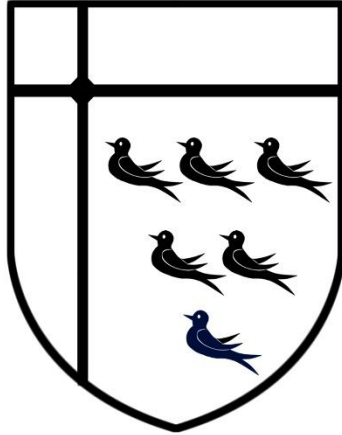# St Wilfrid's
Church of England Primary School

**Growing Success
Rooted in Faith**

St Wilfrid's
Accessibility Plan

Accessibility Plan

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

☐ Increase the extent to which disabled pupils can participate in the curriculum

☐ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

☐ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil

faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	To ensure planned learning activities continue to meet the needs of all pupils through effective differentiation	Review Project planning and curriculum coverage to ensure planned learning meets the needs of all pupils. Provide staff training to ensure up to date differentiation good practice is in place	SH	Ongoing	Pupil and Parent surveys indicate curriculum is accessible for all pupils. Triangulation indicates effective differentiation.
		To ensure learning resources meet the needs of all pupils.	Ensure information about pupils is disseminated to all staff. Provide specialist equipment where required for pupils with additional needs	SENCO	Termly review	Progress and attainment of all pupils is in line or even above expected.
		To raise awareness of disability issues	Provide disability equality training sessions for all staff.	SLT	Autumn Term 2021	Pupil and Parent surveys indicate satisfaction with school's approach.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width	To ensure the school's physical environment is accessible for all pupils.	Access to main field from school building to be improved to meet requirements. Monitor access needs of current and future pupils and staff Conduct an annual audit of premises taking into account the specific needs of pupils, staff and potential visitors	Premises manager	Ongoing	Pupils, staff and visitors can access the site and facilities.
		To continue to ensure all pupils and staff can be evacuated safely.	Complete PEEPs (Personal Emergency Evacuation Plans) for pupils and staff as required	SH	As required but reviewed annually	Fire drills completed successfully and any learning points recorded and addressed.

	• *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*					
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Pictorial or symbolic representations*	To ensure ALL children/staff/visitors can access the information required.	Audit all written information and gather feedback from parents/carers Audit website to identify potential accessibility issues.	SLT Office Team	Ongoing Termly	Outcomes of audit demonstrate continued improvement and feedback from families has been actioned.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Document History:

Accessibility Plan	
Policy Type:	Statutory
Policy Source:	The Key for School Leaders
Approval By:	Resources
Review period:	3 years

Date Reviewed	Amendments Made	Date Approved	Approved By	Next Review Due
Sept 2018	New document; accessibility audit to be undertaken involving the school community	15/10/2018	Resources	Oct 2021
Oct 2021	Action Plan updated; School Access Audit added	7/3/2022	Resources	Oct 2024

Appendix 1: School Access Audit

Question	Yes / No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	YES YES YES	PATHWAYS IN TO SCHOOL BUS STOP IN EASTERN ROAD WE HAVE CAR PARK FOR STAFF AND DISABLED
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	YES/NO YES NO	WE SCHOOL CROSSING (LOLLIEPOP LADY @ TOP OF EASTERN ROAD) PEDESTRIAN CROSSING IS ON FRANKLYNN ROAD
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	YES YES	PATHWAYS ARE CLEAR OF PLANTION AND THERE IS NO NARROWING OF THE PATH
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	YES	WE HAVE NO PAVING ONLY TARMAC
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	YES	CLEARLY SIGHED POSTED
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	YES YES	
1.7 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	YES NO	

1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	YES YES	KS2 PARENTS WILL USE WALL AROUND FLOWER BEDS IN PLAYGROUND KS1 PARENTS USE BENCHES IN PLAYGROUND
Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	YES	1 SPACE
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	YES NO	SIGNPOSTED TO CARPARK BAYS ARE MARKED OUT BUT NO SIGNAGE IN FRONT OF BAYS
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	YES YES	DISABLED BAY MARKED OUT WITH EXTRA ROOM FOR DOORS AND LOADING
2.4 - Close enough to facilities the car park serves?	YES	BY FRONT DOORS
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	YES	TARMAC CARPARK/ NO STONES /SMOOTH SURFACE WITH WARNINGS
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	YES	FOOTPRINTS AND WALKWAYS MARKED OUT
Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	YES	NO COLOR (WE DON'T HAVE AN OUTSIDE RAMP ONLY PATHWAY IN TO SCHOOL)
3.2 - Suitable handrails on each side?	NO	NO HAND RAILS (WE DON'T HAVE AN OUTSIDE RAMP ONLY PATHWAY IN TO SCHOOL)
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	YES	TARMAC
3.4 - Edges protected to prevent accidents?	YES	TARMAC

Checklist 4 - External Steps

4.1 - Visual and tactile warnings at the top and bottom of steps?	YES	VISON MARKINGS WRAPPED ON RAIL
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	YES YES	HANDRAIL AT TWO HEIGHTS EACH SIDE VISON MARKINGS ON RAILS
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	YES	OUTSIDE LIGHTING ON AUTO SWITCHING
4.4 - Treads long enough and all of the same length?	YES	
4.5 - Risers shallow enough, all of the same height, unlikely to trip users? Are there open risers?	YES YES NO NO	
4.6 - Nosing's readily identifiable? If nosing's are painted, is the paint still durable with no wear and tear?	NO	NO NOSING ON OUTSIDE STEPS AREA IN GOOD CONDICTION

Checklist 5 - Entrances

5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	YES	AND SIGNED POSTED
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES YES	
5.3 - Level or flush threshold?	YES	LEVEL AND FLUSH
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	

5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	YES	OPEN AREA WITH GLASS
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	YES YES	
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	YES	
5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	NO	NO ENTRY PHONES OR INTERCOMS
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	YES YES	
5.10 - Weather mat of firm texture and flush with floor?	NO	
Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	YES YES	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	YES	NATUAL LIGHTING ASWELL AS LED LIGHTS
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	YES	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	YES	

6.5 - Induction loop fitted?	NO	
Is there signage indicating the availability of the facility?	NO	
Are front line staff aware of the facility and its purpose?	NO	

Checklist 7 - Corridors and Internal Surfaces

7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass?	YES	
Turning space for wheel chair users?	YES	
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight?	YES NO	
Are there any internal columns that have a lack of colour contrast?	NO	
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc.	YES	
Where there are facilities not available can these be 'swapped' with a standard classroom?	YES	
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	YES	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings?	YES	
Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)		
7.6 - Floor surfaces slip-resistant?	YES YES	
Bright, boldly patterned floors avoided?	YES	
Busy or distracting wall coverings avoided?		

Checklist 8 - Internal Doors

8.1 - Distinguishable from surroundings?	YES	NEW DOORS IN MAPLE COLOR

8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	YES YES	
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	YES YES	
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES YES	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	YES YES	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	YES YES	

Checklist 9 - Internal Ramps

9.1 - Ramp available for short rise within single storey?	YES	
9.2 - Wide enough and suitably graded? Surface slip resistant?	YES	
9.3 - Exposed edges protected to prevent accidents?	YES	
9.4 - Suitable handrail each side?	NO	

Checklist 10 - Internal Stairs

10.1 - Treads long enough and each of same length?	N/A	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	N/A	
10.3 - Nosing's readily identifiable?	N/A	

10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	N/A	
10.5 - Landings big enough and provided at intermediate levels in a long flight	N/A	

Checklist 11 – Lifts

11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	N/A	
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	N/A	
11.3 - Support rails in car appropriately designed and positioned?	N/A	
11.4 - Is there a mirror within the lift car	N/A	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	N/A	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	N/A	
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	N/A	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	N/A	

Checklist 12 - WC Provision & Changing Areas

12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	YES YES	
12.2 - Slip-resistant floors throughout?	YES	

12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	YES	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	YES	
12.5 - Are urinals well contrasted do they have grab rails to assist people with ambulant disabilities?	YES NO	
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	YES	
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	YES	
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	N/A	NO SHOWERS ON SITE
Checklist 13 - WCs: Wheelchair Users		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	YES	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	YES	
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	YES YES	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	YES YES	

13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	YES YES YES	
13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	YES	
13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	YES YES	
13.8 - Is there a back rest provided to the toilet pan?	NO	
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	YES	
13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	YES	
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	YES	
Checklist 14 – Facilities		
14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	YES NO YES	
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	YES YES	
14.3 - Are a number of chairs with armrests available within each classroom?	NO	

14.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	NO NO	
14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	N/A	
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	YES	
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	N/A	
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	N/A N/A	WE HAVE AN IT ROOM WITH HEIGHT ADJUSTABLE CHAIRS
14.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	YES N/A	WE STILL WORK WITH THE STAGE THAT WAS FITTED IN 1953 NO ACCESS TO THE STAGE IN A WHEELCHAIR
Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	NO	
15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	YES YES	
15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	YES YES NO	
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N/A	

15.5 - Are the location of the lifts clearly signed at key locations throughout the school?	N/A	
Is there lift signage near the reception area and on entry to key stairwells?	N/A	

Checklist 16 - Lighting & Acoustics

16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use?	YES	
Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	YES	
16.2 - Can occupiers control lighting?	NO	ALL LIGHT SWICTHES ARE AT NORMAL WALL HEIGHT
Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	NO	
16.3 - Are classrooms appropriately illuminated and are blinds	YES	TOP WINDOWS HAVE ROLLER BLINDS
available to control the natural day lighting?	YES	
Is glare avoided which can hinder attempts by people with hearing impairments to lip- read?	YES	LOWER WINDOWS HAVE A WINDOW FILM 20/20 SILVER TO STOP GLARE
16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	NO YES	
16.5 - Good balance of hard and soft surfaces?	YES	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	NO	

Checklist 17 - Means of Escape

17.1 - Audible alarm system supplemented by visual system?	NO	
17.2 - Ground floor exit routes accessible to all,	YES	
including wheel chair users, as entrance routes?	NO	

17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	YES	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/A	WE HAVE NO UPPER FLOORS
17.4 - If disabled people are unable to leave the building, is there a suitable refuge area?	NO	
Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	NO	

Checklist 18 - Building Management

18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	YES	
18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	YES	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	YES	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	N/A	WE DON'T HAVE ANY TYPE OF LIFTS IN THE SCHOOL
18.5 - Means of Escape;		
Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials?	YES	
Alarm systems, including those in WCs, regularly checked?	YES	

Checklist Checked by SIMON ATKIN	PREMISES MANAGER	Date 22/05/2019	