



Curdworth Accessibility Plan

Date reviewed: March 2022

Reviewed by: Lisa Dodd and Jas Kang

Next review: March 2025

Published to website: March 2022

1. This Accessibility Plan has been drawn up in consultation with the children, parents, staff and Operation and Estates officer from ATLP.
2. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Curdworth Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school and any improvements to the school building will conform to regulations. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (If a school fails to do this they are in breach of the DDA). 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. It also covers the provision of specialist **aids and equipment**, which may assist these children in accessing the curriculum.
 - Improve the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Single Equalities Policy
 - Curriculum
 - Health & Safety (including off-site safety) Policy
 - SEND Local Offer
 - Attendance Policy
 - Behaviour Policy
 - School Improvement Plan
 - School prospectus

Curdworth Primary School Accessibility Plan

Improving the Physical Access at Curdworth Primary School

An Access Audit was carried out by: Lisa Dodd and Jas Kang in March 2022 and a number of recommendations made:

BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL: CURDWORTH PRIMARY SCHOOL

CONTACT PERSON: LISA DODD

Please answer all the questions in this audit. 1 = yes - completely, 2 = almost - working towards compliance 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

| DISABILITY AWARENESS / TRAINING | 1 | 2 | 3 | 4 | Comments |
|--|---|---|---|---|---|
| 1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | x | | | | |
| 2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | x | | | | When necessary staff training is arranged. |
| HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? | | | | | |
| 3. Do all staff seek to remove all barriers to learning and participation? | x | | | | |
| 4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress | x | | | | |
| 5. Are all children and young people encouraged to take part in music, drama and physical activities? | x | | | | |
| 6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education? | x | | | | Individual plans would be prepared and implemented for those individual pupils. |
| 7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with | x | | | | Additional time and resources allocated to those children |

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| disabilities to be fully included in the curriculum? | | | | | |
| 8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? | x | | | | |
| 9. Do you provide access to appropriate technology for those with disabilities? | x | | | | |
| 10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability? | x | | | | Arrangements are made for the administration of medication throughout the duration of the school trips and visits. |
| HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT? | | | | | |
| 11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | x | | | | Children are able to use larger font. Ipad accessibility supports learning for children with additional needs. (Visually impaired, brail etc) |
| 12. Do you have the facilities such as ICT to produce written information in different formats? | x | | | | Children are able to use larger font. Ipad accessibility supports learning for children with additional needs. (Visually impaired, brail etc) |
| 13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? | x | | | | Parents need to be consulted regularly to ensure information is delivered to all without exception |
| 14. Is furniture and equipment selected, adjusted and located appropriately? | x | | | | We constantly review the provision for pupils whose needs change and provide accordingly |
| 15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | x | | | | Staff CPD when required. |
| IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? | | | | | |
| GENERAL | 1 | 2 | 3 | 4 | Comments |
| 16. Are pathways and routes logical and well signed? (both internal & external) | x | | | | |
| 17. Do you have emergency and evacuation procedures to alert ALL pupils? | x | | | | |
| 18. Is appropriate furniture & equipment provided to meet the needs of individual pupils? | x | | | | |

| | | | | | |
|---|------------|---|-----------|------------|---|
| 19. Do furniture layouts allow easy movement for pupils with disabilities? | | x | | | But some classrooms would be restrictive with size or room & large pupil numbers |
| 20. Are quiet rooms/calming rooms available to children who need this facility? | x | | | | Disabled access toilet, the mobile and Blue room can be used. |
| GETTING TO THE BUILDING | Yes | | No | N/A | Comments |
| 21. Are car park spaces reserved for disabled people near the main entrance? | x | | | | A disabled space has been allocated in the staff car park. |
| 22. Are there any barriers to easy movement around the site and to the main entrance? | X | | | | Main car park gate is shut during the school day. Persons with restricted mobility wishing to use the designated parking space could ring the school office to gain access. There is also a flat entrance allowing access to the main reception area with the ability to open both doors. Office staff to enquire if any visitor new to school requires any additional access arrangements to the school. |
| 23. Are steps needed for access to the main entrance? | | | x | | |
| 24. Do all those steps have a contrasting colour edging? | | | X | | |
| 25. If there are steps, is a ramp provided to access the main entrance? | | | x | | |
| 26. Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | | X | | |
| 27. Is it possible for a wheelchair user to get through the principal door unaided? | | | X | | The second door will need to be unlocked |
| 28. If no, is an alternative wheelchair accessible entrance provided? | | | X | | As above |
| INTERNAL FACILITIES | Yes | | No | N/A | Comments |
| 29. Do all internal doors allow a wheelchair user to get through unaided? | | | x | | School office doors, staff changing room, and staff room would not allow an adult wheelchair user to get through unaided. |
| 30. Do all the corridors have a clear unobstructed width of 1.2m? | x | | | | |
| VERTICAL MOVEMENT | | | | | |
| 31 How many storeys in the school? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey | a X | b | c | d | |

| | Yes | | No | N/A | Comments |
|--|-----------------------------------|----------|----------|----------|--|
| 32 If the school is on more than one level, do the internal steps/stairs have contrast colour edgings? | | | | X | |
| 33 Is there a continuous handrail on each internal stair flight and landing? | | | | X | |
| 34 Does the school have a lift that can be used by wheelchair users? | | | x | | |
| 35 Do you have any other sort of mechanical means provided to move between floors? If yes, please state | | | | X | |
| 36. Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | x | | X | | Rooms they have been assisted into they will need assisted out of. |
| SENSORY IMPAIRMENT | 1 | 2 | 3 | 4 | Comments |
| 37. Are non-visual guides used to assist people to use the buildings? | | | x | | |
| 38. Could any of the décor be confusing or disorientating for pupils with disabilities? | | X | | | |
| 39. Is a hearing induction loop available (either fixed or portable) in the school? | Yes | | No X | N/A | We would look into this if necessary. |
| 40. Does the school have a "Soundfield" sound reinforcement system? | | | x | | We would look into this if necessary. |
| 41. Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | No. System is due to be upgraded. | | | | |

Accessibility Action Plan - March 2022

| Item | Action | By Whom | Date Completed |
|-------------------------------|---|---|----------------|
| Disability Awareness Training | Apply refresher training for all staff for: EpiPen Anaphylaxis Asthma Attack Investigate the possibility of key staff members attending Disability awareness training courses (cost approx. £120 per person https://www.disabilityrightsuk.org/) | Head of School/Executive Head | |
| | Continue to liaise with the parents/carers of pupils with disability issues to ensure they have access to all required resources. | Head of School | |
| | Accessibility review for new and existing pupils to be included in Operations & Estates Project Cycle Plans (March onwards) | Head of School/Exec Headteacher with Operations & Estates Manager | |
| | Yellow paint to be applied to edges of steps leading to mobile and gazebo. | Caretaker | |