



# Penketh Primary School

Accessibility Plan and Audit

2022-2025

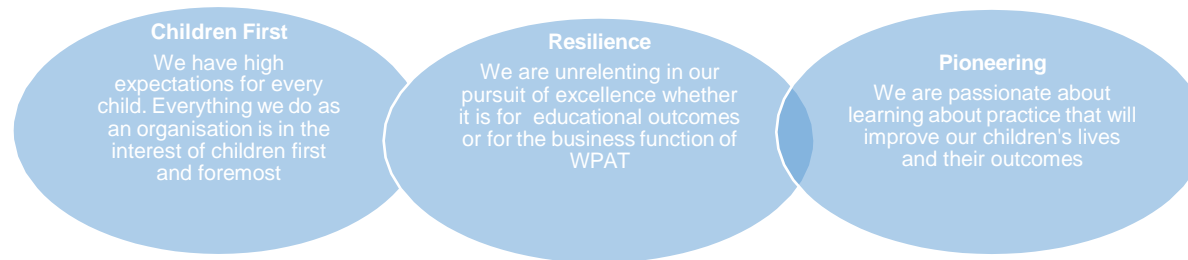
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## Policy Responsibilities and Review

Policy type:	School policy/plan
Guidance:	<p>This document meets the requirements of:</p> <ul style="list-style-type: none"> <li>• Schedule 10 of the Equality Act 2010</li> <li>• Department for Education (DfE) guidance for schools on the Equality Act 2010</li> <li>• Special Educational Needs and Disability (SEND) Code of Practice</li> </ul>
Related policies:	<ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• SEND Policy</li> </ul>
Review frequency:	3 years
Committee responsible:	Local Governing Committee
Chair Signature:	B Purcell
Changes in latest version	n/a

## 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.

1: The Accessibility Plan has been developed and drawn up based upon information supplied by consultations with pupils, parents, staff and governors of the school. The document will be used in conjunction with other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Penketh Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to develop a culture of inclusion, support and awareness within the school.

3) The Penketh Primary Academy Accessibility Plan shows how access is to be improved for accessibility to pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate human needs where practicable.

Penketh Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information to:

- Increase access to the curriculum for pupils, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain 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 within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

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. Liaise with pre school providers to prepare for the new in take of children</p>	<ul style="list-style-type: none"> <li><i>Identify pupils who may need adapted or additional provision and implement environmental adaptations and curriculum adaptations to meet needs</i></li> <li><i>Transition documentation is clear and multi-agency identified</i></li> <li><i>To ensure staff have received adequate training to support individuals and their needs</i></li> <li><i>Audit the environment to identify any adaptations required</i></li> </ul>	<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 including PE coach</p> <p>AW/RK</p> <p>RK</p> <p>SENDCO</p>	<p><del>Sep 2023</del></p> <p>Sep 2024</p> <p>Sep 2025</p> <p>Or induction of new member to staff or pupils</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 to curriculum, provision and environment</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>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><i>Our Audit has highlighted actions to be completed</i></p> <ul style="list-style-type: none"> <li>• <i>Use funding to create a permanent</i></li> </ul>	<p>All staff</p> <p>Estates Manager and Site Manager</p>	<p>July 2024</p> <p>RAMP TO BE PURCHASED HALL EXIT</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 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><i>ramp on hall exit door</i></p> <ul style="list-style-type: none"><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>			
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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>Sep 2023</p> <p>Sep 2024</p> <p>Sept 2025</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	Annually
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.	<b>Site Manager</b>	<b>Weekly visual check</b>
Parking bays access and clear markings for designation.	Clear marking in place High barriers on parent carpark	Monitor for stability	<b>Site Manager</b>	Visual check and logged

	<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>High barriers erected and painted yellow</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>	Site Manager	Monitoring schedule
Entrances	All entrances are clear	Monitor in Spring if branches from over hanging trees impinge exit view on going	<b>Site Manager</b>	Monitoring schedule
Ramps	Good working order - temporary ramp located in hall stall cupboard	<p>Inspected Annually</p> <p>To be inspected termly Spring and Summer</p>	<b>Site manager</b>	Monitoring schedule
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.	Site Manager	Monitoring schedule

	KS2 are gender specific and a gender neutral disabled toilet accessible	Add "Not all disabilities are visible" added signage and a male and female sign to door. Fire safety assessment check visual light alarm is installed in disabled toilet.		
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 2023 2024 2025
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	Site Manager	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 annually 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 Site Manager	Annually September 23 September 24 September 25
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  Site Manager	Annually September 23 September 24 September 25
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	SENCO	Annually September 23 September 24 September 25 Or on admission

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	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.	Site Manager Head teacher Staff	Annually or on change
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			