



GWINEAR SCHOOL

ACCESSIBILITY PLAN

Written: by Head Teacher
Agreed with governors / Headteacher
Review Date: May 2019

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Reference of this plan will be made available in the following areas

- Staff Handbook
- The School complaints procedure
- The School website.

The Accessibility Plan will be monitored through the Governor Finance & Standards Committee and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Common Curriculum Policy.
- School Evaluation and Development Plans.
- Health & Safety Policy
- Behavioral Management Policy
- School Prospectus.

Definition of Disability (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day to day activities”

Introduction

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school’s ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in a Local Authority Accessibility Audit (March 2015). The findings of this Audit are included in the plan and represented to Governors for approval. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four year’s period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and Trust 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.

The 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.

Methodology

This plan will seek to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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. The School vision, aims and ethos demonstrate a clear direct approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The plan has considered improved 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. Priorities will include: Improve the entrance and office area to allow for full wheelchair access; Improve Governor awareness of the provisions under the Equality Act (2010); Consider making relevant switches, alarm buttons and door handles at wheelchair height; Consider the provision of induction loops in the reception area; Improve housekeeping in all public areas; Ensure school material is displayed in a number of formats.

Finally, this plan will demonstrate where delivery of **written information** to pupils, staff, parents and visitors with disabilities could be improved; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

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.

Audit Findings

Access to the school for pedestrians is via a single metal gate with direct access off the public pavement. The gate is fastened with a hasp over the top of the gate, which is out of reach to wheelchair users. A latch that can be easily operated from both sides of the gate at a lower level should be considered as a replacement for this arrangement. The route from the gate to the main entrance door is generally level and is surfaced with tarmac.

Vehicular access to the car park is via a set of metal gates which are again fastened via an over gate hasp. A latch that can be easily operated from both sides of the gate at a lower level should be considered as a replacement for this arrangement. The playground and parking area to the front of the school is predominantly level and is surfaced in tarmac.

The main entrance door is a fully glazed, manually operated "2XGG" white powdered aluminum door with a clear opening width of 790mm. The pull handles provide a good colour contrast. The measured opening force is 64 Newton's, which is well above the 30 Newton's permitted. The inner lobby door is an external grade timber door with vision panels and has a clear opening width of 860mm. The measured opening force is 51 Newton's. Power assisted openers should be provided to both doors. Externally, a fully compliant access ramp is provided.

The reception area is of a good size and allows for maneuverability for wheelchair users. No hearing loop system is available.

There are a number of alternative external doors around the main building, which provide access and egress. All are manually operated powder coated doors of similar construction to the main entrance door. It is recognised that these doors are generally there to provide emergency escape from the building and as such will probably be manned by members of staff. Doors which are designated escape doors as part of the fire evacuation strategy should be provided with a power assisted openers and egress ramps.

The main entrance to the detached teaching block is via a ramp, which has handrails and colour contrasting nosings. The entrance door is similar to the main entrance to the school and should be provided with a power-assisted opener.

Once inside the school, all facilities are provided on one level and wheelchair users can negotiate the school premises generally unimpeded. Door furniture is generally satisfactory with regard to operation and visibility apart from the partly glazed doors to the assembly hall, which should be fitted with colour contrasting handles. These doors would also benefit from additional vision panels to the lower panels, or an "open door" policy would be an alternative solution. Vision panels are provided in other doors and the doors themselves contrast visually with the wall background colour. The opening force required to operate the doors is also satisfactory.

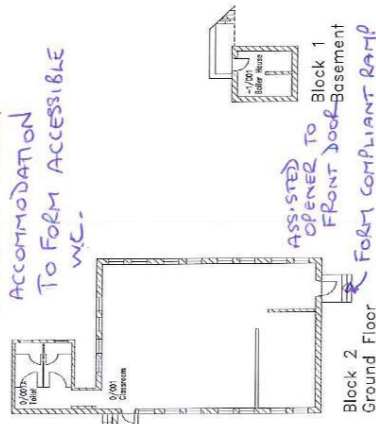
The staff room is provided with an external escape door, which opens onto a stepped escape route. Consideration should be given as to how a wheelchair user will be able to negotiate this. It is provided with a kitchen area and tea point. To enable wheelchair users to use the facility it should be provided with lever taps and an under sink space.

A wheelchair accessible WC/shower compartment is provided adjacent to the reception area. The pull handles and grab rails are generally installed in accordance with Part M of the Building Regulations. All of the rails should be made to contrast visually with the wall background colour. A compliant pull down seat should be provided to the shower area. The emergency call cord should be extended to within 50mm of the floor. A compliant disabled WC sign should be fitted to the outside of the door.

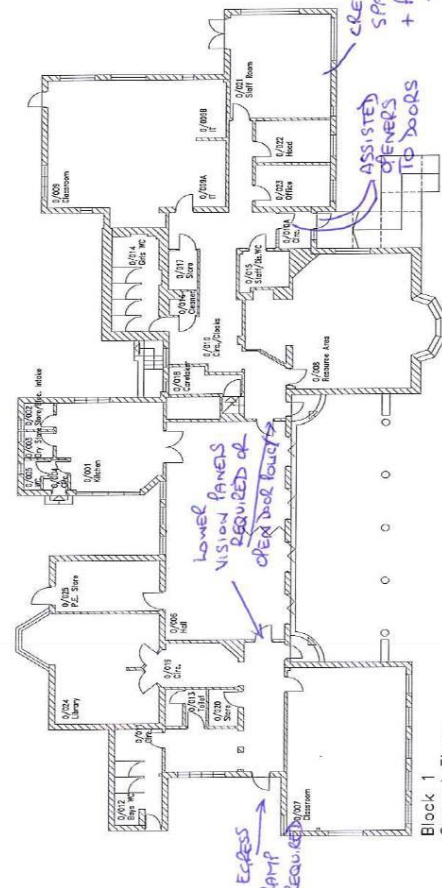
The detached teaching block is provided with two WC cubicles. To make this building compliant and independent from the main building the existing toilet accommodation could be altered to provide a fully compliant disabled WC if done in conjunction with an entrance door as mentioned earlier.



CONVERT TOILET
ACCOMMODATION
TO FORM ACCESSIBLE
WC.



Block 1
ASSISTED
OPENER TO
FRONT DOOR BASEMENT
Block 2
FORM COMPLIANT RAMP



EGRESS
RAMP
REQUIRED

LOWER
VISION PANELS
REQUIRED OR
OPEN DOOR TIGHTS

ASSISTED
OPENER
TO DOORS

CREATE KNEE
SPACE UNDER SINK
+ PROVIDE LEVER
TAPS

1	Existing floor, surface covered	02	10/001/01
2	Existing floor, surface covered	02	10/001/02
3	Existing floor, surface covered	02	10/001/03
4	Existing floor, surface covered	02	10/001/04
5	Existing floor, surface covered	02	10/001/05
6	Existing floor, surface covered	02	10/001/06
7	Existing floor, surface covered	02	10/001/07
8	Existing floor, surface covered	02	10/001/08
9	Existing floor, surface covered	02	10/001/09
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16	Existing floor, surface covered	02	10/001/16
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95	Existing floor, surface covered	02	10/001/95
96	Existing floor, surface covered	02	10/001/96
97	Existing floor, surface covered	02	10/001/97
98	Existing floor, surface covered	02	10/001/98
99	Existing floor, surface covered	02	10/001/99
100	Existing floor, surface covered	02	10/001/100

Gwinear Community Primary School

908/02227

Gwinear Community Primary School

FLOOR PLAN

Scale	1:100	Drawn	02/02/27
Date	02/02/27	Checked	02/02/27
By	02/02/27	Drawn	02/02/27

Review and Evaluation

This plan has the status of a policy of the Governing Body and will be reviewed annually. Date of next review is March 2018.

It is monitored and evaluated by the Head teacher and Chair of Governors who reports on progress made to the Finance & Standards Committee of the Governing Body.

Gwinear School Accessibility Plan 2017 to 2019

Improving the Curriculum Access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop an induction programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment

To deploy Teaching Assistants effectively to support pupils' participation	<p>Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly</p> <p>Ensure staff skills are matched to pupil needs</p>	<p>Pupils needs are appropriately met through effective deployment of skilled support staff</p> <p>Monitored by HT and SENCo</p>	Continuous	All pupils are supported to achieve their full potential
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Gwinear School Accessibility Plan 2017 to 2019

Improving the Physical Access.

This plan is structured in conjunction with the school's Asset Management Plan, the school safeguarding File, Health & Safety Audits, the Capital Build Programme and Backlog Maintenance strategy. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION (refer to plan above)	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	BUDGET COST (est.) £
Entrance (outside)	Entrance gate fastening.	1. Install a latch that can be easily operated from both sides of the gate at a lower level.	July 18 – August 18	£150
Main Entrance (adjacent to 0/010A)	Manually operated front doors (measured opening force is 64 Newton's)	1. Fit power assisted door openers to front doors	April 19 (BUDGET PERMITTING)	£1500

Disabled WC (0/015)		<ol style="list-style-type: none"> 1. Paint all grab rails a contrasting colour. 2. Install a compliant pull down seat for shower. 3. Extend emergency pull cord to within 50mm of the floor 	April 18	£250
Elliot classroom (0/001)	Toilet provision	<ol style="list-style-type: none"> 1. Consider installing a fully compliant disabled WC. <i>It must be noted that as the main school does have a fully compliant and that the Elliot is not a stand-alone facility. Any child or staff member needing a fully compliant WC could use the main school. It is also noted that the school intends to replace the existing Elliot Hut and that it would be sensible to incorporate this into new build.</i> 	Within new build (BUDGET PERMITTING).	£1200 or managed procedures
Egress door (West facing adjacent to 0/007)	Steps leading from external doors (adjacent to circulation)	<ol style="list-style-type: none"> 1. Consider providing a ramp to stepped threshold. <i>Alternatively review procedures allowing for assisted lifts if required. Consider introducing a general procedure for assisted lifts form all final exits that are stepped.</i> 	July 18 – August 18	£800 or managed procedures
Secretary Office (0/023)		<ol style="list-style-type: none"> 1. Provision of portable induction loop. 	April 18	£400

Gwinear School Accessibility Plan 2017 to 2019

Improving the Delivery of Written Information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	<p>Communication audit</p> <p>On-going Performance Management arrangements</p> <p>Training on range of issues such as functional use of language, Sign along and managing plans</p> <p>Other training as required</p>	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.
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