

Accessibility Policy and Plan Rev 6

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Approved by: College of Management
Council of Trustees

Date: February 2018
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Review information: Initially developed as the Disabled Access Plan (and Policy) by Duncan McCanlis in 2010 and reviewed in 2013, 2015 and 2016, this version by Marcus Link now changed titled to Accessibility Policy and Plan and includes first approach to include educational matters in the class room, not just physical access to premises and grounds.

Date for review: September 2019

Policy Statement

The school believes in providing a welcoming, comfortable, accessible environment that is safe and easy to use for pupils, parents, staff, other visitors and users of the school premises. The school believes that the accessibility of school buildings is a critical issue, especially for people with a disability. In this respect, the school understands that entrances and exits need to balance welcome and ease of access with the need to control access, safety and adequate levels of security.

Aims of the Policy

The school is committed to the implementation of a policy to achieve equality of opportunity for all its pupils, ensuring that they are given a chance to attain their full potential through equal access to all school facilities.

Procedure

This school follows the provisions of the Fire Safety Regulatory Reform Order 2005, the Road Traffic Act 1991, and the Equality Act 2010, which places a duty upon owners of premises to provide adequate access for disabled people.

The school is especially committed to providing safe access for pupils who use wheelchairs, who are infirm or unsteady on their feet, or who suffer from sight, hearing or other sensory impairments.

The school recognises that the Equality Act 2010 requires employers to make “reasonable adjustments” for disabled people, such as providing extra help or making changes to the way they provide their service. The school also understands that employers have to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features or attitudinal barriers that

make it impossible or difficult for people with a disability to use a service or to be employed in the workplace.

To comply with these aspects of the law, and to provide full access as stated above, the school has put measures in place that identify barriers to access. It regularly reviews its systems and processes for the way that its services are provided.

Key processes in place include:

- administration is located on the ground floor and this requirement is incorporated into our development plan
- conducting a periodic audit of the school premises to ensure that all issues relating to access/egress from the buildings are considered, any problems identified and reasonable improvements are planned and made
- the formulation of a five year accessibility plan for the school by the Site Development Group, which will be reviewed and agreed by the main governing body
- prioritisation of disability access issues in the school maintenance system
- all access points to the building are reviewed regularly, or as necessary, as part of the accessibility plan and suitable adaptations are made under the Equality Act 2010 and the building regulations.

Adaptations include:

- the provision of disabled parking bays close to the building
- the fitting of ramps and slopes to replace stairs and steps where appropriate
- the fitting of suitable grab rails and handrails
- the fitting of suitable door opening systems
- the widening of doorways to ensure wheelchair access
- the removal of door steps or barriers
- the removal of furniture or fittings that block wheelchair access
- a review of floor surfaces and coverings to make them slip and trip free
- a review of signage to ensure that pupils and visitors know where they are and how to get to their destination
- the provision of flat, safe paths leading from the car park.

All works or extensions should consider disabled access as a key part of building design and incorporate a “level floor” policy, avoiding the use of ramps and slopes wherever possible by ensuring that individual floors are kept to one level.

All works or access alterations must include a full fire risk assessment to consider the impact of changes on fire exits.

Five year plan

The following actions will be taken as and when resources become available. The aim of all these actions is to make access/egress easier.

- Improve external lighting
- Improve smoothness and gradients of pedestrian walkways
- Improve the car park and immediate environs
- Ensure that our development plan – buildings and grounds – meet, or better, legal requirements for disabled access and ease of use

Training

All staff are offered training covering basic information about staff duties and responsibilities under the Equality Act 2010 and about health and safety risk management and the reporting of hazards. All new staff receive induction training, including an understanding of the premises and guidance on improving access and procedures wherever possible. In particular, staff are trained to be more aware of disabled access issues and to consider how services can be provided in ways that disabled people would find more convenient.

This Plan

A copy of this plan is filed in the office in the H&S Policies file and on the school's computer system under School policies/H&S.

Review

The following questions will be asked by the reviewing group (the Health & Safety Group) to ascertain the success of the policy.

- Is there evidence of any physical features or attitudinal barriers that make it impossible or difficult for people with a disability to use the services of, or be employed at, the school?
- Were any issues highlighted by the audit of the premises?
- Were any issues highlighted by the annual review of the accessibility plan?

These to be addressed at a meeting in the Summer term each year, to allow for any necessary work to be undertaken in the holidays.

Controls

Information/advice/guidance:

Compliance:

Linked Policies: