



## Accessibility Plan

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Last reviewed:

Agreed by Governors: 25 November 2019

Next review: 2022

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the Governing Board of St Joseph's Catholic Primary School, Bridgwater to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff

- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

*St Joseph's Catholic Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.*

*St Joseph's Catholic Primary School plans to improve the accessibility of provision of all pupils, staff and visitors to the school. In order to achieve this, the school will improve access to the physical environment, increase access to the curriculum for pupils with a disability and improve on the delivery of information to pupils, staff, parents and visitors with disabilities.*

Target	Action to be taken	Outcome	Timeframe	Who is responsible?
<b>To improve the access to the physical environment of the school</b>	An induction loop and signage to be installed.	An induction loop system would greatly reduce background noise and other distortions that reduce clarity of sound for hearing aid users.	Autumn 2021	SBM to obtain a quote for the Hall and Reception areas.
	Adjustable seating with and without arms should be made available in the entrance for visitors.	Adjustable seating will ensure visitors are not in discomfort whilst waiting.	Summer 2021	SBM to organise the replacement of Reception Chairs.
	Entrance near staff area requires to be upgraded by highlighting nosings, fitting handrails and laying paving to identify the level changes.	The entrance will be much safer and easier to use.	Summer 2020	Caretaker will highlight nosings and SBM will investigate into a portable ramp.
	The single step in the foyer must have step nosing highlighted and a portable ramp provided.	The step will be more noticeable with nosing and accessible with the ramp.	Summer 2020	Caretaker will highlight nosings and SBM will investigate into a portable ramp.
	Improve room identification with braille tactile identification signs.	To enable visually impaired pupils, staff, parents or visitors to identify rooms.	Autumn 2021	SBM to obtain quotes for room identification.
	The steps in the hall require nosing to be highlighted and tactile flooring to be laid to warn level of change.	The steps will be more noticeable to ensure safety.	Summer 2020 Autumn 2021	Caretaker will highlight nosings and SBM will obtain quotes for tactile flooring.

Target	Action to be taken	Outcome	Timeframe	Who is responsible?
	The audible fire alarm must be supplemented with visual alarms such as xenon beacons.	To enable pupils, staff, parents or visitors with hearing impairment to understand the alarm is sounding.	Summer 2020	SBM to investigate the extent this is needed throughout the school.
	All stepped emergency exits must be fitted with ramps.	To enable wheelchair users to exit the building safely in the case	Summer 2020	SBM to investigate the extent this is needed throughout the school as each of the emergency exits from classrooms is stepped.
<b>To increase the access of the curriculum for pupils with a disability</b>	Training for relevant members of staff in supporting children with a hearing impairment.	Staff will have a clear understanding of the needs of a hearing impaired child.	Reviewed on an annual basis	Staff members are working closely with the Hearing Support Team which is overseen by SENDCo.
	Technology to assist in accessing the curriculum including iPads, interactive whiteboards, text-to-speech software.	To enable children with disabilities to access the curriculum.	Autumn 2021	Children are using iPads on a regular basis and interactive screens are in each classroom. Text-to-speech software is an option.
<b>To improve on the delivery of information to pupils, staff, parents and visitors with disabilities</b>	To provide written communication in a variety of formats including large print, braille, using a symbol system and other languages if required.	To enable families with English as an Additional Language or disabilities to be able to read correspondence from school.	Reviewed on an annual basis	End of term reports are translated and a translator is organised for parent evening appointments.

## Accessibility Improvement Strategy

Timeframe	Objective	Aim	Target/Goal	Outcome	Timeframe
<b>Short term</b>	<ul style="list-style-type: none"> <li>Progress existing strategy through evaluation of regulatory background and current provision</li> </ul>	<ul style="list-style-type: none"> <li>Monitor regulatory guidance</li> <li>Employ best practice in accessibility planning &amp; delivery</li> <li>Check current site for compliance with current guidance / best practice</li> </ul>	<ul style="list-style-type: none"> <li>Review <i>Building Bulletins 102 and 93</i></li> <li>Benchmark against other institutions</li> <li>Identify &amp; list shortcomings in current site/teaching provision</li> <li>Identify remedial works required to improve facility</li> </ul>	<ul style="list-style-type: none"> <li>Review of regulatory context and existing site/teaching provision results in identification of principal improvements required to improve accessibility</li> <li>Itinerary of improvement works developed</li> </ul>	< 1 year
<b>Medium term</b>	<ul style="list-style-type: none"> <li>Develop site in accordance with revised strategy</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that accessibility priorities are implemented where possible</li> <li>Promote accessibility considerations through available means</li> </ul>	<ul style="list-style-type: none"> <li>Pending targeted funding for specific works, consider accessibility objectives in all general maintenance and improvement works</li> <li>Raise accessibility at relevant school leadership/governors meetings</li> <li>Consider accessibility as standalone matter among other capital funding objectives (condition, expansion, etc)</li> </ul>	<ul style="list-style-type: none"> <li>General enhancement of site through gradual intervention</li> <li>Accessibility priorities remain a focus in building works and strategic planning</li> </ul>	2-4 years
<b>Long term</b>	<ul style="list-style-type: none"> <li>Continue site development to maintain latest standards</li> <li>School's strategic objectives are appropriate for next five years</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the School's accessibility strategy remains current, relevant &amp; appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Review new regulatory environment</li> <li>Review School's current &amp; forecast accessibility needs</li> <li>Review current site/teaching provision</li> <li>Review &amp; revise strategy</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility continues to be a long-term focus for the School</li> <li>Revised strategy reflects need</li> <li>New guidance is recognised and incorporated into School's strategy</li> </ul>	5 years

## Disabled Accessibility Audit 2004

Red - short term

Blue - medium term

Black – long term

### Complete

#### Entrance Area

- A ramp should be formed to allow level access to principal entrance
- Main door needs to be replaced as current pivot mounting makes opening difficult
- The external call controls and staff entry system should be lowered
- Door controls replaced with lever type ones more easily gripped
- Mat well should be filled in and a carpet fitted
- A section of the 1100mm high counter should be lowered and a shelf fitted
- An induction loop and signage should be installed (signage should be in uniform font and colour scheme)
- Adjustable height seating should be provided with and without arms for a visitor to use to wait
- The entrance leading to the staff area requires signage and a light needs to be fitted (Playing field side)
- The steps to this entrance should be upgraded by highlighting nosings, fitting handrails and laying tactile paving to identify the level changes (playing field side)
- Replace the 550mm leaf double door set with an 800mm single leaf door (playing field side)
- The single 80mm step in the entrance hall leading to the staff area should have the step nosing highlighted and a portable ramp provided
- A unisex disabled toilet should be provided as close to the entrance hall as possible
- Provision of disabled parking spaces with adequate lighting and signage
- Signage around the site needs improving to identify the location and principle entrance

#### Other entrances

- Appropriate pupil entrances should be ramped (to include IT suite)
- Entrances need to be identified and illuminated

- Inadequate width and pivot mounted door sets should be replaced with appropriate wide and hinge-mounted doors
- Inadequate controls should be replaced with level type handles

### **Block A (main school building)**

- Area identification is poor and better room identification signage is required in uniform font and colour scheme – consider use of tactile room identification signs

#### **Staff room**

- Better seating should be provided in the staff room
- Loose furniture should be rearranged to improved access
- A section of lowered units should be provided together with accessible storage when the specific need arises in the staff kitchenette

#### **School Hall**

- Provision of a portable induction loop for use throughout the school with a fixed loop in the main assembly hall with appropriate loop identification signage
- Steps in the hall need the nosings highlighted and tactile flooring to be laid to warn of level change
- The 180mm step within the nursery classroom should have a portable ramp provided
- One of the 690mm leaf door sets into the hall should be replaced with an appropriate size door and a half set.
- Kitchen counter should have a drop down shelf

#### **Toilets**

- Each set of Ambulant toilets for pupils, visitors and staff requires more easily gripped and operated door controls and handles and a handrail to be fitted.
- Adequate height tables for computer use are recommended and adjustable height seating in staff areas and the main entrance lobby

#### **Outside**

- Open storm water drains and gulleys should be covered
- Concrete planters outside classrooms on school field side should be removed to enable safe passage
- Handrails and tactile paving should be fitted at the top and bottom of each of the steps outside the classrooms on the playing field to identify the level changes
- Provision of lighting around site is poor and should be improved
- Areas of damaged or broken paved surfaces should be repaired

#### **General**

- The audible alarm should be supplemented with visual alarms such as strobe lights or xenon beacons
- All stepped emergency exits should be fitted with ramps to permit level egress by wheelchair users in the event of an emergency
- An escape strategy for visitors and members of staff who may require assistance should be implemented