



ST ALBAN'S CE (AIDED) PRIMARY SCHOOL

"Inspired to make a difference in God's world with excellence and love"

ACCESSIBILITY AUDIT AND PLAN

DOCUMENT INFORMATION			
Responsibility:	Headteacher	Reviewed by:	Resources Cttee
Last Review:	March 2015	Next Review:	March 2018
Parental Consultation:	March 2015	Review Cycle:	3 yearly or as needed

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled pupils are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – St Alban’s Primary School has two classrooms upstairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints may apply.

2. Learning Access - increase the extent to which disabled pupils can participate and achieve within the schools’ curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to pupils with disabilities

Any pupils requiring additional support are clearly identified on entry to St Alban’s Primary School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

PHYSICAL ACCESS AUDIT AND PLAN

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
1	Is furniture and equipment selected, adjusted located appropriately?	x				
2	Are pathways and routes logical and well signed?			x		Need sign in car park indicating that disabled access is via Littlegreen Avenue and main school entrance.
3	Are there emergency and evacuation procedures to alert all pupils?	x				
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	x				
5	Do furniture layouts allow easy movement for pupils with disabilities?	x				As needed
6	Are quiet rooms/calming rooms available to children who need this facility?	x				As needed
7	Are car park spaces reserved for disabled people near the main entrance?		x			No spaces are reserved but could be if required.
8	Are steps needed for access to the main entrance?		x			
9	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				x	
10	Is it possible for a wheelchair user to get through the principal door unaided?			x		Intercom to request access. Door will need to be opened by someone

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
11	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			X		With help due to security keypad
12	Do all internal doors allow a wheelchair user to get through unaided?			x		With help from someone opening doors
13	Do all the corridors have a clear unobstructed width of 1.2m			X		Door frames in KS1 corridor are less than 1.2m but have been tested by wheelchair user and are wide enough for access
14	Does the school have a wheelchair accessible toilet?	x				
15	Does the school have accessible changing rooms/shower facilities?	x				
16	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?	x				
17	Is there a continuous handrail on each internal stair flight and landing?	x				
18	Does the school have a lift that can be used by wheelchairs users?		x			Been assessed by HCC Property Services as impractical. Upstairs classrooms could be swapped with Y5 and Y6 if access by wheelchairs was needed.
19	Do you have any other sort of mechanical means provided to move between floors?		X			As above
20	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x				
21	Are non-visual guides used to assist people to use the building?		x			Would be installed as and when needed.

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
22	Could any of the décor be confusing or disorientating for pupils with disabilities?	x				Coloured tape being used on door frames and areas in KS1. Continue to follow advice from Teacher Adviser
23	Is a hearing induction loop available (either fixed or portable) in the school?		x			Would be installed as and when needed
24	Do emergency alarm systems cater for those with hearing impairment? (eg flashing light)		X			Would be installed as and when needed

LEARNING ACCESS AUDIT

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
1	Do you provide disability awareness training to enable appropriate staff to understand and recognise disability issues?	x				As pupil moves through the school, staff are briefed on individual learning needs
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				
3	Do all staff seek to remove all barriers to learning and participation?	x				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do all 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				
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?	x				

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
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?	x				
9	Do you provide access to appropriate technology for those with disabilities?	x				Teacher Adviser service involved as child moves through school
10	Are school visits made accessible to all pupils irrespective of attainment or disability?	x				
11	Do you ensure that appropriate school staff are familiar with technology and practices developed to assist people with disabilities?	x				

INFORMATION ACCESS AND AUDIT

ITEM	ISSUE	YES	NO	PART	N/A	ACTION PLAN
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?			x		Newsletters could be provided as an audio version. Letters could also be produced in Braille. This would be investigated when necessary.
2	Do you have facilities such as ICT to produce written information in different formats?	x				
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x				

ST ALBAN'S PRIMARY SCHOOL ACCESSIBILITY PLAN - MARCH 2015

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
Increase site access to meet needs:	Paint raised areas on main pathway from car park with contrasting/ fluorescent paint.	End of Spring Term	Paint	Site Manager	
	Consider widening path	Dependent on budget	Dependent on budget	Site Manager	
	Paint contrasting/ fluorescent stripes along kerbs in KS1 and KS2 playgrounds. Liaise with Teacher Adviser	End of Spring Term	Paint	Site Manager	
	Concrete ramp to be installed by fire door in Year 5	Next phase of window installation	Ask window/door fitters to install	Contractors	
	Consider installing ramp to ease access to Year R conservatory	As and when appropriate	Ramp	Site Manager	
	Move adventure trail trim away from pathway near music room	Before summer term	None required	Site Manager	

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Curriculum (Learning and Social)					
To maintain a high level of awareness and vigilance as pupils move through the school	Regular assessments and liaison with Teacher Adviser service	Ongoing	As applicable and as needed	SENCO Standards Committee	As applicable
Remove any barriers to after school activities	If pupils with disabilities ask to attend an after-school club ensure full access is available where practical	Ongoing	As applicable and as needed	SENCO Person responsible for club	As applicable
Access to Information					
Be able to provide information in different formats on request	Investigate how information can be converted to audio or braille	As necessary	As needed	SENCO Admin Officer	As applicable