

# St. Peter's CE Primary School, Heswall

## Accessibility Policy



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

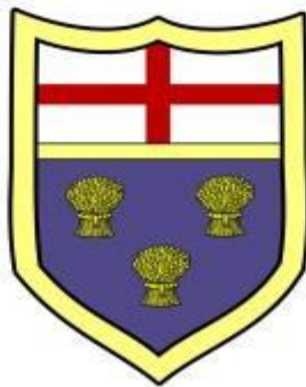
**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

### OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.



**2021 – 2022**

# **ACCESSIBILITY POLICY**

## **Rationale**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The School has a duty to ensure:

- disabled pupils can fully participate in the school curriculum.
- the physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services.
- that physical and learning environments can be reasonably accessed by disabled pupils to meet their needs.
- that accessible information is available to disabled pupils.

According to the Equality Act 2010, a disability can be defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

## **School Aims**

- To make every child feel welcome
- To value all pupils equally
- To have high expectations of all pupils
- To remove all barriers to learning and participation
- To create an environment that meets the needs of each child
- To enable all children to have full access to all elements of the school curriculum

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs and Disability policy
- Equality policy
- Inclusion policy
- Health & Safety policy
- Disability and equality scheme

### **Action Points**

- The physical environment of the school will be monitored by the Health and Safety Committee to ensure that all reasonable adjustments are being made to this end.
- An accessible curriculum will be monitored by the governors, who will liaise with the SENCO and Headteacher.
- Staff training and awareness will be monitored by the Headteacher.

### **Broad Guidelines**

A disabled pupil can be discriminated against in two ways:

1. By less favourable treatment.
2. By the school failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and draw up short, medium and long-term targets. The action plans will be reviewed by the relevant committees and staff with a view to improving access for all children.

## Appendix A - Action plan

If a pupil with a disability is given a place at St. Peter's C.E. Primary School any necessary adaptation will be made to accommodate pupil need.

Access to the Curriculum				
Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Are pre-school home visits used effectively to plan ahead for pupils with disability?	Yes, in place	Head teacher	According to school start dates	Annual
Do staff have access to training?	Yes, in place	Head teacher	On going	Annual
Appropriate use of specialised equipment to benefit individual pupils and staff	Yes, in place and updated as needs arise	Head teacher / SENDCO	As needed	Annual / as needed
Developing inclusive, quality first teaching.	Training as required. Regular performance management observations and reviews.	All teaching staff	Ongoing	Annual
Access to Information				
Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Availability of written material in alternative formats	Steps will be taken as needed. All current info is printed according to RNIB recommended font size and is also shared digitally via the school website, email and social media	Headteacher and SENDCO	As needed	As needed
Access to the Physical Environment				
Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Provision of wheelchair accessible toilets with changing facilities.	Look at installing a wheelchair accessible toilet on ground /main floor of school in any future building works.	Headteacher H&S Committee	In future building works	Annual
Improve independent access within school	Look into installing: <ul style="list-style-type: none"> <li>• Ramps and/or lifts to ensure access to all parts of the building.</li> <li>• Automatic doors in school lobby and</li> </ul>	Headteacher H&S Committee	In future building works / as required.	Annual

	other school exits/entrances.			
Improve signage to indicate access routes around school	Provide access plan of building in reception area.	SENDCO / Headteacher		Annual
Maintain Safe Access around exterior of school	Ensure that pathways are kept clear of vegetation and in good condition.	Site Manager	Ongoing	Ongoing
Ensure all corridors have a clear unobstructed width of 1.2m.	Regular checks during health and safety inspections	Health and Safety Committee	Ongoing	Ongoing
Ensure safe evacuation procedures are in place for all pupils and staff.	Ensure PEPs are in place for all pupils/staff with disabilities.	SENDCO / Headteacher	As need arises	Annual

## Appendix B - Accessibility audit

NAME OF SCHOOL: St. Peter's C.E. Primary School		CONTACT PERSON: DARREN JONES (Headteacher)				
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 disability awareness training to enable all staff to understand and recognise disability issues?		x				Updated as and when required
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				Where applicable or required

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? <i>(see guidance notes)</i>					
3. Do all staff seek to remove all barriers to learning and participation? <i>(see guidance notes)</i>	X				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? <i>(see guidance notes)</i>	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				Where appropriate / necessary
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? <i>(see guidance notes)</i>	X				Where appropriate / necessary
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? <i>(see guidance notes)</i>	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 children and young people irrespective of attainment or disability?	X				All school trips are assessed for suitability for all pupils and risk assessments carried out

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT? (see guidance notes)				
11. 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?				x Can be provided as needed
12. Do you have the facilities such as ICT to produce written information in different formats? (see guidance notes)	x			
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? (see guidance notes)		x		Parents need to be consulted regularly to ensure information is delivered to all without exception

14. Is furniture and equipment selected, adjusted and located appropriately?	x				We constantly review the provision for pupils whose needs change and provide accordingly
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Not all but those with specific contact

**Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?** *(see guidance notes)*

16A Number of teaching spaces in block <i>(refer to AMP data)</i>  <i>(All classrooms, ICT suite, learning hub, sensory room, main hall, 1/2 room, 3/4 room, old first aid room)</i>	19	16B Number of those teaching spaces which are accessible:	9: <ul style="list-style-type: none"> <li>Main hall, sensory room and 2x1/2 classrooms accessed via main lift access</li> <li>Y5/6 classrooms accessed via side/rear ramp access</li> <li>Separate 1/2 classroom, ICT Suite and 2 x F2 classrooms are accessible from rear entrance to school via ramps</li> </ul> <p>If the need arose a ramp would need to be put in place on steps leading from ground floor level to split level rooms/areas.</p>
17A Number of social spaces in block <i>(see guidance notes)</i>  <i>(Lobby, dining room, Y3/4 cloakroom, Y1/2 cloakroom, school playground, outdoor quiet area)</i>	6	17B Number of those social spaces which are accessible:	3: lobby, dining room, playground

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? <i>(both internal &amp; external)</i>			x		Logical pathways but need to review need for signage
19 Do you have emergency and evacuation procedures to alert ALL pupils? <i>(see guidance notes)</i>	x				
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				Yes – appropriate for needs of current pupils
21 Do furniture layouts allow easy movement for pupils with disabilities?		x			But some classrooms would be restrictive with size or room & large pupil numbers
22 Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>	x				There are areas and spare rooms (learning hub, sensory room and cloakroom areas) available for use if required

4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>		x		
24 Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		x		
25 Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		x		Lift access available for main entrance. Additional ramp access for side entrance through main hall, dining rooms or 5/6 classroom. Ramp access from rear gate entrance to FS2 classrooms, separate Y1/2 classroom and ICT suite
26 Do all those steps have a contrasting colour edging?	x			
27 If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			x	No ramp needed for main entrance – lift access
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x			
29 Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>		x		We will need to review the ease of use of the principal door as door does not open automatically
30 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
31 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>			x	Door is operated via a fob / internal lock – opened by school staff only
32 Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>		x		Doors are wide enough with low handles but do not open automatically
33 Do all the corridors have a clear unobstructed width of 1.2m?	x			Need to check 3/4 and 5/6 classrooms as possible obstructions from bookcases and coat pegs
34 Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>		x		Disabled toilet installed on 3/4 corridor. There are toilet blocks on ground floor but no disabled toilets. We would need to consider installation of a wheelchair accessible toilet on the ground floor in future building works
35 Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>			x	

4d VERTICAL MOVEMENT					
36 How many storeys in the block? <i>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 (see guidance notes)</i>	a	b	c	d	
			x		
	Yes	No	N/A	Comments for school use	
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>	x			Black and chrome edging with blue carpet. We will need to review whether this is sufficient contrast	



38 Is there a continuous handrail on each internal stair flight and landing? (see guidance notes)	x			
39 Does the block have a lift that can be used by wheelchair users? (see guidance notes)	x			There is a lift in the main lobby to take the user to ground floor level (otherwise accessed by a few steps). No lift for split level areas
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state (see guidance notes) _____		x		
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? (see guidance notes)	x			A personal evacuation plan (PEP) would need to be put in place for any future pupils / staff with wheelchairs <a href="https://localofferwirral.org/">https://localofferwirral.org/</a>

<b>4e SENSORY IMPAIRMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
42 Are non-visual guides used to assist people to use the buildings? (see guidance notes)				x	
43 Could any of the décor be confusing or disorientating for pupils with disabilities?				x	
	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments for school use</b>	
44 Is a hearing induction loop available (either fixed or portable) in the school? (see guidance notes)		x			
45 Does the block have a "Soundfield" sound reinforcement system?		x			
46 If there is a "Soundfield" system, in what area? (please state here)	x				
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No - Only auditory components. Visual components would be added should the need arise				