

Accessibility Policy



2017/18



Aims Of Handsworth Primary School

“A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Accessibility Plan

Address: Handsworth Avenue, Highams Park, London E4 9PJ

Building usage: Primary School

Services provided:

E.g. State Education, after school activities for pupils. Also Parents/guardians of pupils attending school functions and Public hire of the premises in part. (add as necessary)

General School Statement of Inclusion

We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.

1.0 General

State the schools policy on access by pupils, staff and public

Identify issues. The school has ramp access to the front entrance. The Year 5 classrooms are accessible via two stairways only. There is a ramp at the Kitchen too exiting into the staff car park.

Priority: To monitor staff/pupils with disabilities and make reasonable adjustments if necessary.

Action: Monitoring

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

2.0 Availability of information, brochures, web sites, enquiry desk, telephone contact etc.

State the schools policy on making information available.

Identify issues:

Information is available on school's website. Google translate is available on school website. Large print has been made available for sight-impaired pupils. Other services have been accessed on a needs basis e.g. adapted library books. We link with Joseph Clark to produce material upon request. Visually impaired pupils have adapted computers to support learning. Our parents/staff also support if translations required. Parents can come to the office if they require any help accessing information.

Action: updated

Priority: Low

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

3.0 Arrival

Transport, access roads and parking

Identify issues:

Examples:

School has own car park with disabled bay. Ramp entry through kitchen.

School championed zebra crossing outside school entrance. Put in place 2013. Increased street lighting. Road narrowed. Pavement widened.

Action: Ensure disabled bay available if required.

Priority: Parents and children are not allowed in the school car park any more as they no longer need to access the year 2 classrooms through the car park. Staff has allocated parking bays. No person is allowed to park next to the hedges.

School monitoring any potential impact of proposed mini holland scheme, which commences October 2016, on access roads.

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

4.0 Reception Area / Foyer

Entrance : Easy access through main door.

Identify issues

Action: To ensure Reception foyer free from accessibility hazards. Make sure both doors can be opened if needed.

Priority: Low as monitoring

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

Redevelopment of access hatch window in main reception to the school office. This will be knocked out and will include lower window for wheelchair access.

Priority: Low

Timeframe: Autumn term 2017

5.0 Horizontal Circulation

Walkways through the building at each level

Identify issues

Action: Corridors to be kept obstruction free, (e.g. from jumpers, coats, bags) areas well signed.

Priority: High

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

6.0 Vertical circulation

Stairs

Identify issues

Action: Stairs to be kept obstruction free, to be checked daily by SSO and staff.

Priority: Low as daily checks in place

Hi-visibility strips are on stairs leading to year 5 classrooms

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

7.0 WC provision and design for pupils staff and public

WC's suitable for people with ambulant impairments

Identify issues

Action: Disabled access toilets in the Oak and Beech corridors. Daily checks to ensure obstruction free.

Priority: To monitor needs.

Action: Additional support equipment fitted to KS1 and KS2 disabled toilets for SEN and disabled pupils, including adapted toilet and hoists/changing area.

Priority: High

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

8.0 Staff and pupil facilities

Known or perceived access difficulties for staff or pupils with either mobility, sensory or cognitive impairments

Identify issues

Example: strategy to support staff employed with impairment issues will be most useful and allow the development of long term budgeting

Action: The SENCO to monitor needs of staff/pupils and visiting pupils. Adaptions have been made to Reception class to support additional equipment (e.g. wheelchair access/walking frame for a pupil with disabilities).

Priority: Monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

9.0 Means of Escape

Escape strategy in place for pupils and members of staff with either mobility, sensory or cognitive impairments?

Identify issues

Action: escape strategy in place for members of the public, Escape strategy in place as per emergency plan for pupils and members of staff, suitable training provided and termly frequent fire drills undertaken, audible alarm.

All classes have fire escape procedures displayed in class rooms. Children need to be aware of evacuation procedure in different classrooms, learning zones and assembly halls. Inform visitors of nearest exits and procedures. Monitor if ramp required for access to bottom playground from small hall. Movement of support staff – adapt fire wardens as needed. Bespoke Fire escape Procedure for Beech 2 displayed on classroom wall.

All doors fitted are self-closing fire doors with sensors.

Priority: No actions - monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

10.0 Assembly Hall

Assembly Hall set up and seating arrangements.

Identify issues

Action: Assure space available for visually impaired pupils at front of hall.

Priority: Low as regular reminders / training to staff and support when needed via Senco/mobility workers from Joseph Clark. Wheel chair assessable through corridor doors.

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

11.0 Dining Hall

Dining Hall set up and arrangements.

Identify issue:

Action: Circulation space for wheelchairs. Use main hall not dining hall. Assist children with visual impairment. Make sure they are seated, helped with the plates of food etc. Position wheel chairs close to fire exits.

Priority: monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

12.0 Kitchen/Servery

Kitchen/Servery set up and arrangements and use.

Identify issues

Action: Clear walkway of any obstructions e.g. dustbin at door. Assist visually impaired and physically impaired pupils at serving counter. Make escape route clear, practice fire drill. Ramp exiting into car park.

Priority: monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

13.0 Classrooms

Classrooms

Identify issues

Action: Ensure blinds do not obstruct access to doors to playground. Doors opening onto playground to be kept un-locked. Ensure class setup allows easy exit. Classrooms have been modified to cater for existing needs of pupils.

Priority: monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

14.0 Changing/cloak rooms

Are changing rooms provided for people with disabilities.

Identify issues. Disabled toilet includes hoist, changing room availability and shower. Wheelchair storage at Beech corridor next to children's toilets. .Additional foldaway wheelchair in store in HT cupboard.

Action: Ensure obstruction free

Priority: high

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

15.0 Specialist teaching areas: (as classrooms above plus)

Specialist teaching areas

Identify issues

Action: Three learning zones. LZ1 and 2 are wheelchair accessible. All LZ are Computing equipped – LZ2 has smartboard. Ensure rooms can be booked on a needs basis. Library is also assessable

Priority: monitor

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

(Ring/tick as appropriate)

16.0 Medical room

Identify issues. There is no medical room but medical provision provided from school office. First aid provision throughout school and Nursery with all staff first aid trained and a number paediatric trained.

Action: To monitor suitability of provision. To ensure all first aid training up to date. CP training to adults involved in Beech 2. To ensure health records and medication up to date.

Priority: SENCO to monitor

Timeframe: **Immediate** 1 – 2 years within 4 years **Ongoing**

17.0 Staffroom

Identify issues: Door and access to be clear at all times. No ramp to playground. Therefore all staff/visitors to be informed of nearest access point if disabled access required. Exit through Beech Corridor between year 1 and reception class rooms.

Action: To monitor

Priority: medium

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

18.0 Any other issues

Identify issues None identified. However regular premises checks to ensure site safety.

School monitoring the potential impact of increased numbers of pupils with SEND in current reception cohort, including the impact of 1:1 support and additional adults in the classrooms.

Action: SSO/HT/HS officer

Priority: ongoing

Timeframe: Immediate 1 – 2 years within 4 years **Ongoing**

Date of next review: July 2019