

## Accessibility Plan for Central Primary School January 2019

Areas	Recommendation	Priority	By When	By Who
APPROACH TO SCHOOL Upper & Lower	Continue to remind parents via newsletters to park safely at drop off and collection times.	OG		
	Ensure gate handles and gate stanchions contrast with gates. Continue to cut back bushes at gates.	D OG		
CAR PARK Upper & Lower	Install a safe walkway in the car park.	D		
	Provide signage to location of Disabled parking bay. Erect a sign in front of the disabled space - Upper only	C D		
EXTERNAL RAMPS AND STEPS Upper & Lower	Continue to ensure that the ramp is kept clear of grit and gravel.	OG D		
	Mark tape at the start and end of the ramp and handrail. Paint nosings in a contrasting colour on all outside steps where necessary and where there is no tactile paving and re-paint at the first sign of wearing. – Upper only	C D		
	Consider replacing small steps with a ramp. Upper only	D		
ENTRANCE DOORS Upper & Lower	Because manual door closers are fitted to the doors make sure these are adjusted to provide the minimum force necessary to open or close the doors.	A D		
	Either fit contrasting door panels or paint door handles for both main door and pupil entrance -	D		
RECEPTION AREA Upper & Lower	Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided.	D		
WAYFINDING AND SIGNAGE Upper & Lower	Incorporate tactile signage in all your future signs. Ensure all signs are in lower case.	D		
CLASSROOM AND FACILITIES Upper & Lower	Ensure that at least one pc is accessible to a wheelchair user..	OG		
	Provide a high-backed chair with arms in the Library and Dining Room	D		
INTERNAL STAIRS Upper & Lower	Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles.	D		
INTERNAL DOORS Upper & Lower	Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.	B B		
	Make frequent checks on all door closures to reduce noise and adjust when necessary.	OG		
	Replace non-compliant door handles with D fittings.	OG		
WC Upper & Lower	Check and replace non-compliant taps with push or lever fittings.	B		
ACCESSIBLE TOILETS Lower	Fit alarm, paint walls to contrast and lower the coat hooks to wheelchair accessible height.	B		
MEANS OF ESCAPE	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.	OG		

Upper & Lower	Continue to provide wheelchair handling training to newly appointed staff.	OG		
OUTDOOR SPACES Upper & Lower	Provide picnic table suitable for wheelchair user.	D		
	Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents needs are ascertained prior to such an event and information in relation to visitors' special needs should be sought at the time invitations to Sports Days and similar events are made.	D		

### PRIORITY RATINGS

<b>Priority A:</b>	Where there are potential health and safety risks or where failure to implement changes may attract legal implications. Immediate action is recommended to put changes into effect (i.e. within 3 months).
<b>Priority B:</b>	Where action is recommended within the short term (i.e. between 3 – 12 months) to alleviate an access problem or make improvements that will have a considerable impact.
<b>Priority C:</b>	Where action is recommended within 12 - 24 months to improve access.
<b>Priority D:</b>	Where the recommendation should be implemented as part of a long-term plan, possibly involving excessive costs or non-serious issues.
<b>Priority OG:</b>	Ongoing

### SUMMARY

<b>The main priorities in the school's plan</b>
<p><b>Increasing the extent to which disabled pupils can participate in the school curriculum</b></p> <p>Training for teachers and support staff and differentiating the curriculum  All out of School activities are planned and risk assessed to ensure participation for all  Training for Awareness  Raising of Disability issues  Information to know your students' needs</p>
<p><b>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</b></p> <p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils.  Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.</p>

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Availability of written material in alternative formats as required

Raise the awareness of adults working at or for the School on good communications

If required arrange for visual impaired students to be able to access documentation

Review all policies to ensure that they do not discriminate the needs of staff, students or visitors