



## Stokes Wood Primary School - Accessibility Policy

### IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

#### SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are our classrooms optimally organized for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✓	
Do we provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

**SECTION 2: Is our school designed to meet the needs of all pupils?**

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	n/a	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

**SECTION 3: How does our school deliver materials in other formats?**

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do we have the facilities such as ICT to produce written information in different formats?	✓	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

## DDA Initial Assessment Framework

1. Name of School:           Stokes Wood Primary School

2. What additional facilities are available in school, for disabled individuals, under the following headings:

### General Physical Access

	None	Part	Full
• Lift	<input checked="" type="checkbox"/>		
• Stair lift	<input checked="" type="checkbox"/>		
• Ramps		<input checked="" type="checkbox"/>	
• Handrails		<input checked="" type="checkbox"/>	
• Wide Doorways			<input checked="" type="checkbox"/>
• Automatic Doors	<input checked="" type="checkbox"/>		
• Accessible toilets		<input checked="" type="checkbox"/>	
• A changing bench for toileting			<input checked="" type="checkbox"/>
• Hoists			
○ Moveable	<input checked="" type="checkbox"/>		
○ Fixed	<input checked="" type="checkbox"/>		

Others – please specify

Section 2: Main Approach					
		Yes or N/A	Partial	No	Your comments
2.1	<p>If there is a visitor parking within the school site, does it include designated accessible bays for disabled drivers?</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>	<p>Yes but no disabled bays People can ring ahead and we cone off an area.</p>			
2.2	<p>If there is no parking on site, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?</p> <p><b>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</b></p>	<p>✓Yes and we would always let the vehicle in to drop off.</p>			
2.3	<p>Is the route from the site entrance suitable for wheelchair users? (e.g. approx. 1.2m path width, firm and even surface, drop kerbs).</p> <p><b>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</b></p>	<p>✓ Yes</p>			

**SECTION 3 – Main School Entrance and Reception**

		Yes or N/A	Partial	No	Your Comments
3.1	<p>Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)</p> <p>(‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)</p>	✓			
3.2	<p>If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.)</p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	✓			
3.3	<p>If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step)</p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	✓			Ramp and steps with hand rails
3.4	<p>Can a wheelchair user open the entrance door independently? (NB: 750mm clear opening width through a single door, handle within reach from seated position.)</p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</p>			NO	Security pad. All visitors/pupils allowed in by office staff

**SECTION 4 – External Areas**

		Yes or N/A	Partial	No	Your Comments
4.1	<p>Do routes between buildings provide independent access for wheelchair users?</p> <p>(If 'Partial' or 'No', please comment on areas for improvement)</p>			NO	<p>New mobiles do not have easy wheel chair access. We would need to move classes to accessible rooms if there was a wheel chair user.</p>
4.2	<p>What proportion of building entrances have level access for wheelchair users?</p> <p>('Yes' = &gt;75%; 'Partial' = 25 – 75%; 'No' = &lt; 25%. Please comment on areas for improvement)</p>		✓		<p>There are ramps into all parts of the building but there are steps inside so to move from one part of the building to another you would have to go outside.</p>
4.3	<p>Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.)</p> <p>('Yes' = all; 'Partial' = some; 'No' = none)</p>		✓		

Section 5 – Wheelchair Accessible WCs					
		Yes or N/A	Partial	No	Your comments
5.1	<p>Does your school have an adapted WC for disabled people?</p> <p><b>(‘Yes’ = all apply; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</b></p>	✓			2
5.2	<p>If your school provides wider access to the Community are there enough accessible WCs?</p>	✓			2
5.3	<p>Is there an accessible changing/shower facility suitable for disabled users? (e.g. level entry shower, lever-type controls, changing area with manoeuvre space for a wheelchair.)</p> <p><b>(‘Yes’ = easy; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</b></p>	Yes			

**SECTION 6 – Emergency Evacuation Plan**

		Yes or N/A	Partial	No	Your Comments
6.1	<p><b>What proportion of your building(s) are easy to evacuate by people in wheelchairs?</b></p> <p>(‘Yes’ = &gt;75%; ‘Partial’ = 25 – 75%; ‘No’ = &lt; 25%. Please comment on areas for improvement)</p>		✓		
6.2	<p><b>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</b></p> <p>(Please note areas for improvement)</p>	✓			
6.3	<p><b>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</b></p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments)</p>	N/A			



## Section 7 – Internal Circulation and Access to Facilities Within the School

		Yes or N/A	Partial	No	Your comments
7.1	<p>Are internal circulation routes adequate for wheelchair users? (Min. 1.2m wide.)</p> <p><b>(‘Yes’ = easy; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</b></p>		✓		Steps in some places mean alternative routes need to be taken.
7.2	<p>What proportion of all teaching areas, including the Library, ICT, Music/Drama, Hall and stage, are accessible to wheelchair users.</p> <p><i>(‘Yes’ = &gt;75%; ‘Partial’ = 25-75%; ‘No’ = &lt;25 %. Please comment on areas for improvement.)</i></p> <p><b>NB: Section 7 covers curriculum access for secondary schools in more detail.</b></p>		YES		
7.3	<p>What proportion of doors into teaching areas are suitable for wheelchair users? (NB: clear opening widths min. 750mm, level thresholds, lever door handles, space to approach and open door.)</p> <p><i>(‘Yes’ = &gt;75%; ‘Partial’ = 25-75%; ‘No’ = &lt;25 %. Please comment on areas for improvement.)</i></p>		YES		

**SECTION 8 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)**

Curriculum Area		Total number of teaching areas	Number which are accessible
8.1	Art		
	Design & Technology		
	Humanities		
	Science		
	Sport Gym School Hall	2	2
	Performing Arts Hall	1	1
	Mathematics		
	English		
	Languages		
	ICT	1	1
	Library	2	2
	Other – Please specify		

**9. Sensory Environment**

**i) Enhanced Acoustic Environment**

**How many classrooms have the following:**

**Comments**

Sound field system	<b>0</b>
Acoustic ceiling tiles	<b>All</b>
Double glazing	<b>All</b>
Curtains/soft furnishings	<b>1-Hall</b>
Classrooms with blinds	<b>All</b>
Carpet	<b>All classrooms</b>

**How many classrooms have four or more of the above? All**

**ii) Enhanced Visual Environment**

How many classrooms have the following:

Areas lit to (.....) lux standard

Blinds to windows subject to direct sunlight all Specialist toys/equipment (VI pupils) 2

Highlighted edges/steps/doorframes Glare reduced surfaces (classroom windows)

Tactile trail	0
Signage to 'Paving the Way' standard	0
Multi-sensory room	1 area within a room
Colour photocopiers	3
Facility to produce Braille materials	0
Scanner	3
Office	1
Others – please specify	
Colour printers	3

**10. Augmented/Alternative Communications**

Which of the following are in use in school:

Signing systems No

Rebus or other symbol systems..... No

Use of Objects of Reference.....

Visual timetables.....

Others – please specify

**11. Other Specialist Resources**

Please specify any *other* specialist resources not already listed - excluding staffing (for example, CCTV) for the use of:

Disabled Pupils

Disabled Staff

Disabled community Users

**12. Human Resources**

- a) Please list **numbers** (not names) of staff with specialist qualification (accredited) or modules included in initial or post-qualification training (e.g. British Sign Language (CACDP) Stage 1, 2 or 3; NVQ in an area of special educational needs; Diplomas or Certificates).

<u>Qualification:</u>	<u>Teacher/s</u>	<u>Support Staff</u>

- b) Please list numbers of staff with experience in specialist settings or teams  
Please specify:

<u>Setting/team</u>	<u>Teacher/s</u>	<u>Support Staff</u>
Neil Tansley SENCO		
Sarah Woods SENCO		

## STOKES WOOD PRIMARY SCHOOL

### ACCESSIBILITY PLAN

The Plan is for:

- Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;
- Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils coming to the school will be important to making reasonable adjustments and to making planned improvements over time;
- Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

## ACCESSIBILITY PLAN

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	To renew and update the Single Equality Policy and Accessibility Plan to reflect current good practice annually	Ongoing actions: to ensure all staff and governors are aware of what the Equality Act 2010 (Section 88 Schedule 10) requires of them. To review the curriculum and extra-curricular activities provision and ascertain the aids and barriers disabled pupils could have to accessing the provision available.	All staff have the knowledge and understanding to better meet the needs of disabled pupils. Amendments made to current provision to enhance pupils' learning.	April 2021 onwards	Staff meeting and governors' premises and school improvement committee meetings convened to review requirements of the Single Equality Policy Document with all staff
	To maintain and update signage around the school: home languages of pupils who have EAL	To check welcome signs at all pupil entry points to the building.	Families feel welcomed	April 2021 onwards	Office assistant assigned to checking and making further signage.
	To increase the number of SEN/EAL/ disadvantaged pupils making at least sufficient progress between entry to reception and end of KS2	By implementing new, rigorously monitored intervention programmes for these groups of pupils and by evaluating their impact. By having high expectations and a positive mind-set. By engaging fully with the parents/carers of this group of pupils and ensuring both pupils and parents/carers are supported fully by appropriate agencies.	Further engagement of families in reading and other projects, Using Target Tracker and pupil progress meetings to track vulnerable groups.	Aiming for improvement year on year. April 2021 onwards	Increased no/% of SEN/EA. Disadvantaged making /sufficient progress between entry to reception and end of KS2

		By rigorously tracking the progress of these groups of pupils across the school.			
	To insert ramp at side of steps outside Y4 classrooms for wheel chairs and push chairs	Quotes received and to be taken to governors for approval.	Easier access around the outside of the building	ASAP	All pupils and staff able to move easily from one part of the building to another around the outside.
<b>Medium Term</b>	To remove steps between Y3/4 department and Y5/6 department and the cloakroom area to provide wheel chair access to rest of building without going outside. If not possible to obtain removable ramps that will allow wheel chair access	.To request survey and feasibility from LA . <ul style="list-style-type: none"> <li>To obtain quotes.</li> </ul>	Access from and to all parts of building for wheelchair users.	When possible or required	All pupils and staff able to move easily from one part of the building to another.  This remains a target due to financial constraints
<b>Long Term</b>	To refurbish all rooms to accommodate all disabilities:	Install acoustic ceilings, soft furnishings, carpets, glare reduced surfaces, windows, signage etc	All learners better accommodated	As required or possible	Overall improvement to accessibility for all learners. This remains a target due to financial constraints