

## Accessibility Plan for Central Primary School January 2019

APPROACH TO SCHOOL Upper & Lower Upper & Lower  Ensure gate handles and gate stanchions contrast with gates. CAR PARK Upper & Lower  Install a safe walkway in the car park. Upper & Lower  EXTERNAL RAMPS AND STEPS Upper & Lower Upper & Lower  Upper & Lower  EXTERNAL FAIRS Upper & Lower  EXTERNAL RAMPS AND STEPS Upper & Lower Upper & Lower  EXTERNAL SAIRS Upper & Lower  Lower  EXTERNAL SAIRS Upper	Areas	Recommendation	Priority	By When	By Who
Upper & Lower   Ensure gate handles and gate stanchions contrast with gates.   D   OG			OG		
CAR PARK Upper & Lower  Install a safe walkway in the car park. Upper & Lower  Erect a sign in front of the disabled space - Upper only  EXTERNAL RAMPS AND STEPS Upper & Lower Upper & Lower  Upper & Lower  ENTRANCE DOORS Upper & Lower  ENTRANCE Upper & Lower  ENTRANCE Upper & Lower  ENTRANCE Upper & Lower  ENTRANCE Upper & Lower  EIther fit contrasting door panels or paint door handles for both main door and pupil entrance - Upper & Lower Upper & Lower  ENTRANCE Upper & Lower  EITHONIA REA Upper & Lower  INTERNAL STAIRS  Upper & Lower  INTERNAL STAIRS  Upper & Lower  INTERNAL DOORS  Upper & Lower  INTERNAL REA Upper & Lower  INTERNAL DOORS  Upper & Lower  INTERNAL REA Upper & Lower		·	D		
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Erect a sign in front of the disabled space - Upper only  Continue to ensure that the ramp is kept clear of grit and gravel.  Upper & Lower  ENTRANCE ADMOSTEPS  Upper & Lower  ENTRANCE 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.  Either fit contrasting door panels or paint door handles for both main door and pupil entrance -  RECEPTION AREA Upper & Lower  Upper & Lower  CLASSROOM AND FACILITES  Upper & Lower  CLASSROOM AND Dining Room  INTERNAL STAIRS Upper & Lower  INTERNAL STAIRS Upper & Lower  INTERNAL DOORS  Upper & Lower  INTERNAL DOORS  Upper & Lower  Make frequent checks on all door closures to reduce noise and adjust when necessary.  Replace non-compliant taps with push or lever fittings.  MC  Upper & Lower  MC  Check and replace non-compliant taps with push or lever wheelchair accessible height.  MEANS OF  Continue to train staff to assist in evacuation procedures  OG  OG  OG  OG  OG  OG  OG  OG  OG  O					
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ESSAGE CONCOUNT IN INCIDENCE CHE HICKNING CO.	ESCAPE	especially in helping the mobility impaired.			

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	
opper & Lower	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**

Priority A:	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.
Priority 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.
Priority C:	Where action is recommended within 12 - 24 months to improve access.
Priority D:	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**

### The main priorities in the school's plan

### Increasing the extent to which disabled pupils can participate in the school curriculum

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

# Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

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.

# 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