



## Accessibility Plan

### Introduction

The Old Post Office Wellbeing Hub (the Venue) is a for-profit Organisation run for the following purpose:

*The Old Post Office Wellbeing Hub is a purpose-built space designed to be used by groups to enhance the wellbeing of children and young people, parents and carers, and professionals working in education.*

The Old Post Office C.I.C. (the Organisation) is a not-for profit organisation which provides support for children, young people (and their families) who are struggling to attend mainstream education.

The Organisation is based at:

Springlands Farm, London Road, Mountfield, East Sussex. TN32 5LX.

Our accessibility plan shows how we are constantly making improvements for service users, service providers and visitors with disabilities in a given timeframe. We try to anticipate the need to make reasonable adjustments wherever practicable.

### Purpose of the Plan

The purpose of this plan is to show how our educational setting and provision intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all service users with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

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

### Key aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

We aim to support disabled pupils by:

- providing access to the school curriculum
- providing access to the physical environment
- providing physical aids to access education
- providing written information in the most accessible way for individual pupils
- reviewing the financial implications of our accessibility plan as part of the normal budget review process.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN Policy.
- Our service providers recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Monitoring our Provision

Every year we audit our provision against the 'Accessibility Checklist' (Appendix A) and then write an Action Plan (Appendix B).

This policy is approved and robustly endorsed by The Old Post Office Wellbeing Hub and the Organisation and is due for renewal every year.

Signed \_\_\_\_\_ *Anita Auer* \_\_\_\_\_ Mrs Anita Auer (Director)

Signed \_\_\_\_\_ *Paul Auer* \_\_\_\_\_ Mr Paul Auer (Director)

Date: 24.6.24

Revision Date: 24.6.25

# Appendix A – Accessibility Checklist

## School Accessibility Checklist

School /academy name	The Old Post Office Wellbeing Hub The Old Post Office C.I.C.
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Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	yes
How many disabled parking bays do you have?	none

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	yes
Does the main school entrance have power assisted doors?	no
Are there any other doors in the school with powered openers?	no
How many classrooms does the school have in total?	one
How many of these classrooms are accessible from the main entrance to the school building?	all
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	none
How many of the external classrooms have ramped or level access suitable for wheelchair use?	n/a

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	not in venue, but there is a downstairs toilet which is and could be used if necessary
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	no
Does the school have a hygiene room with shower? (See note 2 below)	no
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	no
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	no

Hoists	
Does the school have any hoists and if so how many?	no
Which rooms are the hoists situated in?	n/a
Are the hoist(s) any of the following:	n/a
Mobile (on wheels)	n/a
Ceiling track hoist - fixed	n/a
Ceiling track hoist – moveable (H track)	n/a

Specialist teaching equipment	
Does the school have any height adjustable desks?	We do have desks of different heights
Does the school have any height adjustable science / DT equipment such as food technology?	no
If yes to either of the above, please confirm which classroom types they are located in.	main classroom

Playground / playing field	
How many formal hard play areas does the school have?	one
Do the hard play areas have level or ramped access?	level
Does the school have its own playing field with level or ramped access?	yes
Does the school have an offsite playing field with level or ramped access?	no

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	no – not necessary as on one level
Fold up / down wheelchair stair lift	
Small vertical wheelchair platform lift (box type)	
Conventional passenger lift	
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	none
Contrasting doorframes	
Coloured handrails	
Coloured steps	
Tactile paving	
Hearing loops	
Soundfield systems	

Accessibility plan / strategy	
Does the school have an up to date Accessibility Plan?	yes (see below)
Please confirm the date of the last time the plan was reviewed / adopted?	24.6.24

Form completed by (print name)	Anita Auer
Job role/ title	Director
Signature	<i>Anita Auer</i>
Date	24.6.24

**Note 1** Compliant accessible toilet – this is a larger than normal toilet fitted with colour contrasting fixed and fold down handrails, low level sink fitted with lever taps, panic cord and easy locking door which generally opens outwards.

**Note 2** Hygiene room – this is a larger than normal accessible toilet fitted with equipment as per note 1 plus a shower and low level shower tray or wet floor.

Please return a completed copy to [SEND@cornwall.gov.uk](mailto:SEND@cornwall.gov.uk)

Thank you

## Appendix B – Accessibility Action Plan

Accessibility Plan – 24.6.24					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Disabled Car Parking Space	Paul to mark a dedicated space in the car park.	Paul Auer	long-term change	1 month	
Power Assist Door	To be put in when budget allows	Paul Auer	long-term change	3 years	<i>Door is new so I do not want to change currently. A service provider will always be at the venue and opens the door to everyone as a welcome gesture currently.</i>
Accessible Toilet	Currently, the downstairs toilet in the house could be used by disabled service users. Add furnishings as requested for disabled users	Paul Auer	long term change	6 months	<i>Toilet is currently being updated and I will request additional furnishings once budget allows</i>
Support for hearing/visual impairment	Consider in budget, or sooner if needed	Paul and Anita Auer			

