



# Penketh Primary School

Accessibility Plan and Audit

2019-2022

## Policy Responsibilities and Review

Policy type:	School
Guidance:	This document meets the requirements of: <ul style="list-style-type: none"><li>• <a href="#">Schedule 10 of the Equality Act 2010</a></li><li>• Department for Education (DfE) <a href="#">guidance for schools on the Equality Act 2010</a></li><li>• Special Educational Needs and Disability (SEND) Code of Practice</li></ul>
Related policies:	<ul style="list-style-type: none"><li>• WPAT Compliance Monitoring procedures</li></ul>
Review frequency:	3 years
Committee responsible:	Local Governing Committee
Chair signature:	Jane Whalen
Changes in latest version:	n/a

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## WPAT Core Principles



## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

WPAT Core Principles are shown above.

The plan will be made available online on the Trust and schools websites, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust has prepared this plan and supports its schools in the development and implementation of the plan. We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE)[guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

This Plan is informed by our Accessibility Audit and guided by WPAT Compliance Monitoring procedures.

## Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aims</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b> <b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Aim 1.</p> <p>Increased access to the curriculum for pupils with a disability</p> <p>1:1. Raise awareness across WPAT schools.</p> <p>1:2. QA Learning and Teaching</p> <p>1:3 School councils to have input for pupil, voice</p> <p>1:4 Quality assurance of provision.</p>	<p><i>Our school offers a differentiated curriculum for all pupils</i></p> <p><i>Staff CPD is responsive to identified needs and this year focuses on developing dyslexia friendly classrooms and ASD friendly classrooms and school environment</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>To identify pupils who may need adapted or additional provision To comply with the Equality Act 2010</p> <p>To ensure open and honest collaboration and information sharing between school and families.</p> <p>To ensure collaboration between all key personnel and school council.</p> <p>To create personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying</p>	<p>SENDCO</p> <p>All staff</p> <p>AW/RK</p> <p>RK</p> <p>SENDCO</p>	<p><del>October 19</del></p> <p>Feb 2020</p> <p><del>June 2020</del></p> <p><del>July 21</del></p> <p>July 22</p> <p><del>October 19</del></p> <p><del>Feb 2020</del></p> <p><del>June 2020</del></p> <p><del>July 21</del></p> <p>July 22</p> <p><del>October 19</del></p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Clear Collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>

	<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Our schools use an effective range of teaching methods to ensure that the needs of all students are met.</i></p>	<p>training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out and training is provided when required.</p> <p>Update training to reflect EEF SEND in Mainstream guidance</p>	<p>RK SENDCO</p> <p>RK SENDCO</p>	<p><del>Feb 2020</del></p> <p><del>June2020</del></p> <p><del>Oct 2020</del></p> <p><del>March 21</del></p> <p><del>June 21</del></p> <p>June22</p>	
<p>Aim 2.</p> <p>Improve and maintain access to the physical learning environment</p> <p>2:1 School councils and parent groups to have input for pupil / parent voice</p> <p>2:2. Audit / Inspection of the physical learning environment.</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>Our audit shows that:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Shelves at wheelchair-accessible height</i></li> <li>• <i>Desks, internal doors, wheelchair-accessible height</i></li> </ul> <p><i>The environment provides appropriate access to the public.</i></p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	<p>All staff</p>	<p><del>DEC 2020</del></p> <p><del>March 21</del></p> <p>RAMP TO BE PURCHASED HALL EXIT JULY 22</p>	<p>Ease of access for all site users</p> <p>Pupil passports and provision plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met. Parents have full access to all school activities including after school clubs and PTA events.</p> <p>Access issues do not influence recruitment and retention issues</p> <p>Disabled parents/carers/ visitors feel welcome</p> <p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside</p>

<p>2:3 Plan and QA actions for improvement</p>	<p><i>Our Audit has highlighted actions to be completed</i></p> <ul style="list-style-type: none"> <li>• <i>Construct a semi-permanent ramp on hall exit door</i></li> <li>• <i>Barriers to be placed on parent car park to ensure pathway does not get impeded by cars over hanging bays</i></li> <li>• <i>5 mph signage to be placed on staff car park and parent car park to ensure safety of all stakeholders</i></li> <li>• <i>Disabled bay to be added to staff car park</i></li> <li>• <i>Disabled bay to be added to parent car park (this has a drop down curb for access in place)</i></li> <li>• <i>Fire risk assessment to continue to be reviewed each term and evacuation procedures practised every term</i></li> </ul>	<p>To allow for disabled exit and entrance to hall permanently To allow clear access to school via pathway</p> <p>Movement and access to school is safe</p> <p>Disabled access improved Disabled access improved</p> <p>To create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>MD RK</p> <p>MJ</p> <p>MD RK</p> <p>SENDCO RK</p> <p>Estates Manager PF</p>	<p><u>Dec 21 Quotes</u> July 2022</p> <p>As required</p> <p><del>Sep 19</del> <del>Sep 20</del> <del>Sep 21</del> Sep 22 or as a new need arises</p>	<p>are safe in the event of a fire</p>
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<p>Aim 3.</p> <p>Improve the delivery of information to pupils with a disability</p> <p>3:1 Staff induction and training.</p> <p>3:2 Working in partnership.</p> <p>3:3 Quality assurance of the delivery of information</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This could include if a need was identified:</i></p> <ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations(PECS)</i></li> <li>• <i>Specialist devices as required</i></li> <li>• <i>Coloured overlays</i></li> <li>• <i>We provide information and letters in clear print in "simple" English.</i></li> <li>• <i>School office support and help parents to access information and complete school forms.</i></li> <li>• <i>Guidance is given to staff on dyslexia and accessible information</i></li> <li>• <i>Access to translators, sign language interpreters are offered if required</i></li> </ul>	<p>To create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.</p> <p>To adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.</p>	<p>All staff</p> <p>SENDCO</p>	<p><del>October 19</del></p> <p><del>Feb 2020</del></p> <p><del>June 2020</del></p> <p><del>October 20</del></p> <p><del>Feb 21 June</del></p> <p>21</p> <p>jJuly 22</p> <p>As updates are required based on needs.</p>	<p>All parents receive information in a form that they can access.</p> <p>All parents can understand what the school information is about.</p> <p>Excellent communication between pupils, parents and school.</p> <p>On-going appropriate use of resources. Pupils and/or parents feel supported and included.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>
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## Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the board of trustees / Audit / Standards committee and the Headteacher of each school.

## Links with other policies and Procedures

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- WPAT Compliance Monitoring.

This Audit Document informs our Accessibility Plan and is guided by WPAT Compliance Monitoring

Appendix 1: Accessibility audit

WPAT- School Name: Penketh Primary

Date of Audit October 2018

Feature	Description of Situation now	Actions to be taken to Improve accessibility	Person responsible	Date to complete actions by
Number of floors	All floors are on one level except the hall exit and entrance on to KS2 playground.  Hall has a removable temporary access ramp.	Ramp ideally needs to be replaced with a semi- permanent ramp.  Three quotes to be provided to install a semi permanent ramp as the emergency exit route.  Estimated cost between £1200 to £1800	R Kayll  M Darlington	<del>Dec 21</del> Quotes  July 2022 - installed
Corridor access all areas?	Some carpets and rugs are lifting; damaged by pipe work	All lifted carpets and rugs to be taped down or replaced if severely damaged.	M Johansson	<del>Dec 2019</del>
Lifts and hoists compliance	Decommissioned	To be compliant with schedule 10 decommissioned lift and hoist to be removed.	<del>M Johansson</del>	<del>Feb 2019</del>
Parking bays access and clear markings for designation.	No clear mph signage or barriers to prevent cars parking across the pathway on parent's car park.	Barriers to be erected on to parent car park to prevent cars overhanging pathway.	<del>D Smith</del>  <del>D Smith</del>	<del>Dec 2019</del>  <del>Dec 2019</del>  July 2022

	<p>Staff car park - no clear demarcation of pathway boundary or clear mph signage</p> <p>No clear parking for disabled access to school</p>	<p>Small barriers have been erected 2019 2020 - purchased metre high barriers to be installed by July 22</p> <p>5 MPH signs to be erected on all car parks.</p> <p>Barrier to be erected to clearly mark pathway on staff car park from gated entrance <b>this is not possible due to restricting movement into and out of disabled car park space</b></p> <p>Disabled Bay Markings to placed outside of main office with disabled car parking sign</p> <p>Disabled bay markings to be placed on parent car park (opposite current bays)</p>	<p>M Johansson</p> <p>M Johansson</p>	<p>April 2021</p>
Entrances	All entrances are clear	Monitor in Spring if branches from over hanging trees impinge exit view on going	M Johansson	May 20 onwards monthly check
Ramps	Good working order - temporary ramp located in hall stall cupboard	<p>Inspected Nov 2019 inspected prior to bonfire Inspected Nov 2020</p> <p>To be inspected termly Spring and Summer</p>	M Johansson	<p><del>April 2021</del></p> <p><del>July 2021</del></p> <p>July 2022</p>
Toilets gender and disability	KS1 and Reception toilets are gender neutral - fully accessible	Disabled toilet must be left unlocked and cleaned daily so it is accessible at all times.	<p><del>M Darlington</del></p> <p><del>Adele Partington</del></p> <p>(fire</p>	<p><del>Jan 2021</del></p> <p><del>Mar 2021</del></p>

	KS2 are gender specific and a gender neutral disabled toilet accessible	Add "Not all disabilities are visible" signage and a male and female sign to door. Fire safety assessment check visual light alarm is installed in disabled toilet.	risk assessment) M Johansson	February 2021
Reception area access and information	Single level access and automated doors. Low level table available.	Ensure access if kept debris free, automated doors work.	M Johansson	Daily check
Internal signage – compulsory display	Health and Safety sign in reception, staffroom, KS2 corridor Emergency exit posters in all rooms	Updated as and when new information received Complete as part of fire risk assessment	A Wilcock A Partridge	As updated annually <del>January 2019</del> <del>Jan 2020</del> <del>Mar 2021</del> May 2022
Emergency escape routes and Safe areas.	Daily check all fire exits are kept clear	Fire drill Block an emergency exit prior to drill being set to test alternative escape route and impact on time	M Johansson R Kayll	Daily check on going
Staircase access	N/A			
Evac chairs in place?	N/A			

Emergency Lighting	MEARS check and logged in book	M Darlington to action immediately if any faults are detected and rectify ASAP	M Darlington	As required
Evacuation Procedures in place and staff aware.	Fire and bomb emergency evacuation policy shared and signed by staff Sep 2019 or on starting Posters in rooms identify exit routes Signage directs exit routes Termly fire drill	All supply staff made aware on induction	M Darlington	As required
Fire doors. Fire risk assessment. Alarm test schedules - see Compliance list	Fire doors checked log sheet in place MEARS and caretaker log sheet - emergency lighting, fire alarm test schedule in place Fire risk assessment scheduled	Fire doors for hall, staffroom, KS2 corridor and investigate KS1 corridor to be ordered and fitted	M Darlington M Johansson	<del>April 2019</del> <del>April 2020</del> <del>April 2021</del> April 2022
Classroom access and equipment available for all abilities?	Class teachers and SENDCO ensure all necessary equipment is in place Classroom access monitored	SENDCO to complete an audit to review equipment termly	K Moores	<del>October 2020</del> <del>April 2021</del> July 2021 July 2022

Playground and play / gymnasium equipment.	Gymnasium equipment safety check as part of caretaker duties log/checklist  All play equipment checked as part of maintenance schedule and annually by Play Inspection Company Ltd.	Any actions identified to be resolved by M Darlington as required	M Darlington M Johansson	Maintenance Schedule
Risk assessment procedures and records	Audit by Adele Partridge as part of health and safety schedule	All risk assessments to be reviewed following a change in circumstance or at least yearly.		<del>October 2018</del> <del>October 2019</del> <del>October 2020</del> Oct 2021 Oct 2022 As required
Special Transport Arrangements	N/A			
Media and resources for visual and hearing impaired in place?	N/A			
First aid provision	Poster highlighting First Aiders throughout school, procedures in staff handbook.	First Aid Lead in school to check items in date All staff to be defibrillator trained yearly  Training schedule for first aid to be monitored and new training booked as required	J Allen half termly check  All staff M Darlington	

Mobile buildings.	N/A			