

The Quinta Primary School

Accessibility Plan

Plan Information	
Approved by:	Risk and Audit October 2021
Last reviewed on:	21.9.24 W.Sharpe
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Changes since last review	
21.9.21	New plan written

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Aims of the Accessibility Plan

This plan outlines how The Quinta Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed regularly to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.2. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.3. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.4. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.5. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term						
Medium term						
Long term						

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Clear signage for new one way systems	Add signage at the front of school, corridors and stairs	RB	<u>2021-22 Summer</u>	Clear signage around school informs and reminds all pupils and adults of the systems and direction of travel.	<u>August 2022</u>
Medium term						
	Disabled access is more difficult at the front of school. A member of staff is required to open and close the main gate.	Create motor driven automatic gate access at the main entrance to support pupils and adults with physical impairments	RB	<u>2021-22</u>	Access at the front of school is via an automatic opening gate.	<u>August 2022</u>
Long term						

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term						
Medium term						
Long term	Access to information on the school website is largely dependent on software installed on the user's device to support audio / visual / translation.	Investigate website hosts where integrated software support users with visual impairments or language barriers.	WS	<u>2022-23</u>	The website will be fully accessible to all through integrated software meaning the user does not need to rely on their own software.	<u>August 2023</u>

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?	The Y6 classrooms are upstairs. In the event of this causing difficulty for a pupil or staff member, the class would swap with another year group and teaching would take place downstairs.	n/a
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	N/A	n/a
How does the school keep to the recommended timeframes outlined in its accessibility plan?	regular audit (yearly) and checks (daily).	clear plan in place, reviewed by governors

If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	N/A	
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Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	<p>All lessons are planned using dyslexia and visual friendly slides. There are consistent themes and colours making transition easier. Slides in all lessons include going deeper and support tips.</p> <p>Teaching assistants and teachers support pupils to ensure challenge and support is available throughout lessons. Tasks are also scaffolded to meet the current starting point of some pupils.</p>	lesson slides / observations.

How does the school ensure that all pupils have access to extracurricular activities?	Extra curricular activities are offered to all pupils as a range of clubs run after school , at lunchtime and before school. These clubs are offered to all age ranges and abilities.	School timetable, newsletters
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	School trips are fully planned, risk assessed and ratios are maintained to ensure the needs of all pupils are met.	review of school trips at governor meetings.
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	The admissions policy is clear and all parents are made aware of oversubscription criteria. Pupils with additional EHCP needs where the school is named, are given priority .	admission policy
How does the school enable all pupils to have access to the full curriculum without hinderance?	The curriculum is designed, planned and delivered with all pupils in mind. Were there to be a change in circumstances where a disability hinders the access, immediate action would be taken to resolve the curriculum and make adjustments.	curriculum document online, observations

What has the school put in place so that all pupils feel secure, make progress and reach their full potential?	<p>Physically, the school has added CCTV in 2020-21 around school and continues to develop the physical safeguarding at school.</p> <p>The school has recently had a safeguarding fence erected at the front of the school and around the perimeter of the field.</p> <p>Emotionally the school employs a wellbeing mentor, behaviour specialist, Play Therapist, family support worker and counsellor. These are all managed by the school SENDco. The school has PHSCE as a core subject which is taught 3 days every week and a policy in practice safeguarding audit is commissioned annually.</p>	Safeguard audit, observations
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	The curriculum is designed with the SEND pupils in mind. All current pupils on roll are able to access the curriculum in its format.	staff questionnaire, curriculum documents desktop analysis

Access to the curriculum (continued)

Question	Comments	Evidenced by
How does the school make use of its teaching assistants when supporting pupils with SEND?	Teaching assistants perform a range of roles from 1:1 support for EHCP to interventions for children who have gaps. These TAs work within the classroom for the majority of their time and have small group intervention outside the classroom in afternoons.	observation
How does the school include all pupils in group work and class work?	Pupils have 1:1 ipads so that pupils can access the slides and activities at their pace. The school delivers a mastery approach to teaching and learning where all children can achieve greater depth and are expected to achieve mastery.	Work scrutiny, planning slides.
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	Every term the school publishes a list of clubs which pupils can engage with that develop all aspects of the curriculum from sport to the arts.	School clubs analysis doc.

How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	Pupils are supported through additional time, small group support with TA/teacher.	observations
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	Currently all pupils are able to fully access IT lessons on a weekly basis	observations / Seesaw work
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	The school has 4 IT teachers who regularly meet to evaluate the provision. All pupils currently access IT lessons	Subject leader reviews

Access to the curriculum (continued)

Question	Comments	Evidenced by
What learning resources does the school provide for pupils with sensory impairments?	Pupils with sensory impairments access screen colour filters on ipads. Training takes place for hearing impaired students by external professionals.	staff meeting minutes/ agenda

How does the school support pupils with disabilities that affect numeracy, literacy and speech?	<p>The school has 2 TAs currently taking part in ELKLAN training for speech and Language. They deliver bespoke sessions to all SALT directives.</p> <p>All pupils access the same content for numeracy and literacy regardless of ability. The tasks can be adapted where necessary to support specific disabilities. For example pupils using</p>	CPD logs
How are staff trained to meet the needs of all pupils?	<p>Regular staff training on SEND takes place across the year and the school employs a specialist ELSA (Emotional Literacy Support Assistant).</p>	Staffing structure
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	<p>The school has specialist outside agency support to train staff when additional specialist training is required.</p> <p>In 2021-22 a Special Educational Needs section was added to the weekly newsletter to support parents in identifying, working with, and signposting special needs</p>	staff meeting minutes/ agenda, newsletter

How does the school seek feedback about accessibility from pupils, parents and staff?	The school carries out an annual stakeholder survey.	Parent questionnaire, staff questionnaire, pupil questionnaire.
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Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?	The school has separate toileting facilities. Class teachers and TAs work with the parents and school health to ensure the appropriate training is in place for individual cases.	speaking with staff

How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	N/A currently but when this has happened, pupils have been given additional time to transition.	
How does the school make sure pupils with hearing impairments are notified when the school bell rings?	N/A Fire alarm risk assessment is in place	SEND paperwork
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	All areas are accessible except the upstairs Y6 classes. Should the yr 6 be meeting with someone unable to climb stairs safely, the class will come downstairs for the meeting.	
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	The school has a health and safety check annually and lighting checked monthly	lighting report , H&S report

What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?	All signage includes pictures to enable all age groups to understand.	Fire exit, toilets signage
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Question	Comments	Evidenced by
How does the school ensure carparks and access and egress routes are clearly identified?	Site checks and H&S checks by governors, H&S team inc site maintenance officer	H&S reports
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	Site checks and H&S checks by governors, H&S team inc site maintenance officer	H&S reports
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	Site checks and H&S checks by governors, H&S team inc site maintenance officer	H&S reports

How does the school keep access routes from being misused?	Site checks and H&S checks by governors, H&S team inc site maintenance officer. Signage including one way systems are in place.	H&S reports
How does the school make sure access routes are free from obstructions?	Site checks and H&S checks by governors, H&S team inc site maintenance officer	H&S reports
How does the school make sure that access routes are adequately lit?	Site checks and H&S checks by governors, H&S team inc site maintenance officer, lighting checked monthly	H&S reports
How does the school keep access routes free from snow, ice, fallen leaves and litter?	Site maintenance staff complete gritting and clear gritting plan in place. SMO completes daily leaf and litter blowing to clear area.	H&S documents

Car park and school grounds

Question	Comments	Evidenced by
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Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	n/a	
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	There are no steps.	
Do the ramps have handrails on one side, both sides, or none?	n/a	
If the school does not have handrails on its ramps, why is this?	n/a	
How does the school keep the surfaces of its ramps slip-resistant?	n/a	
How does the school keep the ramps adequately lit?	n/a	

How does the school ensure the ramps are clearly identifiable?	n/a	
How does the school keep the ramps safe for use and in good working condition?	n/a	

External ramps and steps

Entrances

Question	Comments	Evidenced by
How has the school made building entrances clearly distinguishable from the façade?	Doors are white and glass.	observation
If any doors are made of glass, how has the school made them identifiable?	Transfers are printed onto external glass doors.	

How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	complying with building regulations.	
How has the school ensured that doors can be used at both seating and standing height?	complying with building regulations.	
How has the school made sure that all door handles can be grasped and operated easily?	All exit doors fitted with full length hand rails	
How has the school made power-operated doors identifiable?	n/a	
How has the school made sure that entryway surfaces are slip-resistant, even when wet?	non slip surfaces used.	

Question	Comments	Evidenced by
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	<p>complying with building regulations.</p> <p>The school introduced a one way system.</p>	observation
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	SMO daily checks	daily checks log
How does the school use its lighting to help those with visual impairments or visual sensitivities?	Lighting was upgraded in 2019 for daytime lighting levels in classrooms.	Observation
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?	Action: add signage to one way systems.	

How has the school used tactile signs and information to help those with visual impairments find their way?	Whilst the school does not currently have any pupils with visual impairment at t level requiring tactile signs, we would ensure 1:1 adult support and work with external agencies to adapt the provision where it is necessary if the circumstance arises.	
Has the school considered the travel distances of those with ambulatory disabilities?	Parents, carers and pupils with ambulatory disabilities have been accommodated on an individual basis. For example using the reception entrance, meeting a member of staff at the gate.	
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?	N/A	
How are these systems maintained?	N/A	

Corridors and aisles

Reception

Question	Comments	Evidenced by
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How has the school made sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	The sign in screen is on an adjustable arm so that it is accessible to all.	observation
How has the school made sure its reception areas are adequately lit for those with visual impairments?	New lighting was installed in 2019	observation
How does the school keep its reception areas free from obstacles and hazards?	Site checks daily	Site check log
How has the school ensured that reception fixtures can be used at both seating and standing height?	The sign in screen is on an adjustable arm so that it is accessible to all.	
Do all reception areas have an induction loop?	No.	
If any of the school's reception areas are not fitted with an induction loop, why is this?	There is no current need which cannot be met through staff support.	

How has the school ensured telephones and other fittings are suitable for all users?	N/A	
If the school has any aids to help people navigate the building, how have these been adapted for use by those with disabilities?	N/A	

Lavatories

Question	Comments	Evidenced by
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities?	There are 2 disabled toilets in school 1 at either end of the school.	
How has the school made lavatory and disabled lavatory facilities clearly identifiable?	There is clear signage on the doors.	
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?	The fittings are chrome in most areas against a white lavatory.	

How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?	Fitted as standard for their purpose.	
How has the school made sure lavatories and disabled lavatories are appropriately lit?	Monthly maintenance checks.	
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	Yes	
How does the school maintain the emergency call system?	As part of the health and safety checks the system is maintained by the site supervisor.	
If the school has not fitted an emergency call system, why is this?	N/A	

Lavatories (continued)

Question	Comments	Evidenced by
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How does the school ensure staff are trained to respond to the emergency fire alarm system?	There is a regular fire alarm drill (Termly).	
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	Complying with building regulations	
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Complying with building regulations	
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?	Complying with building regulations. Taps are maintained regularly by the site maintenance officer when the needs arise.	
How has the school made sure lavatory signage is suitable for those with visual impairments?	All toilets are clearly labelled. The staff are on hand to support any person needing guidance should they be significantly visually impaired to a degree that this was needed.	

Has does the school ensure that disabled lavatories are not being misused?	Through observation and adherence with the behaviour policy	
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	Daily checks on SMO log.	

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	The school has a range of desk heights suitable to the pupils and staff. Where necessary the school has sourced different height tables and adjustable chairs for staff.	Observation
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?	Where there are additional needs for wheelchair access the school makes arrangements.	Observation

How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	Yes - all at accessible height	Observation
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?	The school uses borders and backing paper to distinguish the displays from walls.	Observation
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	All display boards are fitted at a height that is accessible to pupils	Observation
How do staff ensure those with visual impairments have access to information on display boards?	N/A	
How has the school made sure bookshelves are accessible to everyone?	Bookshelves are accessible as they are all low level . No bookcase is above pupil level.	Observation

Fixtures and fittings (continued)

Question	Comments	Evidenced by
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	Tables are at a height for both pupils and adults which allows flexibility to manage a range of needs.	Observation
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Furniture is not fixed and so can be moved if the need arises.	Observation
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Furniture is not fixed and so can be moved if the need arises.	Observation
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?	These are self-contained areas. Only staff working in these areas are allowed access.	Observation

How has the school ensured classrooms are clearly identifiable?	The classrooms are clearly labelled on the doors.	Observation
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?	All spaces are clearly labelled	Observation
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	N/A	

Means of escape

Question	Comments	Evidenced by
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?	The fire points flash when the alarm sounds	H&S audit , Fire risk assessment

How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	Building regulations	Observation and H&S audit
What arrangements has the school made for those with disabilities when evacuating from upper floors?	These staff or pupils have individual risk assessments in place.	Individual plans where applicable
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?	Yes	observation and fire drill records
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Termly fire drills Action:update invacuation and lockdown procedures in light of new building work.	fire drill records
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	Yes	PEP (where applicable)

How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Daily site checks	Site maintenance log
What does the school have in place to check warning devices and detectors regularly?	PAT testing and regular visual checks including weekly fire systems checks	Site maintenance logs

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are equipped with hearing assistance?	N/A	

Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	When requested	
Has the school arranged for audio versions of information? If not, why is this?	When requested	
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	The staff have had audio visual training in June 2020	Training records
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	All signage is created with contrasting colours	observation
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	All areas of the school are clearly signed. The emergency exits and disabled toilets include pictures	observation

How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	The website is mobile friendly and can be translated or audio enabled through software on personal computers	
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