



## WILDRIDINGS PRIMARY SCHOOL

### Accessibility Plan

		Signature	Date
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<b>On behalf of the Governing Body</b>	<b>Mrs Tracey Wright</b>		
<b>Approved by FGB</b>	19 <sup>th</sup> May 2021		
<b>Next Review</b>	November 2023		

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Wildridings is a friendly, professional, caring and safe community where everyone matters.

We are dedicated to ensuring that everybody is appreciated as an individual and will provide a nurturing, inclusive, creative environment where every child can thrive through their learning.

Within our school we encourage self-discipline and children are taught tolerance and respect for others. Their high standards of behaviour and good manners are essential.

In conjunction with parents and carers we will strive to ensure that every individual has the opportunities to flourish and develop into positive, happy and well-rounded citizens.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, this includes: SEND team, Local Authority, Safeguarding Team, the Governing Body.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

#### Additional resources to ensure access

- all classrooms have visual timetables, some children have individual ones provided
- provide 1:1 adult support to help meet specific needs
- subscribe to 'Widget' which is a visual communication and learning support programme for the production of learning resources to be used in class and on an individual level
- flexibility in timetabling, allowing for a partial timetable or flexible timings as required for things such as movement / sensory breaks, alternative timings and setting for lunch
- time allocated for attending to medical needs e.g. dressing changes, diabetes blood sugar level checks etc
- training for key staff on specific needs arranged by the school and provided by the school nursing team
- designated toilet space provided for children with bowel issues to allow additional privacy
- support from the continence team organised as necessary
- staff available to support children who cannot access the outdoor areas due to medical needs
- all areas of the school accessible by a wheelchair
- coloured overlays and alternative coloured exercise books provided to support children with visual difficulties
- links with the Sensory Consortium Service to support with children with auditory deficits
- Makaton use
- Use of PECs

Location	Actions	Date to be completed	Notes
<b>Trips and visits</b>	If a visit is to cater for pupils with special needs, a suitable venue should be selected. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.	Ongoing	Risk assessments are carried out by year group teachers using Frontline Data. Risk assessments are also received from visit sites and pre visits are carried out to any new sites that have not previously been visited.
<b>Trips and visits</b>	All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, e.g. a care assistant Is the pupil capable of taking part in and benefiting from the activity?  Can the activity be adapted to enable the pupil to participate at a suitable level?  Will additional/different resources be necessary?	Ongoing	
<b>Trips and visits</b>	If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them.	When necessary	We do not own portable ramps but if we had a child who needed a ramp at the visit site and there was not access to one, we would supply one for the child.
<b>Website</b>	It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with diverse abilities	May 28 <sup>th</sup> 2021	The website is very easy to access and the new design really makes looking for key information easy to do. The website is clear and concise and includes everything on the website which is necessary.  Josh will look into the ease of accessing the website without the use of a mouse.

<b>Location</b>	<b>Actions</b>	<b>Date to be completed</b>	<b>Notes</b>
<b>Staffing</b>	Provide staff with Part One of the statutory guidance "Keeping Children Safe in Education", DfE (2020) and ask them to sign to indicate that they have read and understood it.	Annually	All staff have received a copy or have had sight of KCSIE 2020. They have signed to say that they have read and understood the document.
<b>Front of school</b>	The yellow zig-zag lines are faded and would benefit from repainting. Approach the council re -painting the lines.	2022	Andy will contact the council to see how quickly the process is to have the lines outside of the school re-painted.
<b>All main entrance areas</b>	Cut back the hedging at all the entrances - paint the gate handles a contrast colour from the main gate. Highlight, with white paint, the edges of the path in particular next to the hedges.	Completed Summer 2020.	All new perimeter fencing and gates have been installed.
<b>Path along the side of the main car park</b>	The car park has a safe walkway but would benefit from a stick figure.	Summer 2021	Andy will contact a company to look at re-painting the lines in the main car park and also the path area.
<b>Front of school</b>	Example of suitable signs for directions to the disabled car parking space.	26 <sup>th</sup> April 2021	Temporary sign is at the front of the school.
<b>Front entrance</b>	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark tape at the start and end of every handrail to aid the visually impaired pupils and visitors. Mark start and end of ramps as indicated. Repair large cracks in main entrance ramp as they are trip hazards.	2022	We are in discussions about removing the ramp at the front of school.
<b>Nursery rear entrance</b>	Install additional handrails to portacabin ramp.	Summer 2021	
<b>All outside steps</b>	Paint nosings on all outside steps where necessary and where there is no tactile paving and re-paint at the first sign of wearing. Paint nosings in a contrasting colour.	Summer 2021	Completed but need to be re-painted.

Location	Actions	Date to be completed	Notes
<b>All fire external doors</b>	There is no contrast between the main door and the door handles - it is recommended that the handles be painted a different colour or contrasting panels be placed behind them to assist the visually impaired. Place signage at the bottom of the steps giving clear instructions as to what they need to do to gain entry to the school. Place a notice on your web site explaining accessibility to your main entrance. An example is shown.	Summer 2021	This is a recommendation. We have had a large number of our external doors replaced already. We will look into a simple way of identifying the handles from the main doors.
<b>All internal and external doors</b>	Because manual door closers are fitted to some of the doors make sure these are adjusted to provide the minimum force necessary to open or close the doors. Make sure staff and pupils are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.	Summer 2021	Andy will plan to test all of the doors and adjust accordingly.
<b>Main reception</b>	The visitors' chairs should preferably be on legs or glides, rather than castors – for stability reasons. Chairs with arms may help some less agile visitors both sit and stand up more easily: chairs without arms may be easier for some visitors to sit into. On balance, perhaps choose chairs with arms, and add one/some without arms if space allows. Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided.	Completed	The chairs in reception are suitable for this purpose.
<b>Main reception</b>	The reception desk requires a collapsible shelf fitted to allow wheelchair access to sign documents. Examples are shown below.	Completed	There is already a low section to the front reception desk that could be used for wheelchair access.
<b>Main reception</b>	We suggest considering fitting the reception area with an induction loop hearing enhancement system, especially if the area is likely to be noisy. This is for the use of hearing impaired visitors/parents. The sign should be clearly displayed.	Completed	We currently do not have any children or visitors requiring this service. With the new rules in place, reception is quiet and calm and there are very few visitors coming through the main doors.
<b>Signage around the school</b>	Review internal signage and add more directional signs such as the one shown here.	Completed	New signage has been installed.
<b>Signage around the school</b>	Change all signage in upper case to lower case.	2022	Signs have been changed – a thorough audit will take place to check on others.

Location	Actions	Date to be completed	Notes
All classrooms	Change all class door signs to a standard format	September 2021	
IT Suite	Ensure that at least one pc is accessible to a wheelchair user and provide a high-backed chair with arms.	2022	Laptops are available for the children – we will however look into a lower desk in the IT suite.
KS2 and KS1 playground	Provide at least one table for wheelchair use and one high-backed chair with arms. Purchase a suitable outdoor picnic table for wheelchair users.	2022	We will look at purchasing wheel chair friendly outdoor tables when an order is placed.
All stairs inside and outside of the school	It is recommended to highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. This will greatly assist a visually impaired person.	Summer 2021	Tape is being purchased and the railings will be identifiable...possibly caps rather than tape.
FSA Area	Fit second rail on stairs to offices. A future alteration could be installing a ramp or even a portable one to allow access.	Summer 2021	Quote needs to be gained in order to fit the rail.
All internal doors	Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.	2022	When we replace the internal doors, these measures will be taken into consideration.
Internal doors	Some of the vision panels are too high for the pupils to see through. Replace the doors under the ongoing maintenance programme.	Ongoing	
Internal doors	Replace non-compliant door handles with D fittings.	Ongoing	
All sink areas	Replace non-compliant taps with push button or lever taps. Replace old flushing systems with modern and accessible systems.	Ongoing	Taps have been replaced where necessary and we will continue to replace taps as needed.
Disabled toilet	Ideally the disabled toilet should be moved to a more accessible place as it requires an upgrade. Interim measures would be to fit a modern flushing system, clear the access route, remove items in the toilet, either replace fittings or paint the walls to supply a suitable contrast, lower the coat hook to a more easily accessible height.		We do not feel this is possible. It can be made more accessible but unless we have a new toilet block built then this will remain.
Disabled toilet	Remove items blocking access to the disabled toilet.	Completed	All items have been removed and it has been decorated.
Disabled toilet	Ensure all alarm cords in all accessible toilets are of a suitable length and ask cleaning staff to ensure that all cords are kept hanging free.  Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	Completed	Cords are the right length.  Training would be sourced when needed.

<b>Location</b>	<b>Actions</b>	<b>Date to be completed</b>	<b>Notes</b>
<b>Disabled toilet – Reception</b>	Provide signage showing the location of the accessible toilet.	Summer 2021	Signage to be installed.
<b>Disabled toilet</b>	Install and ensure that the coat hooks are at a suitable height, in the accessible toilet, so that they can be easily reached by a person in a wheelchair.	Summer 2021	
<b>Field</b>	Fire assembly points allow staff to quickly ascertain if all the pupils are safe. It gives the pupils a direction to a certain area which helps to eliminate panic and fear generated by a fire alarm.	Completed	Installed.
<b>Site Controller</b>	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	Completed	Mr. Hey (Site Controller).
<b>Induction booklet</b>	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required.	Completed	Staff have regular termly training in terms of fire evacuation. They also have an annual lockdown practise. All new members of staff have an induction and receive the staff handbook.
<b>All fire extinguishers</b>	Ensure fire extinguishers are wall mounted, clearly signed and checked annually.	Completed	All in place.
<b>Training</b>	Provide wheelchair handling training to teachers and caretakers	When needed	This would be sourced if necessary.
<b>KS2 playground</b>	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.	Completed	There is a clear path to the field from the front of the school and cars are able to park next to the field.
<b>Bus</b>	Ensure the bus is accessible for all. Look into providing a portable ramp that can be used for wheelchair users so that the bus can be accessed easily.	When needed	



## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary and will be monitored at least annually.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy