subject to need	N/A			Y

“Together we shine as one”

APPENDIX A

Schedule 1: Approach to Building										
	School No:	3231	School Name:	Brayton C of E VC Primary School						
External area: approach from public transport to school entrance gates										
Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y			Main Entrance sign needed at the end of the path near the bus stop. Path not well lit.	1			Y	
	Are there separate entrances for cars and pedestrians?	Y								
	Is the route wide enough, and free of kerbs?	Y								
Schedule 2: Car Parking										
	School No:	3231	School Name:	Brayton C of E VC Primary School						
External area:										
Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are accessible car parking bays signposted from the car park entrance?	Y	50%	Disabled parking bay in staff car park	Disabled bay needs re-marking yellow with wheelchair sign	1				
	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y		Disabled parking bay in staff car park						

	Do any windows (natural light), or artificial light provide glare or silhouettes?	Y		Blinds and curtains fitted						
	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	N		Acoustics fair . No induction loop	Fit induction loop if appropriate					
	Are suitable signs provided, from both standing and seated positions, where necessary?	Y								
	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y								

Schedule 6 - Doors

School No:	3231	School Name:	Brayton C of E VC Primary School
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Location:	
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Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is the door/s necessary, can it/they be removed?	Y		All doors are necessary in school						
	Can fire doors be held open on magnetic devices (corridors)?	Y	Y	Some doors close automatically on activation of the fire alarm	These are beneficial for disabled users, consider additional devices of this kind					

	Are doors well contrasted from their surroundings?	Y								
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y		Metal on wood						
	Can people on each side of the door, either seated or standing, see each other?	Y	Y	Glass panels in some doors re too high for wheelchair users	Replace some classroom doors with suitable ones					
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y		Fingerguards reduce the width to 770mm but are flexible Class doors are wide enough but some difficulty in independent opening of classroom doors in wheelchair.						
	If double doors, does one leaf allow 800mm clear opening width?	N		Assistance would be needed for wheelchair users	Both doors can be opened for access					

Schedule 7 - Vertical movement, internal level change (ramps,steps)

Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N/A								
	Are surfaces slip resistant, with kerbs at the edges?	NA								
	If no permanent ramp is provided, can a portable ramp be made available?	NA								
	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	N/A								
	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	NA								

School No:

3231

School Name:

Brayton C of E VC Primary School

Location:

	Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	NA								
	Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??	NA								
	Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	NA								
	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	NA								
	Does the lift have audible announcements and visual displays?	NA								
	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	NA								
	Are controls clearly identifiable and within reach of all users?	NA								

Schedule 13 - Bathrooms

School No:		3231	School Name:		Brayton C of E VC Primary School					
Location:										
Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there a bathroom?	N								
	Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	NA								
	Are all fittings easily reached and operated?	NA								
	Are all fittings readily distinguishable from their background?	NA								
	Does the floor have a slip resistant finish?	NA								
	Is a hoist provided?	N/A								

Schedule14: Fixtures and Fittings

School No:		3231	School Name:		Brayton C of E VC Primary School					
Location:										
Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Are there reception counters, services desks or serveries?	Y								
	Is provision made for wheelchair users (both sides) and are induction loops fitted?	N		No induction loops. Space inside school office inadequate for wheelchair manoeuvring.						

	Is glare or silhouetting avoided at these counters (design and positioning)?	Y								
	Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Y	Y	Sufficient space for wheelchair. No arm rests on chairs						
	Do tables allow for wheelchair access?	Y								
	If provided, are telephones fixed at a height that allows easy access by wheelchair users?	Y								
	Are telephones equipped with induction couplers for hearing aid users?	N			Need to fit induction loop for at least one phone if required	1				Y
	Is a text phone available?	N								
	Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	Y		Individuals have coloured overlays as needed. Blinds and Curtains provided.						
	If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N								

Schedule 17: Means of Escape										
School No:		3231	School Name:		Brayton C of E VC Primary School					
Location:										
Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations		Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial (%)						LEA	School
	Is there an audible alarm system?	Y	Y	No alarm in the mobile classroom	If evacuation needed the office staff to alert occupants					Y
	Is the audible fire alarm supplemented by a flashing light system?	Y								
	Are ground floor exit routes as accessible as the main entrance routes?	Y								
	Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y								
	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Y		Permanent ramps in place allowing full evacuation.						
	Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	N		Such would be made as appropriate			D			

	Do new signs integrate effectively with current signage?	Y								
	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y		Repaired and replaced as necessary						
	Are induction loops and infra-red systems clearly signed and checked regularly?	NA								
	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y								
	Is there a fire escape strategy for visitors who may require assistance?	Y								
	Is there a personal egress plan prepared for any member of staff who may require assistance?	N			Would be put in place when appropriate					
	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y								

Schedule 19: Curriculum

School No: 3231

School Name: Brayton C of E VC Primary School

source: DfES/o462/2002:Identifying Barriers to Access, Section 3- How does your school deliver the curriculum?

Item Ref	Question	Provision Made?		Comments/Site Notes	Recommendations	Quantity	Priority A,B,C,D	Responsibility		
		Y/N	Partial (%)					Cost	Responsibility	
									LEA	School
	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		Arranged as required		N/A	N/A			
	Are your classrooms optimally organised for disabled pupils?	Y		Reorganised as necessary		N/A	N/A			
	Do lessons provide opportunities for all pupils to achieve?	Y		The Hive - for high need SEND pupils who require specialised provision		N/A	N/A			
	Are lessons responsive to pupil diversity?	Y				N/A	N/A			
	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	N/A			
	Are all pupils encouraged to take part in music, drama and physical activities?	Y				N/A	N/A			

	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y				N/A	N/A			
	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y				N/A	N/A			
	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y		Staff adapt lesson content as appropriate		N/A	N/A			
	Do you provide access to computer technology appropriate for students with disabilities?	Y				N/A	N/A			
	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y				N/A	N/A			
	Are there high expectations of all pupils?	Y				N/A	N/A			
	Do staff seek to remove all barriers to learning and participation?	Y				N/A	N/A			

