



**EDWARD THE ELDER**  
Primary School

# **Edward the Elder Accessibility Policy**

**Head of School: Mrs R Wood**

**June 2019**

Edward the Elder Primary School has adopted this accessibility plan in line with the school's Special Educational Needs (SEN) policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEN policy outlines the provision that our 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.

Please refer to our SEN policy for an outline of the full provision that our school has in place to support pupils with SEND.

### **Definition of Special Educational Needs:**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

### **1. Access to the curriculum, information and associated services**

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. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Head of School together with the SENCO, 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 our aim 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 SENCO 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.

## **2. 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 kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.

## **3. Reasonable adjustments**

We 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
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments.

**Methods of communication:**

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

**Current school situation regarding accessibility**

- Edward the Elder Primary School is within easy reach of the main road networks.
- There is a public bus stop nearby and shops within easy walking distance. The school and grounds are well maintained. There is plenty of playground space and children are given their own designated play areas. As well as separate playgrounds, the pupils can also play on the large school field when weather permits. The school was built in 2015, and is on one level. Safeguarding is excellent.
- The school is approached from the front, off Moat House Lane East. There is a car park with two disabled parking spaces. Access to the entrance is then via a level path, suitable for a wheelchair user. Pupils are encouraged to walk/cycle to school where possible.
- The pedestrian entrance at the front of the school from the car park/road. It also has completely level access and is suitable for a wheelchair user and a sight impaired person.
- The routes to all the entrances are wide enough and are well maintained.
- The routes to the school building are free from hazards and easily accessible and are also well lit. The routes are free from shadows and would not cause a problem for the partially sighted.
- External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors and staff not just the disabled.
- Surfaces are mainly smooth, slip-resistant, firm, level, well-drained and free from loose stones. They are wide enough and free from all hazards.
- The main entrance is easy to locate. It is clearly distinguishable from the building front. There is a sign indicating that this is the entrance and reception. It is well lit and free from shadows. This entrance is suitable for wheelchair access. The doors are mainly constructed of glass and people either side of the door, seated or standing, can see each other and be seen. There is space alongside the leading edge of the door for a wheelchair user. The threshold weather mat is of firm texture, flush with the floor, and does not pose a hazard. This entrance is also a fire-exit door. The doors are automatic.
- There is a covered area provided at the entrance to provide weather protection to people who may have to pause before entering the school.
- The main school entrance leads into a reception area and signing in for visitors. There are a further set of locked doors which then lead into the school and there is a further seating

area. All visitors are asked to sign in before entering the school. There is an electronic signing in system in place.

- The school is fully accessible for all the pupils, staff and visitors. The main building is on a level site and can be accessed from several entrance points. The building is laid out in order that central areas can be accessed by all. Some of the entrances would not be suitable for wheelchair access but there is always an alternative entrance to use.
- In the reception area, there is seating and ample room for a person in a wheelchair to sit alongside a companion.
- There is a clear view into the reception area from outside and signs are designated and positioned to inform the visually impaired and wheelchair users with reduced eye level. The transitional lighting ensures that people can adjust to different lighting levels and the floor surface is slip resistant, firm for wheelchair manoeuvre, and there is no echo.
- The reception desk is easily identified once you have entered the reception area. There are no obstacles and the reception desk area is suitable for approach and use from both a standing and sitting position. The reception area is manned during school hours and help is available. Signs are designated and located for visually impaired and wheelchair using visitors with reduced eye level. The background noise does not stop two people talking and hearing each other comfortably when standing 2m apart.
- Visitors can fill out forms with ease. The reception desk is set at a height of 820mm and sliding glass doors are present.
- At the entrance, the floor and wall finishes contrast in colour to assist disabled visitors to distinguish between surfaces and objects placed on them such as switches. The floor surface is firm for wheelchair manoeuvre.
- The corridors and hallways in the school buildings are wide enough for a wheelchair user to manoeuvre and for other people to pass. All the corridors are kept clear and there are no obstructions or hazards which would be obstacles to wheelchair users and people with impaired vision.
- Both the natural and artificial light avoids reflection, glare, shadows and silhouette.
- The lighting in the corridors is good and there is contrast between the walls and the floors. The combination of colour, tonal and visual contrasts between surfaces and objects placed on them such as switches and litter bins is good and ceilings are finished in light colours. Signage is generally good to aid orientation with each area being very clearly signed. All the floor surfaces are suitable and easy for a wheelchair to manoeuvre.
- The means of escape are clearly visible from both a standing and seated position.
- The Fire Assembly Point is clearly marked out on the school field.
- The school is laid out along one corridor. The accommodation is on one floor so all areas are fully accessible. Finishes and floor finishes contrast to avoid visual confusion. Classrooms are mostly carpeted to reduce echo levels and blinds are present to avoid bright sunlight. Classrooms are equipped with Smart boards to aid interaction and to improve the teaching experience for the hearing impaired.
- All classrooms have good lighting. The colour schemes are good and contrast with the floors. The school has tried to keep a similar colour scheme throughout and it works well.
- Classroom doors are wide enough and all desks and chairs are moveable allowing a wheelchair user to be fully inclusive.
- There is a fully equipped and fully accessible library area in the school.
- The ICT area is reasonably modern, well equipped and fully accessible.

- The school has 1 halls which is fully accessible and is used for assemblies, P.E. and lunches.
- The nursery area is well laid out and has its own toilets, outdoor area and entrance.
- The school has an excellent breakfast/after school facility and this has been well equipped. The space is also utilised during the day for small teaching groups.
- The interior and exterior parts of the building are very well maintained.
- Door controls are at a suitable height. All the door closers are BS compliant. Each classroom door is uniformly signed.
- All the toilets entrances have easy access. All have slip resistant floors throughout. The fittings are all easily distinguishable from their background and are suitable for children with hand mobility problems.
- The school has 2 toilet for adult use, including 1 for disabled access. The compartment of the main disabled toilet is large enough to allow manoeuvring of a wheelchair and the floor is slip resistant and safe when wet and dry. The door fittings and locks are easily reached and easy to operate. The doors open fully and outwards. The door fittings comply. The toilet seat height was measured and found to be within the required heights. The hand washing and drying facilities should all be within easy reach of someone seated on the WCs. A person should be able to wash their hands before transferring back on the wheelchair from the WC. The basin fittings should all be suitable for people who cannot grip.
- Dining facilities at the school are accessible and there is a designated dining hall. Lunches are cooked on site in a fully equipped kitchen.
- The staffroom is spacious and accessible. There is a range of seating available.
- There are audible alarms provided within the school.
- Ground floor exit routes are as accessible as entrance routes and were all checked.
- People with disabilities can evacuate the building, and reach places of safety or refuge.
- Alarm systems are regularly checked by a qualified engineer.
- Fire doors regularly are checked by a qualified engineer.
- All fire doors are regularly maintained and the escape routes are clearly signed.
- Staff members are trained in helping mobility impaired people evacuate.
- The places of refuge are large enough for the projected number of people likely to need them.
- A fire risk assessment was carried out in November 2018.
- The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow.
- There is one accessible car park space to police.
- Windows, blinds and lamps are clean and in working order.

### **Maintenance and renewal:**

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Supervisor.

### **Individual needs:**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO and LT.

This accessibility policy will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.