

Heckington St Andrew's Church of England Primary School

Accessibility Audit

Updated November 2019
Reviewed every three years

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

- Heckington St Andrew's Accessibility Plan has been drawn up in conjunction with staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the four year period ahead of the next review date. This plan was updated in October 2014.
- The Accessibility Plan is structured to complement and support the school's Equality objectives, and will similarly be published on the school website.
- We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely action to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum in a reasonable timeframe.
 - 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 within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include letters, textbooks and information about the school and school events; the information should be made available in various preferred formats with a reasonable timeframe.
- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issued with reference to the Equality Act 2010.
- The accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Special Education Needs Policy
 - Behaviour and Relationships Policy
 - School Improvement Plan
 - Asset Management Plan/Suitability Survey
 - School Welcome Pack
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains that responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Quality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored by the 'Finance and Premises Committee'.
- The school will work in partnership with the Local Authority and the Diocese of Lincoln in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

PARKING AND EGRESS	Result and Recommendation	Priority
Are suitable and sufficient identified parking bays provided for disabled people? (Should be less than 50m from entrance)	Yes, disabled parking bay outside school entrance door, clearly marked.	
Is there a kerb surrounding the car park?	Yes	
If 'yes', is there a ramp or dropped kerb?	Yes	
Is the approach between car park/pavement and entrance free of obstacles?	Yes	
If 'no', please specify the obstacle. For example, loose paving, bollards, signs, benches, surface finish, drains, gravel, etc.	N/A	
Is there adequate access to the sports field and playground?	Yes – all on one level	
ENTERING MAIN BUILDING	Result and Recommendation	Priority
Is there a suitable ramp (if levels require it) to Main Entrance?	Not required	
If not, is there a suitable alternative entrance for individuals with mobility difficulties?	N/A	
ENTRANCE DOORS	Result and Recommendation	Priority
If entrance doors open outwards, is there enough space for them to open without obstructing passage of wheelchair?	Yes	
Does the building have automatic doors?	No, push button, button at wheel chair height	
If 'yes,' which way do they open?	outwards	
If 'yes,' do they remain open long enough for a slow moving person to pass though easily?	Yes	
If there are manual doors, are they easy to open?	N/A	
Do they remain open during entry?	Yes	
Are handles at wheelchair-user height? (135cm above floor level)	Yes	
Are the doors wide enough to allow an easy wheelchair manoeuvre? (84cm for single door and 168cm for double doors)	Yes	
Do the doors enable wheelchair-users to see people approaching from the other side? (Clear visibility between 90cm and 150cm above floor level)	Yes	
If the doors are mainly glass, is there clear identification warning on the door?	N/A	
INSIDE THE BUILDING	Result and Recommendation	Priority
If there is a reception desk/facility in this building, is it clearly and logically placed?	Yes	
Is there adequate provision for the hearing impaired.	No.	
Is it of suitable height for a wheelchair user?	Yes	
If there is a waiting area, is it suitably large and laid out for wheelchair users?	Yes.	
Are all internal floors level throughout?	Yes	

Is the floor surface free of any access or tripping hazard?	Yes.	
Is any information available in reception and on website, suitable for those with visual impairment?	Website meets accessibility requirements	
Is there a good contrast of colour to assist access for the visually impaired?	No	
Is the lighting adequate?	Yes	
Is there a hearing aid loop installed within the building	No	
IN THE CORRIDOR	Result and Recommendation	Priority
Do all corridors used by visitors have enough room for reasonable passage?	No, poor access in lower KS2	
IN THE CLASSROOM	Result and Recommendation	Priority
Is the door wide enough for a wheelchair?	All essential doors	
Are the spaces into which the door opens unobstructed?	Yes	
Is there level access into the room?	Yes	
If 'no', could access to the room be made easier? e.g. a ramp, wider door.		
Library – are books easily accessible?	Yes.	
Is there a selection of "large print" books?	No	
CHAIRS, TABLES AND DESKS	Result and Recommendation	Priority
Could a wheelchair-user use the desks/ workstations?	Yes	
Could a wheelchair-user move between the desks/ workstations?	Yes	
If storage is required for mobility equipment, is this adequate?	No	
Are there any chairs/seats with arms for those requiring extra upper body support?	Yes, for adults. None currently for children but we have purchased back rests which sit on chairs for pupils	
TOILETS	Result and Recommendation	Priority
Is there a designated and properly equipped accessible toilet in the building?	Yes. However it is situated in entrance hall and requires non wheelchair user to open security button	
If 'yes,' is the facility adequate?	Yes	
If 'yes,' is there clear access for users? e.g. not used for storage	Yes	
If 'yes,' are emergency and lighting cords easily distinguished?	Yes	
If there is no accessible toilet, is there one that could be used by a wheelchair user? (220cm long x 160cm wide)	Children's toilet accessed through narrow doors	
EMERGENCY ACCESS / EXIT	Result and Recommendation	Priority
Are emergency exits clearly indicated?	Yes	
Are fire escapes for use by people with disabilities?	Not all classrooms	
Are emergency procedures made clear to all?	Yes. As a matter of course during fire drills.	
STAFF EXPERTISE	Result and Recommendation	Priority
Is there a member of staff with teaching hearing impaired qualification?	No	
Is there a member of staff with teaching sight impaired qualification?	No	
Is there a member of staff with supporting physical impairment qualification?	No	

ACCESS TO INFORMATION	Result and Recommendation	Priority
Is there an availability of written material in alternative formats?	The school website meets accessibility requirements Letters can be translated into different languages if required There is as yet no provision for information to be produced in braille, though large print can be provided upon request.	
STAFF TRAINING		Priority
Is Training provided in 'Awareness Raising of Disability Issues?'	Yes – staff receive appropriate training for the needs of pupils in school.	

Should a person with impaired mobility, hearing or vision require regular access to or within the school the Governors will review provision and suitable arrangements will be made within current budget limitations.

A member of staff with necessary expertise will be appointed if required, depending on budgetary limitations.

Points of Notice

- Lower Key Stage 2 classrooms are undersized, emergency doors too narrow for wheelchair access.
- Upper Key Stage 2 emergency exit involve turn on exit that would impair movement of wheelchair.
- Access to parts of KS2 block limited for wheelchair users due to limited space

Cost for these alterations would be outside school's budgetary limitations.

Advice from Local Authority will be sought in order to ensure school is as accessible as possible.

Key:

Urgent	
When Required	