

## Accessibility Audit carried out by EA-Audits for Jesse Gray Primary

### Introduction

*Under the Equality Act 2010 schools should have an Accessibility Plan. 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.*

*The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.*

*Jesse Gray 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. They 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.*

*Jesse Gray Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in the school’s last access audit and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.*

*Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:*

- Increase the extent to which disabled pupils can participate in the school curriculum*
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school*
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.*

*Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual.*

*The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.*

*It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:*

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback*
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND*
- making use of all class facilities and space*

- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

## **2. Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

## **3. Reasonable adjustments**

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

### **The building and grounds:**

- audio-visual fire alarms
- assistance with guiding

### **Teaching and learning:**

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

### **Methods of communication:**

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

**Review 1** completed: Summer Term 2019 by SL Headteacher

Signed by

Head Teacher



Date: 30/9/19

SENCo  Date: 6.11.19

SEN Governor **Louise Carey** Date: 6.11.19

## Priority Ratings

### Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### Priority C:

Where action is recommended within 12 - 24 months to improve access.

### Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

### KEYS FOR COSTS

Budget costs have been included in the form of bands.

**N** - None    **M** - Minimal    **OG** - Ongoing Maintenance    **ST** - Structural Change



## Accessibility Plan for Jesse Gray Primary School – Spring 2019

Item	Areas	Recommendation	Priority A, B, C	Keys for costs	Target date	Date Achieved
1	Approach to School	Remind parents via newsletters to park safely at drop off and collection times.	A	N	OG	OG – HT newsletters
2		Ensure gate handles and gate stanchions contrast with gates.	A	M	2019	There are no gate handles – all pedestrian gates are open all day.
3	Car Park	Erect a sign in front of the disabled parking bays and add a directional sign.	B	M	2015	Directional sign on outer wall
4		Review the disabled car parking space in the rear car park	B	M	2019	Not ideal, but is only possible place
5	External Ramps and Steps	Fit second handrails where required	B	M	2019	RA – none required at this time
6		Paint nosing on external steps where ever a door has a step leading out	B	M	2019	TBC

7	Entrance Doors	Ensure recommended handles are replaced on internal doors	A	N	OG	LO to investigate recommended designs and these will be used as required.
8	Reception Area	Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided.	B	M	2019	LO to purchase a chair with arms to be used if needed
9		Relocate the Hearing Loop sticker so it's visible to all on entering reception.	B	N	2019	No Hearing Loop currently – LO to investigate
10	Wayfinding and Signage	Ensure all signs are in lower case and sign all classrooms in a uniform manner.	B	M	2019	completed
11		Incorporate tactile signage in all your future signs/Internal signage	C	M	OG	Action : LO SBM /MR
12	Classroom and Facilities	Provide a high-backed chair with arms in the Dining Room, Library, IT suite and Staffroom.	A	M	2019	LO to purchase one
13	Hall	Consider installing a hearing loop.	B	M	2019	Action : LO SBM *discuss with R govts
14	Internal Stairs	Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. Either paint the walls or the handrails in a contrasting colour.	A	M	2019	TBC
15	Internal Doors	Remove posters from vision panels from all doors.	A	N	OG	Regular check
16		Check and replace non- conforming door handles.	B	M	2019	MR – as required
17	Toilets	Check and replace non-conforming taps and change to pushbutton or lever types.	B	M	2019	All lever taps
18	Accessible Toilets	Ensure the emergency pull cords aren't tied up	A	N	2019	Regular check – all hanging loose
19		Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	B	M	2019	As required - LO to discuss with CB
20		Provide signage showing the location of the accessible toilets.	B	M	2019	TBC
21		Ensure there are coat hooks in accessible toilets at the recommended height	B	M	2019	TBC
22	Gender Identity	Upon presentation, name and gender-marker (pronoun) change, including on documents, school record. Re-issue any award or other certificates	A	N	OG	Regular check for sensitivity
23		Review toilet and changing facilities: Disclosures: To whom, by whom, how and when? Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls	A	N	OG	Regular check & review
24		Arrange training for staff	A	N	OG	Action : LO SBM discuss with CB Spring 2020
25		Time out: Children (especially during puberty) may need clinic appointments	A	N	OG	Private spaces available
26	Means of Escape	An individual should be delegated to ensure all escape routes are free from obstructions.	A	N	OG	Regular check
27		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.	A	M	OG	Regular check
28		Train staff to assist in evacuation procedures.	A	M	OG	Regular check
29		Ensure fire extinguishers are wall mounted, clearly signed and checked annually.	A	N	OG	Regular check
30		Provide wheelchair handling training to teachers and caretakers.	A	M	OG	LO to investigate cpd options

31	Outdoor Spaces	Provide picnic table suitable for wheelchair user.	B	M	2019	Review LO/CB Spring 2020 – look at new design when replaced
32	Outdoor Spaces	Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents needs are ascertained prior to such an event and information in relation to visitors' special needs should be sought at the time invitations to Sports Days and similar events are made.	C	M	OG	Available as required

## SUMMARY

<p><b>The main priorities in the school's plan</b></p> <p><b>Increasing the extent to which disabled pupils can participate in the school curriculum</b></p> <ul style="list-style-type: none"> <li>- Training for teachers and support staff and differentiating the curriculum</li> <li>- All out of School activities are planned and risk assessed to ensure participation for all</li> <li>- Training for Awareness</li> <li>- Raising of Disability issues</li> <li>- Information to know your students' needs</li> </ul> <p><b>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</b></p> <p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils. Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.</p> <p><b>Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:</b></p> <p>Availability of written material in alternative formats as required          Raise the awareness of adults working at or for the School on good communications          If required arrange for visual impaired students to be able to access documentation          Review all policies to ensure that they do not discriminate the needs of staff, students or visitors</p>
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