

# GALMPTON CHURCH OF ENGLAND PRIMARY SCHOOL

## POLICY FOR

## ACCESSIBILITY

This policy is reviewed by the *Finance, Premises, Health and Safety Committee*

**THIS POLICY WILL BE REVIEWED TRI ANNUALLY,  
SUPPORTED BY AN ANNUAL AUDIT**

### DATES OF REVIEWS AND ADOPTIONS

| Date of review: | Date of re-adoption by the full governing body: | Amendments made:                                      |            |
|-----------------|---|---|------------|
|                 |   | Page:   | Paragraph: |
| 20.11.2007      | 22.11.2007                                      | New policy  |            |
| 21.10.2008      | 27.11.2008                                      | None  |            |
| 20.10.09        | 26.11.09  | None  |            |
| 10.11.14        | N/A   | Review Frequency                                      |            |
| 16.1.17         | 24.1.17   | P2-Disabilities act replaced with Equalities act 2010 | Para.3     |
|                 |   |   |            |
|                 |   |   |            |

# Accessibility Policy

## 1. DEFINITION OF DISABILITY

*A person has a disability if he/she has a physical or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day-to-day activities.*

1.1 Galampton Church of England (Aided) Primary School is committed to the principles of accessibility, that our school should be available to everyone, on equal terms.

1.2 Galampton Church of England (Aided) Primary School already provides for the additional needs of disabled pupils who have Special Educational Needs. Under the 2010 Equality Act any discrimination by schools against current or prospective pupils in accessing education will be outlawed. The new duties laid down by the Equalities Act are aimed to build on and complement the best inclusive practices.

1.3 In accordance with requirements Galampton Church of England (Aided) Primary school will make their plans available to the public by ensuring they are included in the School prospectus

This will focus on the following areas

- Admission arrangements for disabled pupils
- Arrangements for ensuring disabled pupils are treated equally to all other pupils
- Facilities to assist access to the school for disabled pupils

2. Schools are now required to plan under three main areas.

- **Increasing access to the school curriculum**

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- **Improving access to the physical environment of the school**

This covers improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

2.1 The school has a key role in planning to increase access to the curriculum for a range of disabled pupils and although it is likely that pupils with learning difficulties will face the greatest barriers this can largely be overcome by Statements of Special Educational needs or at different stages of the SEN Register.

2.2 All schools have a responsibility to provide a broad and balanced curriculum for all pupils but the curriculum is much broader than just teaching and learning. It also includes after school clubs, sporting and cultural activities and school visits. The national curriculum provides the starting point for planning for children with specific needs. The statutory inclusion Statement on the provision of effective learning opportunities for all outlines how the National curriculum can be modified to provide relevant and challenging work.

The three essential principles for developing a more inclusive curriculum are;

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning and assessment

2.3 Currently at Galampton Church of England (Aided) Primary School all pupils are included

in all aspects of school life.

However plans will need to be considered physical disabilities regarding

- Swimming - to ensure that appropriate transport, staffing and training are provided.

2.4 Pertinent staff training (teaching and non-teaching) will be accessed through LA provision.

3 It is vital for pupils and parents who are disabled that they are able to access all information in a format which they can easily access. (Braille, audio tape) The school is able to access via the LA a range of services that can be used to convert documents into the appropriate formats.

5.1 The school has a statutory duty to publish information about their accessibility plans.

5.2 As part of their inspections, OFSTED will monitor schools' accessibility plans.

**Access for Disabled People to School Buildings**  
**Section 7 Appendix 'B' Accessibility Audit Pro-forma**

**BB91: November 2003**

An accessibility audit enables barriers to access to be identified so that reasonable adjustments can be made. These checklists have been update on *excel* format to include a comments box, in which items should be noted in relation to accessibility for people who have disabilities listed below:

Wheelchair users

Ambulant

Dexterity

Visual

Auditory

Comprehension

## Approach and Car Parking

Location: .....

| No. | Question   | Y | N | Comments | Strategy |
|-----|--|---|---|----------|----------|
| 1.  | Is the building within convenient walking distance of:   |   |   |          |          |
|     | a) a public highway?   |   |   |          |          |
|     | b) public transport?   |   |   |          |          |
|     | c) car parking?  |   |   |          |          |
| 2.  | Is the route clearly marked/found?   |   |   |          |          |
| 3.  | Is the route full of kerbs   |   |   |          |          |
| 4.  | Is the surface smooth and slip resistant?  |   |   |          |          |
| 5.  | Is the route wide enough?  |   |   |          |          |
| 6.  | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections? |   |   |          |          |
| 7.  | Is it adequately lit?  |   |   |          |          |
| 8.  | Is it identified by visual, audible and tactile information?   |   |   |          |          |
| 9.  | Is there car parking with people with reduced mobility?  |   |   |          |          |
| 10. | Is it clearly marked out, signed, easily found and kept free from misuse?  |   |   |          |          |
| 11. | Is it as near the entrance as possible?  |   |   |          |          |
| 12. | Is it suitably surfaced?   |   |   |          |          |
| 13. | Is the route to the building kept free of snow, ice and fallen leaves?   |   |   |          |          |
| 14. | Is the route level (ie. No gradient steeper than 1:20 and no steps)? see checklist B, sheet 2                      |   |   |          |          |

**Routes and external level change. Including ramps and steps**

Location: .....

|     |   |  | N | Comments | Strategy |
|-----|---|--|---|----------|----------|
| 1.  | Is there a ramp, with level surface at <b>top/intermediate/bottom?</b> (delete)                         |  |   |          |          |
| 2.  | Is it wide enough and suitability graded?   |  |   |          |          |
| 3.  | Is the surface slip resistant?  |  |   |          |          |
| 4.  | Are there kerbs and are there edges protected to prevent accidents?                                     |  |   |          |          |
| 5.  | Are there handrails to <b>one</b> or <b>both</b> sides?   |  |   |          |          |
| 6.  | If a permanent ramp cannot be formed is a portable ramp available?                                      |  |   |          |          |
| 7.  | Are there ( <b>alternative</b> ) steps?   |  |   |          |          |
| 8.  | Identified by visual/tactile information?   |  |   |          |          |
| 9.  | Are there handrails to <b>one</b> or <b>both</b> sides?   |  |   |          |          |
| 10. | Are ramps and steps adequately lit?   |  |   |          |          |
| 11. | Are treads and risers consistent in depth and height?   |  |   |          |          |
| 12. | Are landing of <b>adequate size</b> and are they provided at <b>intermediate levels</b> in long flight? |  |   |          |          |

**Entrances, including Reception:**

Location: .....

| No. | Question  | Y | N | Comments | Strategy |
|-----|---|---|---|----------|----------|
| 1.  | Is the door clearly distinguished from the facade?  |   |   |          |          |
| 2.  | If glass is it visible when closed?   |   |   |          |          |
| 3.  | Does the clear <b>door opening</b> or <b>one leaf</b> when opened permit passage of a wheelchair  |   |   |          |          |
| 4.  | Does it have a <b>level or flush</b> threshold, and a <b>recessed matwell</b> ?   |   |   |          |          |
| 5.  | Is there visibility through the <b>door/way</b> from both sides at <b>standing</b> and <b>seated</b> levels?                                |   |   |          |          |
| 6.  | Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?                            |   |   |          |          |
| 7.  | Can the door furniture be used at both <b>standing</b> and <b>seated</b> height?  |   |   |          |          |
| 8.  | Can it be easily grasped and operated?  |   |   |          |          |
| 9.  | If the door has a closer mechanism does it have:<br>(a) delayed closure action?<br>(b) Slow-action closer?<br>(c) Minimal closure pressure? |   |   |          |          |
| 10. | If the door is power-operated does it have visual and tactile information?  |   |   |          |          |
| 11. | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?        |   |   |          |          |
| 12. | If there is a lobby, do the inner and outer doors meet the same criteria?   |   |   |          |          |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 13. | Do lobby layouts enable all users to clear one door before going through the next?  |  |  |  |  |
| 14. | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?   |  |  |  |  |
| 15. | Does the lighting installation take account of the needs of visually disabled people?   |  |  |  |  |
| 16. | Are the floor surfaces:<br>a) slip-resistant, even when wet?<br>b) so hard that they cause acoustic confusion?<br>c) firm for wheelchair manoeuvre                    |  |  |  |  |
| 17. | Do junctions between floor surfaces present tripping hazard or cause visual confusion?  |  |  |  |  |
| 18. | Is any reception point suitable for approach and use from both side by people in standing and seated positions  |  |  |  |  |
| 19. | Is it fitted with an induction loop?  |  |  |  |  |
| 20. | If public telephone is available (say at reception, is it, and its instructions):<br>(a) at a height suitable for all users?<br>(b) equipped with inductive coupling? |  |  |  |  |
| 21. | For those progressing to other parts of the building is information providing by signs, supported by tactile information such as a map or model?                      |  |  |  |  |

## Horizontal movement and assembly

Location: .....

| No. | Question  | Y | N | Comments | Strategy |
|-----|---|---|---|----------|----------|
| 1.  | Is any corridor wide enough for a wheelchair user to manoeuvre and for other people to pass?  |   |   |          |          |
| 2.  | Is any corridor, free from obstruction to w. ch users and hazards to people with impaired vision?   |   |   |          |          |
| 3.  | Do any lobbies allow users, (inc, w.ch users) to clear one door before approaching the next with minimal manoeuvre?   |   |   |          |          |
| 4.  | Is there turning space for w.ch. users?   |   |   |          |          |
| 5.  | Do natural and artificial lighting avoid glare and silhouetting?  |   |   |          |          |
| 6.  | Are there visual clues for orientation?   |   |   |          |          |
| 7.  | Do floor surfaces:<br>(a) allow ease of movement for wheelchair users?<br>(b) avoid light reflection and sound reverberation?   |   |   |          |          |
| 8.  | Do textured surfaces convey useful information for people with impaired vision??  |   |   |          |          |
| 9.  | Are direction and information signs (inc means of escape) visible from both sitting and standing eye levels and large enough type to be read by those with impaired vision? |   |   |          |          |
| 10. | Are there tactile signs and information for those with impaired vision?   |   |   |          |          |
| 11. | Is the maintenance of these items checked regularly?  |   |   |          |          |
| 12. | Is lighting designed to meet a wide range of needs?   |   |   |          |          |

|            |  |  |  |  |  |
|------------|--|--|--|--|--|
| <b>13.</b> | Is sufficient circulation space allowed for wheelchair users?  |  |  |  |  |
| <b>14.</b> | Is it maintained clear of obstructions which could create hazards for people with visual disabilities? |  |  |  |  |
| <b>15.</b> | Are seating arrangements/spaces suitable for use by people with visual disabilities?                   |  |  |  |  |
| <b>16.</b> | Are all areas for assembly/meeting equipped with an induction loop system?                             |  |  |  |  |
| <b>17.</b> | If the use of an induction loop system is precluded is an infra-red system checked regularly?          |  |  |  |  |
| <b>18.</b> | Is the functioning and operation of the induction loop or infra-red system checked regularly?          |  |  |  |  |
| <b>19.</b> | Are telephones fitted with inductive loop couplers?  |  |  |  |  |
| <b>20.</b> | Is a minicom available for use by people with hearing disabilities                                     |  |  |  |  |

## Vertical movement and internal level change

Location: .....

| No. | Question   | Y | N | Comments | Strategy |
|-----|--|---|---|----------|----------|
| 1.  | Is the location of any <b>step/stairs/ramp</b> clearly indicated by use of <b>sign/colour/contrast texture/lighting</b> ?                                    |   |   |          |          |
| 2.  | Does any <b>step/stairs/ramp</b> have a handrail to <b>one/both</b> side(s), and do(es) <b>it/they</b> extend 300mm beyond the top and bottom of any flight? |   |   |          |          |
| 3.  | Is any level change clearly lit?   |   |   |          |          |
| 4.  | Is the pitch (risers & treads) of <b>step/stairs</b> or any <b>ramp</b> consistent   |   |   |          |          |
| 5.  | If there are landings are they large enough to permit passing and turning manoeuvres   |   |   |          |          |
| 6.  | Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?  |   |   |          |          |
| 7.  | Does any ramp pitch exceed <b>1:12/1:16/1:20</b> ?   |   |   |          |          |
| 8.  | If a permanent ramp cannot be provided can a moveable ramp be made available?  |   |   |          |          |
| 9.  | Are steps available as an alternative to any ramp or ramped surface?   |   |   |          |          |
| 10. | Where level change is less than a full storey in height is a power-operated system appropriate? ( <b>Platform Lift/Stairlift/Lift</b> -see 11, 12 & 13)?     |   |   |          |          |

## Doors

Location: .....

| No. | Question  | Y | N | Comments | Strategy |
|-----|---|---|---|----------|----------|
| 1.  | Do the doors serve a <b>functional/safety</b> purpose?  |   |   |          |          |
| 2.  | Can they be readily distinguished?  |   |   |          |          |
| 3.  | If glass, are they visible when shut?   |   |   |          |          |
| 4.  | Can people <b>standing</b> or <b>sitting</b> in a wheelchair see each other, and be seen from either side of the door?  |   |   |          |          |
| 5.  | Does the clear opening width permit wheelchair access?  |   |   |          |          |
| 6.  | On the <b>opening</b> side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?   |   |   |          |          |
| 7.  | Is any door furniture/handle at a height for <b>standing/sitting</b> use?   |   |   |          |          |
| 8.  | Are door/handles clearly distinguished?   |   |   |          |          |
| 9.  | Can the door furniture/handles be easily <b>operated/grasped</b> ?  |   |   |          |          |
| 10. | If <b>door closers / mechanisms</b> are fitted do they provide the following: (delete)<br>(a) security linkage?<br>(b) delay-action closure?<br>(c) slow-action closure?<br>(d) minimum closure pressure? |   |   |          |          |
| 11. | Is door/mechanism function checked regularly?   |   |   |          |          |

## Lavatories

Location.....

| No. | Question  | Y | N | Comments | Strategy |
|-----|---|---|---|----------|----------|
| 1.  | Is WC provision made for people with disabilities?  |   |   |          |          |
| 2.  | Do all lavatory areas have slip-resistant floors?   |   |   |          |          |
| 3.  | Are they easy to distinguish by colour contrast from walls?   |   |   |          |          |
| 4.  | Are all fittings readily distinguishable from their background?   |   |   |          |          |
| 5.  | Are all door fittings/locks easily gripped and operated?  |   |   |          |          |
| 6.  | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?   |   |   |          |          |
| 7.  | Is provision made for <b>wheelchair users</b> ? If so:  |   |   |          |          |
| 8.  | Is wheelchair approach free of <b>steps / narrow doors / obstructions, etc?</b> (delete)  |   |   |          |          |
| 9.  | Is the location clearly signed?   |   |   |          |          |
| 10. | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?  |   |   |          |          |
| 11. | Are the door fittings/locks and light switches easily reached and operated?   |   |   |          |          |
| 12. | Is there an emergency call system and is someone designated to respond?   |   |   |          |          |
| 13. | Can the emergency call system be operated from floor level?   |   |   |          |          |
| 14. | Is the wheelchair WC compartment large enough to permit manoeuvre for <b>frontal / lateral/angled / backward</b> transfer, <b>with or without</b> assistance? |   |   |          |          |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 15. | Are the fittings arranged to facilitate these manoeuvres?   |  |  |  |  |
| 16. | Are handwashing and drying facilities within reach of someone seated on the WC?   |  |  |  |  |
| 17. | Is the tap appropriate for use by someone with limited dexterity, grip or strength?   |  |  |  |  |
| 18. | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?  |  |  |  |  |
| 19. | Is the manoeuvring area free of obstruction, eg <b>boxed-in pipework / radiators / cleaner's equipment / disposal bins / occasional storage</b> , etc |  |  |  |  |
| 20. | If there is more than one <b>standard layout</b> WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?  |  |  |  |  |

## Fixtures and Fittings

Location: .....

| No. | Question   | Y | N | Comments | Strategy |
|-----|--|---|---|----------|----------|
| 1.  | Is any <b>servery / counter</b> accessible to all users, including those with hearing impairments?   |   |   |          |          |
| 2.  | If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?   |   |   |          |          |
| 3.  | Is it possible for wheelchair users and people with other disabilities to approach and use all drinking water dispensers, etc?   |   |   |          |          |
| 4.  | Is it possible for people with disabilities to serve as volunteers?  |   |   |          |          |
| 5.  | Are all fittings readily distinguishable from their background?  |   |   |          |          |
| 6.  | Where there are display stands, bookstalls etc. are they <b>visible / reachable / accessible by people with disabilities?</b>  |   |   |          |          |
| 7.  | In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?   |   |   |          |          |
| 8.  | In any staff accommodation is it suitable for use by people with disabilities, including wheelchair users, with <b>slip-resistant floor, reduced level kitchen units and sink and lever action taps?</b> |   |   |          |          |
| 9.  | Are all relevant locations clearly signed?   |   |   |          |          |

## Information

Location: .....

| No. | Question   | Y | N | Comments | Strategy |
|-----|--|---|---|----------|----------|
| 1.  | Is the building equipped to provide hearing assistance?  |   |   |          |          |
| 2.  | Does lighting installation of the building take into account the needs of people with visual disabilities?   |   |   |          |          |
| 3.  | Is there a tactile plan or diagram of the building?  |   |   |          |          |
| 4.  | Are there large-print versions of information about the <b>building / activities</b> available?  |   |   |          |          |
| 5.  | Is there 'Braille' information available for people with visual disabilities?  |   |   |          |          |
| 6.  | Is there an 'audio' version of information about the building available?   |   |   |          |          |
| 7.  | Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with <b>physical and sensory disabilities</b> ? |   |   |          |          |
| 8.  | Where a payphone is provided does it have a hearing aid coupler?   |   |   |          |          |
| 9.  | Are all relevant locations clearly signed?   |   |   |          |          |

## Means of Escape

Location:.....

| No. | Question  | Y | N | Comments | Strategy |
|-----|---|---|---|----------|----------|
| 1.  | Is there a <b>visible</b> as well as <b>audible</b> fire alarm system?<br>(delete)  |   |   |          |          |
| 2.  | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?  |   |   |          |          |
| 3.  | Is evacuation from <b>upper</b> and <b>lower</b> levels possible using an <b>evacuation lift / platform lift</b> with a protected power supply? |   |   |          |          |
| 4.  | If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?                        |   |   |          |          |
| 5.  | If refuges are available are they equipped with 'carry chairs'?   |   |   |          |          |
| 6.  | Is there a 'management evacuation strategy' for staff, congregation and visitors, and are staff trained in evacuation procedures?               |   |   |          |          |
| 7.  | Is the evacuation strategy checked regularly for its effectiveness?   |   |   |          |          |
| 8.  | Are evacuation routes checked routinely and regularly for freedom from <b>combustible materials / obstacles / locked doors</b> ?                |   |   |          |          |
| 9.  | Are all fire warning devices and detectors checked routinely and regularly?   |   |   |          |          |