

Accessibility Policy and Action Plan

1 Introduction

St. John's CEVA primary is an inclusive school and we have developed an accessibility action plan (appendix 1) to meet the access needs of pupils, parents and staff irrespective of their disability.

2 Definition

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

3 Requirement

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the availability of accessible information to disabled pupils.

4 Audit and Action Plan

We have conducted an audit of the school (appendix 2), and from this created a 3-year action plan (appendix 1).

5 Monitoring and Review

This policy and action plan is monitored by the SENCo and reviewed every 3 years by the governing body.

Signed:

		Date
Version	1.0	
Drafted by	C. Harris	02/10/16
Reviewed by		
Approved by	Governing Body	19/01/17
Ratified by		
Review period	3 year	
Set by	Governing Body	
Date of Review		Jan 2020

Access to Premises/Physical Environment					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Are non-visual guides used to assist people to use the buildings?	To provide non-visual guides including tactile signs, textures on walls and floors, tactile indications on handrails.	Two-year programme required.	Significant expenditure to be approved by the governing body	Governing Body – sub committee	
Are pathways and routes logical and well signed and marked for visually impaired learners? (both internal & external)	To re-paint some trip hazard marking as they have become faded.	Next financial year.	Budget bid required for re-painting.	Governing Body – sub committee	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	To provide ramps to all fire exits as some have a step with no ramps. E.g. from classrooms.	Next financial year.	Budget bid required for providing mini ramps.	Governing Body – sub committee	
Access to Curriculum (Learning and Social)					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Do you have arrangements to 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?	To purchase Communication in print software required for symbols.	Next financial year.	£180 (SEND budget bid)	SENCo	
	To develop Links with LA for Braille when needed.	When required.	Time + funding via HTN	SENCo	

Access to Information					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?	Annual update needs to be scheduled. Part of a staff meeting that includes TAs. + follow up briefing notes	This academic year	Time + CPD for SENCo to then cascade.	SENCo	

BASIC ACCESS AUDIT FOR SCHOOLS

September 2016

NAME OF SCHOOL: ST. JOHN'S CEVA PRIMARY SCHOOL

CONTACT PERSON: MR. C. HARRIS

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?		✓			Annual update needs to be scheduled.
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?	✓				
Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? (see guidance notes)						
3	Do all staff seek to remove all barriers to learning and participation? (see guidance notes)	✓				
4	Is teaching appropriately differentiated to meet individual needs so that all children and young people make good progress? (see guidance notes)	✓				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				
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?	✓				
7	Are reasonable adjustments made for all learners? (see guidance notes)	✓				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? (see guidance notes)	✓				
9	Are staff aware of and make provision for exam access arrangements? (See guidance notes)	✓				
10	Do you provide access to appropriate technology for those with disabilities?	✓				
11	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓				

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? (see guidance notes)						
12	Do you have arrangements to 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?		✓			Communication in print software required for symbols. Links with LA needed for Braille.
13	Do you have the facilities such as ICT to produce written information in different formats?	✓				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities in a range of media?	✓				
15	Is furniture and equipment selected, adjusted and located appropriately?	✓				
16	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	✓				

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK see Asset Management Planning Data (AMP): **ADMIN BLOCK**

Offices, Hall and Music Room

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	2	17B	Number of those teaching spaces which are accessible:	2
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>		✓			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	✓				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	✓				
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>				✓	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	✓				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	✓			
26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>	✓			There is a slight ramp to access the main door.
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		✓		
28	Do all those steps have a contrasting colour edging?			✓	

29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			✓	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	✓			
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	✓			
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>	✓			
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	✓			
35	Do all the corridors have a clear unobstructed width of 1.2m?	✓			
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	✓			
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>	✓			

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>	<u>a</u>	ⓑ	ⓒ	ⓓ	<i>single storey throughout</i>
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			✓		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			✓		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			✓		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			✓		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>	✓				

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				✓	There are no non-visual guides within the school.
		Yes	No	N/A	Comments for school use	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓			
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		✓			
47	Does the block have a "Soundfield" sound reinforcement system?		✓			
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK see Asset Management Planning Data (AMP): **KS1 BLOCK**

**Classroom R, 1 and 2, KS1 Library
and Class R's outside area**

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	5	17B	Number of those teaching spaces which are accessible:	5
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>		✓			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	✓				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	✓				
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>				✓	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	✓				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	✓			
26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		✓		
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		✓		
28	Do all those steps have a contrasting colour edging?			✓	

29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			✓	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			✓	
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	✓			
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			✓	
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	✓			
35	Do all the corridors have a clear unobstructed width of 1.2m?	✓			
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>		✓		Wheelchair toilet in Admin Block
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>		✓		

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>	<u>a</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>single storey throughout</i>
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			✓		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			✓		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			✓		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			✓		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>		✓		Some fire exits have steps and no ramps.	

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				✓	There are no non-visual guides within the school.
		Yes	No	N/A	Comments for school use	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓			
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		✓			
47	Does the block have a "Soundfield" sound reinforcement system?		✓			
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK see Asset Management Planning Data (AMP): **KS2 BLOCK**

Classroom 3, 4, 5 and 6; KS2 library and Little Room.

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	6	17B	Number of those teaching spaces which are accessible:	6
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>		✓			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	✓				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	✓				
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>				✓	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	✓				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	✓			
26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		✓		
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		✓		
28	Do all those steps have a contrasting colour edging?			✓	

29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			✓	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			✓	
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	✓			
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			✓	
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	✓			
35	Do all the corridors have a clear unobstructed width of 1.2m?	✓			
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>		✓		Wheelchair toilet in Admin Block
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>		✓		

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>	<u>a</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>single storey throughout</i>
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			✓		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			✓		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			✓		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			✓		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>		✓		Some fire exits have steps and no ramps.	

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				✓	There are no non-visual guides within the school.
		Yes	No	N/A	Comments for school use	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓			
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		✓			
47	Does the block have a "Soundfield" sound reinforcement system?		✓			
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK see Asset Management Planning Data (AMP): **PLAYGROUND AND FIELD**

Playground, Grassed area and Large Field

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	3	17B	Number of those teaching spaces which are accessible:	3
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>	✓				
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	✓				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	✓				
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>				✓	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	✓				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	✓			
26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		✓		
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		✓		
28	Do all those steps have a contrasting colour edging?			✓	

29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			✓	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			✓	
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>			✓	
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			✓	
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>			✓	
35	Do all the corridors have a clear unobstructed width of 1.2m?			✓	
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>			✓	
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>			✓	

4d	VERTICAL MOVEMENT	Yes	No	N/A	Comments for school use	
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>single storey throughout</i>
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			✓		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			✓		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			✓		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			✓		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>			✓		

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				✓	There are no non-visual guides within the school.
		Yes	No	N/A	Comments for school use	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓			
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		✓			
47	Does the block have a "Soundfield" sound reinforcement system?		✓			
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

***This is a checklist only for guidance
Completing this form does not constitute a full access audit of the premises.***