

SCHOOL ACCESSIBILITY PLAN

Date	Review Date	Coordinator	Nominated Governor
05/21	05/24	Keelin Mathias	Darren Arekion

Ramsbury Primary School Accessibility Plan takes into account the Equality Act 2010 and the Disability Discrimination Act 2005.

1. Background

The school is committed to developing an accessible environment for all its users.

This policy applies to all pupils, staff and visitors.

The school will endeavour to ensure that:

- All pupils have improved access to the curriculum
- Physical improvements are made to increase access to education and associated services
- Improved information is available in a range of formats for disabled pupils
- The school will continue to monitor and update accessibility planning

The school will be mindful of the following principles that could lead to discrimination of disabled pupils:

- **Less favourable treatment**

If a school treats a disabled pupil or prospective pupil less favourably than another because of his or her disability, without justification, they may be breaking the law.

- **Failing to make a 'reasonable adjustment'**

Schools can also be found to have discriminated against individuals where they have failed to take 'reasonable steps' which leads to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

2. Who has rights under the law?

The Acts define a disabled person as: 'someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, pupils who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

3. How is this different from Special Educational Needs?

A disability might give rise to a learning difficulty that calls for special educational provision to be made. The SEN Framework is there to identify and meet any additional educational needs of children. The duties under the Equality Act and Disability Discrimination Act are there to ensure that disabled pupils are not discriminated against.

Many, but not all, children who have SEN will also be defined as having a disability under the Disability Discrimination Act. Similarly, not all children with a disability will have special educational needs.

Ramsbury Primary School will take the following actions to prevent discrimination against disabled pupils or prospective pupils:

- The Governing Body and leadership of the school will be responsible for ensuring the Disability Discrimination Act is implemented and progress is reviewed annually.
- School, local authority and national policies derived from the legislation will influence procedures for admissions, education and associated services, and exclusions to ensure disabled children are not at a disadvantage.
- The Governing Body will review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils as part of a rolling plan of review.
- The school will hold training on the law and/or broader issues of disability equality whenever necessary.
- The school has an adequate and accessible complaints procedure to ensure any alleged discrimination can be brought to the attention of the Senior Leadership Team and/or the Governing Body and acted upon.

4. Regulations

The Building Regulations 2010, Part M, Access to and Use of Buildings covers:

- M1 – Access and use
- M2 – Access to extensions
- M3 – Sanitary conveniences in extensions

Routine maintenance work and the installation of new equipment and fixtures provide a good opportunity to improve access, use and conveniences.

5. Guidelines for an Accessible School

- In line with regulations and recommendations, actions have been implemented in relation to the school environment, for example, an accessible toilet has been built in the new extension to the school and handrails have been placed in entrances and on the path leading to the school field. The school endeavours to continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education.

5.1 Outdoor Environment

- The outdoor environment should allow disabled people to move around freely and with safety.
- Paths and pavements should be free from unnecessary obstacles.
- Essential playground furniture should not be in the direct line of pedestrian travel.
- Dropped kerbs are in place on all routes into the school, which may be used by people with wheelchairs.
- Trees, shrubs and hedges should be trimmed regularly where adjacent to footpaths.

5.2 Entrances

Main entrances should be accessible to all users of the building, however the front doors and ramp to the school are currently not DDA compliant owing to the enforced gradient of the paths and the original entrance door configuration/design.

- Door closers should be properly maintained and adjusted so that they can be easily opened.
- Thresholds should be flush wherever possible.
- Doors with large panes of glass and adjacent glazed screens should be glazed in safety

glass.

6. Decoration

- Walls should be finished in pale matt tones with contrasting darker skirting and doors as standard to highlight door positions.
- Ceilings should be matt to reduce glare from lighting.
- All internal/external steps and hazards should be highlighted.
- Door furniture should be in contrast to its surroundings.

7. Lighting

All lighting has been replaced with LED lighting.

8. Classrooms, Group Rooms and Hall

- Building Regulations, Part M give clear guidance on the positioning, amount and dimensions of 'wheelchair spaces' for audience or spectator seating. This guidance should be adhered to for large teaching rooms, halls etc.
- Blinds should be fitted as standard to reduce glare.
- All classrooms have had new interactive whiteboards installed, which provide greater clarity and reduced glare.

9. Toilets

- Toilets adapted for wheelchair users should have a minimum internal dimension of not less than 1500mm x 2000mm and should be laid out similar to figure 12 in BS 5810.
- Where possible dimensions of 2000mm x 2230mm should be used in order to accommodate wider wheelchairs (an electrically operated wheelchair needs a turning circle of 180 degrees).
- Doors must either slide or open outwards.
- A larger sanitary bin than usual is provided in the accessible unisex toilet.
- The floor should be non-slip.
- An alarm system to call for help has been fitted, which can be reached both from the floor and from the WC seat.
- A unisex toilet has been provided in order to accommodate wheelchair users whose support assistant/carer may be of the opposite sex.

10. Means of Escape

The Buildings Regulations 2010, Part B, Fire Safety comprises:

- B1 – Means of warning and escape
- B2 – Internal fire spread (linings)
- B3 – Internal fire spread (structure)
- B4 - External fire spread
- B5 – Access and facilities for the fire service

The School Fire Officer should be consulted on all fire precautions, escape procedures, signage and refuge positions. Emergency evacuation procedures are in place for the different areas of the school and for distinct times of the day.