

Allensbank Primary School



Access Plan 2021-22

Allensbank Primary School Access Plan as at 2019-20

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility
Short term	<ul style="list-style-type: none"> To ensure bus stop is located near school entrance To ensure Accessible Parking Space is located near school entrance 	<ul style="list-style-type: none"> Site management should undertake liaison with the Highways Department to review. 	Autumn term 2021 for contact with Highways	JD
	<ul style="list-style-type: none"> Signage outside school to explain where accessible entrance to school is 	<ul style="list-style-type: none"> Purchase from online supplier 	Spring Term 2022	JD
	<ul style="list-style-type: none"> Install Portable Induction Loop to be based in reception area but available for use around school. 	<ul style="list-style-type: none"> Purchase from online supplier and put up signs indicating their availability 	Spring Term 2022	JD
	<ul style="list-style-type: none"> Put up tactile signage from main entrance, through reception and into lower corridor at 	<ul style="list-style-type: none"> It is recommended that a 'way finding' review be undertaken for the school. 	Spring Term 2022	JD

	<p>key locations. Particularly in terms of main locations and accessible toilet</p> <ul style="list-style-type: none"> • Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable • General site maintenance and upkeep required to maximise accessibility for people with visual impairments particularly 	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors. • All bins, plant containers, objects around yard, benches etc to be suitably colour contrasted against the background to aid people with impaired vision. Colour contrast needs to be added. • All structural columns to have colour contrast or markings at two heights in accordance with BS8300. • Low level overheads such as flag strings across the room could cause a potential impact injury for people with impaired vision because they may not be 	<p>Autumn Term 2021</p> <p>Summer Term 2022</p>	<p>JD/CW</p>
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	<ul style="list-style-type: none"> Identify current access needs of staff, parents and pupils 	<p>able to detect the hazard with their assistance cane.</p> <ul style="list-style-type: none"> New enrolment form to be used to parents with equality monitoring as standard. ALNco to inform re: pupil needs. Retrospective equality monitoring of existing staff. 	Summer Term 2022	
Medium term	<ul style="list-style-type: none"> Improve access to toilets Improve lighting throughout the school Improve access to Key Stage 2 building 	<ul style="list-style-type: none"> Install Accessible Toilet in Key Stage 2 building As bulbs go, replace with natural daylight bulbs Consider moving access doors to the side of the building, to allow for a ramped access to the building 	<p>Before end of Summer 2022</p> <p>Rolling programme throughout 2021-2025 academic years</p> <p>Architect to review and make recommendations by 2022</p>	<p>JD</p> <p>JD</p> <p>JD</p>

<p>Long term</p>	<ul style="list-style-type: none"> • Improve front entrance and lobby area. • Flashing beacons to be installed to assist people with visual impairments in case of fire 	<ul style="list-style-type: none"> • Install automated doors at main entrance, with secure doors to prevent further entry beyond • Redesign front lobby area so that it becomes the front reception area • According to BS8300 - The length of the lobby should be at least the projection of the door or doors, if swinging into the lobby, plus 1570mm. Clear width of corridor not less than 1200mm. Turning circle of 1800mm diameter at a corridor junction acts as a passing place and allows a wheelchair user to turn and return in the other direction. Clear width of at least 1000mm where there is a permanent obstruction over a short distance. • It is recommended that an architectural feasibility study be undertaken to assess. • Specialist advice should be undertaken to install alarm/alerting systems for people with impaired hearing, such as flashing beacons and vibrating devices. If flashing beacons are used, supplement with signage 	<p>County to be informed and timescale to be advised based on their Access Strategy</p>	<p>JD/ LA</p>
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		<p>to indicate purpose.</p> <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments.</p>		
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Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Ensure all staff have access to specific training on disability issues 	<ul style="list-style-type: none"> Use staff audit to identify training needs and inform Professional Development process. 	Summer 2022	JD/ALNCO
	<ul style="list-style-type: none"> Ensure all staff are aware of any disabled pupils' curriculum access where applicable 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable Display information relating to individual pupils' needs in staff room 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>JD/ALNCO</p> <p>JD/ALNCO</p>
Medium term	Ensure all IT software and resources are adapted for use by people with visual impairments	<ul style="list-style-type: none"> Audit all ALNN ICT and other resources. Order further resources as necessary Run individual training sessions on use of ALN resources 	<p>Audit – by end of Summer Term 2022</p> <p>Resources and training – rolling programme to be completed by Summer Term 2025</p> <p>Annual review of resources</p>	JD/ALNCO

	Curriculum Resources adapted for use by pupils who are	<ul style="list-style-type: none"> Run individual training sessions on use of SEN resources 	required based on pupil needs	JD/ALNCO
Long term	<ul style="list-style-type: none"> Ensure all staff have refresher disability equality training. 	<ul style="list-style-type: none"> Set up refresher INSET training for SLT/ all staff on Equality/ Disability 		JD/ALNCO
		<ul style="list-style-type: none"> Ensure new staff access similar CPD courses 		JD/ALNCO

Access to Information

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school 	Ongoing	JD
		<ul style="list-style-type: none"> Review all letters home to check that they are written in Plain English 	Ongoing	JD
		<ul style="list-style-type: none"> Produce newsletter in alternative formats e.g. large print, Braille, audio according to need 	According to need	JD

	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>JD</p> <p>JD</p>
Medium term	<ul style="list-style-type: none"> School corridor and classroom displays are accessible to all 	<ul style="list-style-type: none"> Review any laminated (or similar) wall displays for reflections from windows or lighting and replace or move as necessary 	To be built into regular teaching assessment from Summer 2022	JD
Long term	<ul style="list-style-type: none"> Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils 	<ul style="list-style-type: none"> Provide training in relation to SLCD issues, for all staff 		Speech therapist/ LA SLCD Team