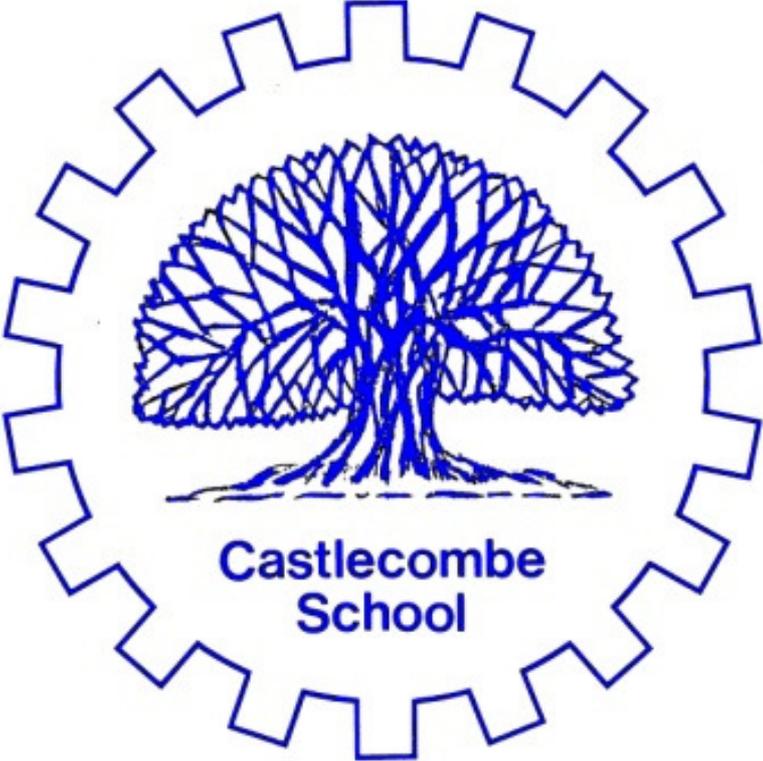


Castlecombe Primary School

Access Plan Policy



Last review	Next review	Approved by FGB/ Sub-Committee
Spring 2014	Spring 2017	

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people.

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- physical disability
- sensory impairment such as visual and hearing
- mental health problems
- chronic illness such as asthma, epilepsy and diabetes
- medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- special learning difficulties
- any other conditions which affects people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

Annually we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way.

- To anticipate the needs of pupils, school personnel or visitors before they join the school.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- a duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- delegated this responsibility to the Resources Committee and the Headteacher;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Sites and Buildings Subcommittee;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Sites and Buildings Subcommittee

The Sites and Buildings subcommittee will:

- undertake an annual audit of all access and exits of the school premises in order to identify any problems and to plan improvements;
- annual review the accessibility plan for the school;
- ensure fire risk assessments are in place
- seek specialist advice from outside agencies;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

The Annual Audit

The annual audit considers:

- all entrances and exits to be replaced by:-
 - automatic doorways
 - removal of door steps
 - wider doorways
 - electrically opening doors
 - furniture free entrances
- the introduction of:-
 - disabled parking bays
 - safe pathways
 - an intercom security system
 - covered ramps
 - handrails and grab rails
 - slip and trip free floor surfaces
 - clear signage
 - lifts to replace stairs

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be trained in:
 - disabled access issues
 - health and safety risk management
 - and the reporting of identified hazards

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum meetings
- school events

- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information will be available in the schools main office

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Specifically at Castlecombe we aim to provide access in the following ways:

The entrance to the school

There is level access both from the pavement and the car park.

The reception area is well located and arrivals can be clearly seen by the members of staff in the office through the glass front.

The outdoor intercom is accessible from a wheel chair and as arrivals can be clearly seen further assistance can be given.

The door bell and intercom buttons are clearly visible.

The double front doors open inwards.

The reception hatch is accessible from a seated position.

The entrance area is large and uncluttered allowing plenty of turning space.

There are spotlights in the entrance area but they are directed at display boards and do not dazzle.

There is clear colour discrimination between floors and walls throughout the building for the partially sighted.

There are double doors which open outwards and ramps with non-slip surfaces to give access to the courtyard.

Corridors

The corridors, as mentioned, have colour differentiation between the floors and the walls.

The corridors are wide and there is a turning area at each corner.

All doors have lever handles in a different colour to the door itself.

All classroom doors have a window so assistance may be sought.

Fire exit, first aid post and toilet signs are all in picture format and require no reading skills.

There is a disabled toilet.

All main fire exits have double doors which open outwards.

The Classrooms

The doors as mentioned have lever handles and observation windows.

There is clear tonal differentiation between the floor and the walls and the furniture is in primary colours.

The teacher will ensure that all pupils have access to all facilities.

There are fire doors in every classroom.

Nursery

This is a new purpose-designed building with easy access from the main School. There is level access to the Nursery and ramps wherever necessary.

The Playground and Grounds.

There is a ramp to the playground.

There is a level path around the entire building.