

Albert Primary School Access Plan as at 2015

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility
Short term	<ul style="list-style-type: none"> • To ensure bus stop is located near school entrance • To ensure Accessible Parking Space is located near school entrance 	<ul style="list-style-type: none"> • Site management should undertake liaison with the Highways Department to review. 	Autumn term 2015 for contact with Highways	HJ
	<ul style="list-style-type: none"> • Signage outside school to explain where accessible entrance to school is 	<ul style="list-style-type: none"> • Purchase from online supplier 	Autumn Term 2015	HJ
	<ul style="list-style-type: none"> • Install Portable Induction Loop to be based in new reception area but available for use around school. 	<ul style="list-style-type: none"> • Purchase from online supplier and put up signs indicating their availability 	Autumn Term 2015	HJ
	<ul style="list-style-type: none"> • Improvements to accessible toilet so that toilet pan is far enough HJay from wall. Additionally that toilet roll holder can be reached while sat on the toilet. 	<ul style="list-style-type: none"> • Toilet pan to be repositioned further from wall in line with regulations, toilet roll holder to be moved to toilet side of basin. <ul style="list-style-type: none"> ○ End the use of this room as storage. ○ Implement management procedure to ensure that 	Autumn Term 2015	HJ

	<ul style="list-style-type: none"> Put up tactile signage from main entrance, through reception and into lower corridor at key locations. Particularly in terms of main locations and accessible toilet 	<p>the alarm cord is never tied up and always hanging loose.</p> <p>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p> <p>○</p> <ul style="list-style-type: none"> It is recommended that a 'way finding' review be undertaken for the school. 	<p>Spring Term 2016</p>	<p>HJ</p> <p>HJ</p>
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	<ul style="list-style-type: none"> • Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable 	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors. • Numerous fire exits do not have sufficient clearance width, the thresholds are not level with the floor and do not have ramps making egress potentially difficult for wheelchair users. Install 'humps' / graded approaches to the fire exits which would allow egress for wheelchair users. The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble. The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 - The threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm. <p>Site management should review situation, implement a management procedure to ensure that a clearance width is available at all times.</p>	<p>September 2015</p>	
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	<ul style="list-style-type: none"> General site maintenance and upkeep required to maximise accessibility for people with visual impairments particularly 	<ul style="list-style-type: none"> The path has overhanging tree branches which is a collision hazard for those with impaired vision because they may not be able to detect the hazard with their assistance cane. These need to be trimmed. All black bins are not suitably colour contrasted against the background to aid people with impaired vision. Colour contrast needs to be added. <p>The small seats need to be made more visible by such as a back rest as they could cause a stumbling/trip hazard and they are not suitably colour contrasted against the background.</p> <p>There are numerous trip hazards such as gate stop, tyres, toy equipment and planting pots.</p> <ul style="list-style-type: none"> Throughout the school the steps nosing strips should be replaced with a contrasting alternative. For an example use of black nosing strips against brown, grey or blue treads 	<p>Spring Term 2016</p> <p>Summer Term 2016</p> <p>Autumn Term 2015</p>	
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	<ul style="list-style-type: none"> Identify current access needs of staff, parents and pupils 	<ul style="list-style-type: none"> All structural columns have no colour contrast or markings at two heights in accordance with BS8300. There are low level overheads such as flag strings across the room and a cornice projecting from the walls which have a lack of colour contrast against the surroundings and there is no protection which could cause a potential impact injury for people with impaired vision because they may not be able to detect the hazard with their assistance cane. Walkway between Infants and Junior Halls - There are plant pots which are a trip hazard. New enrolment form to be used to parents with equality monitoring as standard. ALNco to inform re: pupil needs. Retrospective equality monitoring of existing staff. 	<p>Summer Term 2016</p>	
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Medium term	<ul style="list-style-type: none"> Improvements to handrail near main gate 	<ul style="list-style-type: none"> Install BS8300 compliant handrails to both sides of the ramp that extend 300mm beyond top and bottom of the ramp, ensure that the handrail does not project into a route of travel. Ensure that they are coated with well contrasted nylon or suitable alternative such as wood to ensure that they are not cold to the touch. 	<p>Before end of Summer 2016/Begnniing Autumn 2016</p> <p>2017-18 Academic Year</p>	HJ
	<ul style="list-style-type: none"> Improvements to doorways throughout school 	<ul style="list-style-type: none"> Level or reduce thresholds to 15mm to allow access for wheelchair users All doors including main entrance to have vision panels at the correct heights to prevent a collision hazard for wheelchair users and people of small stature (with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge. Glass should comply with BS6206.) 	<p>Rolling programme throughout 2015-2019 academic years</p>	HJ
	<ul style="list-style-type: none"> Improve access to key 'central' facilities e.g. main hall and library 	<ul style="list-style-type: none"> Install platform lifts or reposition these facilities to an accessible location within the school 	<p>Costings to be gathered with decision made and changes implemented by 2018</p>	HJ

Long term	<ul style="list-style-type: none"> Some Corridors and key rooms to be widened Flashing beacons to be installed to assist people with visual impairments in case of fire 	<ul style="list-style-type: none"> It is recommended that an architectural feasibility study be undertaken to assess. Implement a management procedure to ensure the corridors are kept clear. According to BS8300 - The length of the lobby should be at least the projection of the door or doors, if swinging into the lobby, plus 1570mm. Clear width of corridor not less than 1200mm. Turning circle of 1800mm diameter at a corridor junction acts as a passing place and allows a wheelchair user to turn and return in the other direction. Clear width of at least 1000mm where there is a permanent obstruction over a short distance. Specialist advice should be undertaken to install alarm/alerting systems for people with impaired hearing, such as flashing beacons and vibrating 	County to be informed and timescale to be advised based on their Access Strategy	HJ/ LEA

		<p>devices. If flashing beacons are used, supplement with signage to indicate purpose.</p> <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments.</p>		
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Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Ensure all staff have access to specific training on disability issues 	<ul style="list-style-type: none"> Use staff audit to identify training needs and inform Professional Development process. 	September 2015	HJ/CH
		<ul style="list-style-type: none"> Set up INSET training for SLT/ all staff on Equalities/ Disability Equality Duty 	September 2015	CH
	<ul style="list-style-type: none"> Ensure all staff are aware of any disabled pupils' curriculum access where applicable 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable 	As and when necessary	HJ/CH
		<ul style="list-style-type: none"> Display information relating to individual pupils' needs in staff room 	As and when necessary	HJ/CH
Medium term	Ensure all IT software and resources are adapted for use by people with visual impairments	<ul style="list-style-type: none"> Audit all SEN ICT and other resources. Order further resources as necessary 	Audit – by end of Summer Term 2016 Resources	HJ/CH

	Curriculum Resources adapted for use by pupils who are	<ul style="list-style-type: none"> • Run individual training sessions on use of SEN resources • Run individual training sessions on use of SEN resources 	<p>and training – rolling programme to be completed by Summer Term 2019</p> <p>AHJual review of resources required based on pupil needs</p>	HJ/CH
Long term	<ul style="list-style-type: none"> • Ensure all staff have refresher disability equality training. 	<ul style="list-style-type: none"> • Set up refresher INSET training for SLT/ all staff on Equalities/ Disability Equality Duty • Ensure new staff access similar CPD courses 		<p>HJ/CH</p> <p>HJ/CH</p>

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school 	Ongoing	HJ
		<ul style="list-style-type: none"> Review all letters home to check that they are written in Plain English 	Ongoing	HJ
		<ul style="list-style-type: none"> Produce newsletter in alternative formats e.g. large print, Braille, audio according to need 	According to need	HJ
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews 	As and when necessary	HJ
		<ul style="list-style-type: none"> Develop strategies to meet needs 	As and when necessary	HJ
Medium term	<ul style="list-style-type: none"> School corridor and classroom displays are accessible to all 	<ul style="list-style-type: none"> Review any laminated (or similar) wall displays for reflections from 	To be built into regular teaching assessment	HJ

		windows or lighting and replace or move as necessary	from Autumn 2017	
Long term	<ul style="list-style-type: none"> Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils 	<ul style="list-style-type: none"> Provide training in relation to SLCD issues, for all staff 		Speech therapist/ LEA SLCD Team