

Penrice Academy: Accessibility Plan

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Penrice Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Penrice Academy has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in April 2017 and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual. The school

curriculum is regularly reviewed by the Principal and Senior Leadership Team (SLT) to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment/resource
- extra staff assistance
- an electronic or manual note-taking service

- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment/resource
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- video-phones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated regularly to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan for Penrice Academy

April 2017 Reviewed November 2019

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1	Approach to the school	Paint gate or posts a different colour to help the visually impaired and make sure that the gate handle contrasts with the gate. Cut back bushes at side of entrance and clearly mark the pavement edges. Provide additional handrail as the pathway is quite steep and additional assistance will be required in winter.	X			M	2017	Overtaken by access route changes, access through main gates and pavements. 18/11/2019
2		Encourage students to walk to school wherever practicable.						
3	Car Park	Pedestrian walkways should be allocated in your car park. Suggest using the path that runs in front of the school - could easily be adapted with signs and designated lines painted.	X			M	2017	Main walkway painted, staff parking expanded into former fenced courts. 18/11/2019
4		Ensure that all pedestrian walkways are well-lit at all times, and that the surfaces are completely flat, with no cracks in the floor that someone could accidentally trip over. Clear away any debris or rubbish regularly.	X			M	2017	Walkway lighting in place. Surfaces regularly checked, plans for replacement of broken slabs with tarmac progressing.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
5		<p>Regular maintenance of bushes as sign would be easily obscured if possible move it to an easily seen location. The site is not level so additional care must be taken to ensure clear pathways, handrails on steep areas and tactile pavements to warn of changes in elevation.</p> <p>Delineate pathways by painting white guidance lines and indicate changes in the surface i.e. interconnecting pathways. Keep all vegetation regularly maintained and move bins that may impede the progress of a visually impaired person</p>						<p>Regular surveying and trimming carried out.</p> <p>Edges are indicated by change to grass</p> <p>Routes checked clear.</p>
6	Disabled parking bay	Erect a sign immediately in front of the spaces. Place a sign at the entrance to your car park showing the direction for the disabled car park space. To assist disabled users, it is recommended that you install dropped kerbs on any pavements leading to the main entrances to the school.	X			M	2017	<p>Signage in place.</p> <p>Dropped kerbs in place.</p>
7	External ramps and outside steps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark start and end of ramps as indicated.	X			M	OG	Start and ends to be repainted when the weather improves.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
8		Install additional handrails on ramps to ensure that there are two clearly marked handrails.	X			M	2017	Installed where identified as required.
9		Mark tape at the start and end of each handrail to aid the visually impaired students and visitors.	X			M	2017	To be assessed and listed.
10		Paint nosings on the top and front of each step to highlight changes in levels. Usually yellow paint is used. Ensure faded nosings are renewed	X			M	2017	Routine maintenance required when the weather improves.
11	Main entrance door	On the day of the audit the automatic doors were not operational. There is however a clear sign for disabled people to ring for assistance. Regular maintenance required for automatic doors and sign should be erected if the doors are not functioning		X		M	OG	Doors maintained and regularly checked.
12		Paint a contrasting colour round the door to assist the visually impaired also highlight the door handles - currently it is just a sheet of white to a visually impaired person. This applies not only to the main door but also to all other white door entrances - see below.	X			M	2017	To be discussed with Principal and SLT – does not align with Academy colour scheme.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
13	External doors	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to some of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permits.	X			N	2017	Semi-Automated doors installed where practical with fob switching for users.
14	Internal areas	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible. Ensure that circulation routes are kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			M	OG	Done Regular checks
15	Reception area	Ensure at least one chair with arms in the Reception area	X			N	2017	Done.
16		Install shelf at lower height for wheel chair users.	X			M	2017	Booking in screen on moveable
17		Provide portable induction loop at the main reception desk.		X		M	2017	Done

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
18	Corridors	Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes. Should a mobility impaired person or wheelchair user wish to study at the school we would deem it reasonable for that pupil to be allowed to use a powered wheelchair or buggy to help him or her get	X			M	OG	Routine maintenance includes these aspects.
19	Signage	It is inclusive to incorporate tactile signage into all new signage. Change all signage in upper case to lower case.	X			M	OG	When required it will be installed. Sentence case will be used on signage.
20	Classrooms	In specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc.	X			M	2017	In place based on individual students needs assessments.
21	IT Suite/ Library and Dining Room	Provide at least one station accessible by a wheelchair user and one high backed chair.	X			M	2017	Stations are accessible. High back chair will be provided when needed under a student assessment.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
22	Internal stairs/ internal ramps	<p>Highlight the start and end of each staircase with marking tape or different coloured carpet tiles. This will greatly assist a visually impaired person.</p> <p>Highlight handrails at both top and bottom to give a clear visual marker.</p> <p>Install additional handrails to those with only one.</p> <p>Install additional handrails on any internal ramps.</p> <p>Highlight the start and end of the ramp. Ensure that all rails contrast with the surrounding area.</p>	X			M	2017	<p>Installed.</p> <p>To be completed</p> <p>To be assessed.</p> <p>In place where needed</p> <p>Refresh when needed</p> <p>Refresh when needed</p>
23	Internal doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary e.g. Music rooms.	X			N	OG	Routine maintenance.
24		Check and replace all non-compliant door handles with the recommended D fittings. Provide sufficient contrast between the door handles and the door.	X			N	OG	<p>Check specification for 'D' fittings.</p> <p>Would be carried out when identified as needed by an individual assessment.</p>
25		<p>Mark propped open doors with well contrasting markings along their narrow edges.</p> <p>Label glass doors with posters or decorative designs.</p>	X			N	OG	Review against Academy colour scheme with Principal and SLT.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
26	WCs	Replace non-conforming taps with the correct push button or lever fittings.	X			M	2017	What is the specification?
27	Disabled toilets	Fit coat hooks in all the Disabled Toilets. Ensure that bins do not impede access to the toilet or as shown in the example in 17.2 the access to the dryer. Provide signage to disabled toilets.	x			M	2017	In place.
28		Ensure all alarm cords in all accessible toilets are of a suitable length and ask cleaning staff to ensure that all cords are kept hanging free. Arrange disability awareness and etiquette training and some form of basic manual handling training for	X			N	OG	Done SENDCo to advise
29	Staffroom	Provide at least one chair with arms in the staffroom.	X			M	2017	Done
30	Escape routes	Remove any obstructions on escape routes daily and that the safe place of refuge is clearly marked	X			N	OG	Routine checks
31		Ensure fire doors are in working order and there are no obstructions on the outside.	X			N	OG	Surveyed, works outstanding 18/11/2019
32		Provide wheelchair handling training to teachers and caretakers	X			M	OG	Training provider or syllabus required.

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
33		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	Daily walkround when unlocking.
34		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	SENDCo to advise.
35		Annual Fire risk assessment and check that all fire extinguishers are maintained, wall mounted and clearly indicated		X		N	OG	FRA in place and reviewed
36	Outdoors	Purchase a suitable outdoor picnic table for wheelchair users			X	M	2017	In place, if adjustments are needed the Site Team will carry them out.

ACCESSIBILITY WALKROUND 17/06/2019

Liam Grigg and Nigel Strawbridge walked around the site to check the needs for a wheelchair based student, due to arrive in September 2019 intake to Year 7. The student will be in the wheelchair full time and will have 1:1 support.

Update notes 18/11/2019

Area	Requirement	Notes
Student and Family Centre	Ramp requires levelling and checking for slope gradient.	Structural work, to be over-concreted.
Music	There are ramps but the turning circle of the wheelchair will need to be checked to ensure that the student can get around the corners and in and out of the doors.	
Band Stand	For inclusivity one of the entrances will need to be ramped, currently both are steps.	Long term work
Thrive	There are ramps but the turning circle of the wheelchair will need to be checked to ensure that the student can get around the corners and in and out of the doors.	
Rear Gym entrance	Observed on previous DDA work that the ramp needs to be repaired and the slope angle made-good, still to be completed.	Long term work
Rear Sports Hall	Exit door platform is higher than the path either side, relatively steep approach and drop off with no protective edge. Ramp angle to be made good and protective edge provided.	Available for use with care, ground works required for drainage flow.
English Elliott Huts	Narrow access with tight corners. Timetable away if practical.	
Science	No wheelchair access to first floor level. Timetable to ground floor or new S12 and S13.	
Learning Centre	Tight corner to the pathway, check wheelchair turning circle and widen if required.	Corner is wide enough
Maths outside access	Check wheelchair turning circle and widen if required.	

Art	Access to lower floor classrooms requires hard path from the hardened surface for escape route.	To be completed when lower yard access is widened and tarmac put down.
Library exit	Exit route direct to outdoor is not continually hardened. Primary exit route will be from the Core across the corridor to the Canteen and exit using the canteen ramp.	
Humanities upper floor	Evac chair required for escape. Plus training for staff to use it.	Discuss with Principal.

N Strawbridge

HSW Coordinator

18/11/2019