ARCHBISHOP BENSON C of E SCHOOL

Accessibility Plan 2016

Chair of Governors	

| Democracy | The Rule of Law | Individual Liberty | Mutual respect | Tolerance |

Archbishop Benson School – Accessibility Plan

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability /SEN can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/parents/staff with a disability or SEN that they have:
- total access to our setting's environment, curriculum and information
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against SEND pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat SEND pupils less favourably
    - To take reasonable steps to avoid putting SEND pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010

- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability/SEN
  - recognises the effect their disability/SEN has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
  - provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

- We will always take needs into account that are NOT SEND but that may impact on progress and attainment.

Increasing access for SEND pupils to the school curriculum

- Consulting with families of SEND pupils to gain understanding of individual needs
- Engaging with external agencies to deliver appropriate support for all pupils
- Compliance with the Local Offer – see School Offer (SEND policy)
- Monitor the attendance of all areas eg. wrap around care, extra-curricular clubs, nurture club, trips/visits.
- Consider provision for SEND pupils when organising trips/visits
- Differentiated curriculum provision for PE, Games etc.
- Provision of regular fun-fit classes

Improving access to the physical environment of the school

- Providing level access to all internal areas
- Providing level/ramped access to all areas of the school grounds and facilities
- Replacing doors/door furniture to all classes in EYFS area
- Improving access paths
- Providing an induction loop to enable full participation in all school/community events (hall & main reception)
- Providing accommodation which meets or exceeds current standards for KS2 classes

Improving the delivery of written information to SEND pupils/parents

- Teachers to consider Information sharing in relation to pupils or parents with SEND
- School events to be promoted clearly and concisely, in good time and in a user friendly fashion
- Promote and support the use of all areas of school communication eg. parent/teacher interviews, home/school booklets, vle, website, notice boards, school bulletins, Parent pay and Teacher- Parent school messaging
- User friendly website enabling access to information
- Provide all information in a variety of formats

Financial Planning and control

The Headteacher, SLT and the Resource committee will review the financial implications of the accessibility plan as part of the normal budget review process. Pupil Premium funding may be used to support access to the school curriculum. A full report of Pupil Premium spending will be available on the school website.

Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	**Actions to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All areas to be accessible to all pupils/staff	Lift or ramp access from Yr R/Yr 1 to the hall and other areas of the school internally.	GG/HG	Long Term	5 years	Identify funding
	Provide lift access to first floor staffroom/offices	GG/HG	Long Term	5 years	Identify funding
	Ramp provision (external) to be DDA compliant (check gradients) Hand rails to be provided.	GG/HG	Medium Term	3 years	MH to obtain advice from Health & Safety Dept. CC.
Accommodation which meets or exceeds the guidelines for all KS2 classes	Extend Years 5/6 classrooms to improve facilities and accessibility	GG/HG	Medium Term	3 years	Chris Jackson to advise / prepare plans for the consideration of the Resource Comm.
	Doors/Door furniture to be replaced in EYFS area	GG/HG	Short Term	1 year	Funding bid 2015
DDA /Health & Safety compliance	Improved pedestrian access path from Moresk Rd entrance to the steps and ramp (widen path and provide	GG/HG	Short Term	1 year	Under consideration of Resource Committee H & S Item

	pedestrian/traffic segregation across Parents Car Park)				

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Adequate signage throughout the school – particularly during events	Fixed signage which identifies level access routes to buildings /grounds/toilets	GG/HG	Short Term	1 year	Site Staff to act
Visual component to Emergency evacuation alarm	Flashing light to be provided in the hall – (to aid community use)	GG/HG	Short Term	1 year	Obtain quote
Improved access for Hearing Impaired pupils/parents/visitors	Induction Loop to be installed in School Reception	GG/HG	Short Term	1 year	Obtain quote

	School Archbishop Benson School	Date of completion 10/2/16
	Name of person who completed audit : Marilyn Hawke	Role of person who completed audit Site Supervisor/H & S Co-ordinator

1.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no – action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	✓	School website/school office		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓	SEND Parents Forum meeting Parent Questionnaire		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Induction folder Copy of Equality Policy in staffroom		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	School procedures/policies Data evidence to identify access to provisions.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing	✓	School Offer Individual Provision Maps EHC Data statistics – school		

	their difficulties)		clubs		
6	Have you published your SEN information report?	✓	School Offer/SEND policy to be published on school website Annual SEND Report to be published on school website		
7	Is your SEN information report linked to the Local Offer?	✓	School Offer/SEND Policy Local Offer		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	SENDCO support		
9	Do you have inclusive, whole school policies, processes and practices?	✓	School policies available on website		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	Full involvement encouraged and supported. Data evidence available for all groups		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	✓	IPM & EHCP's Termly reviews Monitoring/assessment		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Pupil council		

2.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people	✓	Majority of areas Accessibility Plan and	✓	Inacccessible staffroom Long Term Plan

	with disabilities?		Action Plan		Lift access to/from lower work area Long Term Plan
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	Previous re-organisation of school accommodation to support the needs of a disabled child		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?			✓	Access path from rear gate to be widened and pedestrian/traffic segregation to be put in place on Parents Car Park Short Term Plan All paving slab areas to be replaced with tarmac. Resource Comm to identify areas and prepare programme of replacement according to need. Medium Term Plan
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?			✓	Consider provision of a visual alarm for the hall. The visual aid would benefit community users. Short Term Plan

5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Annual inspection by H & S Governor Termly inspection by site staff		
6	Are calm low sensory areas available in the setting?	✓	Sensory room Nuture room		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	As far as is practical in such restricted accommodation		Consider re-development of Years 5 & 6 to increase classroom sizes Medium Term Plan
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	Annual consideration		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	Annual consideration		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	Within the confinements of available space		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	N/A			
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	✓	When required		

		Yes ✓		No ✓	
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	✓	Requirements to be considered along with all decorating/refurbishment programmes		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	Parents Forum SEND consultation exit questionnaire		

3.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?			✓	Improved signage to identify level access to buildings and fields Short Term Plan
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	✓	School council membership to be considered to include a representative for SEND pupils		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Data available to evidence take up of school trips/visits, clubs etc.		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓	Support available Pupil Premium All groups monitored and DATA available		
5	Do you ensure that transition from setting to setting is	✓	SENDCO to support all		

	carefully planned and personalised for pupils/students with SEND?		transitions – see IPM & EHCP's	
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	All pupils needs are considered individually	
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	IPM's Ability groups SEND policy –School offer	
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	Learning Mentor/Family support worker Attendance Records/Tracking	
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓	Anti-bullying Policy Behaviour Policy Key Events – Blue Day	
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Inclusion level/ high attendance Teacher/parent interviews Bulletins SENDCO support	

4

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	Individual Provision Maps Target setting Attainment figures		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Regular training for SENDCO's/ Teacher's & TA's		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	All to be considered on individual basis Gym fit to be available for targeted groups.		
4	Do class teachers/PE staffs know how to include pupils/students with disabilities in PE?	✓	SENDCO to be available to offer support/signposting to relevant external agencies		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	Termly Assess- Plan -Do - Review Cycle used		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	Fully compliant with SEN Code of Practice and SEND Reforms		

	Question	Yes	If yes	No	
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	See individual pupil assessments		

8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	Data evidence available No weakness identified in annual inspection of dashboard		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	✓	Data Evidence Available		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	All considered on individual basis Support to be available when required		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	School commitment to familiar supply staff to ensure continuity		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	Planning		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	SENDCO/OT support/advice available		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	Support personnel to provide flexible, 'team' support		

15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	When required		

5

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	School website/office		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters www.cornwallsendiass.org.uk	✓	School website/office Parent Cafe		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	Parents Forum Parent Questionnaire SEN Cafe		
4	Do you hold review meetings etc at times when parents are able to attend?	✓	All agreed on individual basis		

5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	Agreed review timetable Vle's Home/school booklet		
6	Is information available in a variety of languages?	✓	When required		
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	When required		
8	Are staff familiar with IT used to share information with people with disabilities?	✓	SENDCO support available		
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	School posters/circle time/nuture group Learning Mentor Family Support Worker		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	All services to be signposted on school website		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓	Website, Sendco SEND Parent Cafe		
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓	SENDCO's to give regular updates to staff via staff meetings		

1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✔		
2	Is the building within convenient distance of public transport?	✔		
3	Is the building within convenient distance of car parking?	✔		
4	Is the route clearly marked/found?	✔		
5	Is the route free of kerbs?	✔		
6	Is the surface smooth and slip resistant?	✔		
7	Is the route wide enough?	✔		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✔		
9	Is it adequately lit?	✔		
10	Is it identified by visual, audible and tactile information?	✔		
11	Is there car parking for people with reduced mobility?	✔		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✔		
13	Is the car parking as near the entrance as possible?	✔		
14	Is the car parking are suitably surfaced?	✔		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✔		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✔		Consider pedestrian ramp from parents car park

2 of 9 Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?		✓	MH to liaise with H & S officer
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?	✓		
8	Are there handrails to one or both sides?		✓	MH to liaise with H & S officer
9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are all nosings marked and/or readily identifiable?	✓		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		

3 of 9 Entrances – including Reception

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed matwell?	✓		
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓		
7	Can the door furniture be used at both standing and	✓		

	seated height?			
8	Can it be easily grasped and operated?	✔		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✔		
10	If the door is power-operated does it have visual and tactile information?	✔		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✔		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✔		
13	Do lobby layouts enable all users to clear one door before going through the next?	✔		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✔		
15	Does the lighting installation take account of the needs of visually disabled people?	✔		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	✔		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✔		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✔		
19	Is it fitted with an induction loop?			
20	For those progressing to other parts of the building is information provided by signs, supported by tactile			

	information such as a map or model?			

4 of 9 <u>Horizontal Movement and Assembly</u>

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✔		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✔		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✔		
4	Is turning space available for wheelchair users?	✔		
5	Do natural and artificial lighting avoid glare and silhouetting?	✔		
6	Are there visual clues for orientation?		✔	Signage – Short Term Plan
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✔		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✔		
9	Are there tactile signs and information for those with impaired vision?	✔		
10	Is the maintenance of these items checked regularly?	✔		
11	Is lighting designed to meet a wide range of needs?	✔		
12	Is sufficient circulation space allowed for wheelchair users?	✔		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✔		
14	Are seating arrangements/spaces suitable for use by	✔		

		Y	N	
	people with visual disabilities?			
15	Are all areas for assembly/meeting equipped with an induction loop system?		✔	Office Induction loop - Short Term Plan

5 of 9   Doors

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?			
2	If glass, are they visible when shut?	✔		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✔		
4	Does the clear opening width permit wheelchair access	✔		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✔		
6	Is any door furniture/handle at a height for standing/sitting use?	✔		
7	Are door/handles clearly distinguished?		✔	Handles in Early Years to be replaced Short Term Plan
8	Can the door furniture/handles be easily operated/grasped?		✔	Handles in Early Years to be replaced Short Term Plan
9	If door closers/mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	✔		
10	Is door/mechanism function checked regularly?	✔		

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓		
8	Is the location clearly signed?	✓		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
18	Is the manoeuvring area free of obstruction, eg boxed-	✓		

	in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?			
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	N/A		

7 of 9   Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	✓		Induction loop for Office/Reception Short Term Plan
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		✓	Inaccessible staffroom Medium Term Plan Medium Term Plan
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		✓	Inaccessible staff room Medium Term Plan
6	Are all relevant locations clearly signed?		✓	Signage required –Short Term Plan

8 of 9   Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		✓	Short Term Plan – Induction Loop for

				Reception
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building/activities available?	✓		
4	Is there braille information available for people with visual disabilities?	N/A		

9 of 9   <u>Means of Escape</u>

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		✓	Visual component for hall Short Term Plan
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly	✓		

Policy monitored by	Resources Committee
Date of adoption/last re-adoption	17th March 2016
Date of review	March 2019