

St Martin's CE VA Primary School

Accessibility Plan September 2023

Review September 2024

Schedule 1/2 : Approach to Building/Car parking

School No: 3326

School: St Martin's CE VA Primary

External Area: Approach from public transport to school entrance gates

Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
1	Is the route to the school entrance from the nearest public point of transport, well signed, well lit, free of broken slabs etc?	Y		Designated bus stop outside school, well marked. Signage at the front of the school gates.						
2	Are there separate entrances for pedestrians and vehicles?	Y		Separate gates available at the front entrance of the school						
3	Is the route wide enough and free of kerbs?	Y		Double gates - wide enough for all vehicles.						
4	Are accessible car parking bays signposted from the car park entrance?	N		Bays are marked with yellow lines but no signage						
5	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y		Bay is used daily						
6	Are the bays smooth, (Free from loose stones) well lit & signposted as being identified for disabled people only?	Y		Bay is painted yellow and identified for only disabled people.	Take quotes in the Autumn term to repaint markings		C			X

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Schedule 3/4 : External ramps, steps, main entrance and reception are

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Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
7	Is there a ramp: properly graded, wide enough, slip resistant, with suitable hand rails both sides?	y		There is a slight gradient to the main entrance for all visitors - no steps						
8	If no permanent ramp is provided, can a portable ramp be made available?	N/A		Not necessary, front entrance is ramped						
9	Are there suitable steps (as an alternative to the ramp) with easily identified step nosings, handrails both sides and are well lit?	N/A		No steps - main entrance is via a slightly ramped area						
10	Is the main entrance clearly signposted, well lit and distinguishable from the facade?	y		The main entrance is signed all the way to the main door						
11	Can people each side of the door either seated or standing, see each other?	y		Large windows and double automatic doors into school						
12	Are door control systems fitted at heights suitable for all users?	y		Automatic doors into the main entrance - easily accessible for visitors with pushchairs and wheelchairs.						
13	Is the door handle easy to use, of the correct type, at the right height and tonally contrasted from the door?	N/A		No handle on the door. Automatic door						

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14	Does the door pressure allow ease of access for all users?	N/A		No handle on the door. Automatic door						
15	Are thresholds flush and level and mat wells firmly fixed?	y		Flat and carpeted area in main Reception which is checked regularly.						

Schedule 3/4 : External ramps, steps, main entrance and Reception are										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
16	Is the door wide enough for all users (800mmclear) with adequate space for wheelchair users to open the door?	y		Double automatic doors - adequate for wheelchair users						
17	If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	y		Large area for wheelchair users to turn when inside the reception area						
18	Is appropriate information signage at the Reception, for people with visual impairments or other low sight levels (wheelchair users)?		50%	The window is at a low level height for wheelchair users but there is currently no signage for visually impairments	Prepare to print off electronically any documents in large print as requested					
19	Have frontline staff(reception) had access awareness/equality training?	y		Whole school training	Check with Health and Safety adviser if this needs updating at set points.		C			

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Internal Area: Corridors, horizontal movement and activity spaces/ Doors										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
20	Are doors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	N			There are some double doors, into the main school, into the hall the majority of classroom doors are 820mm					
21	Do any windows (natural light) or artificial light provide glare or silhouettes?	N								
22	Do "communication/ activity spaces" have good acoustics, and the provision of an induction loop?	N								
23	Are suitable signs provided, from both standing and seated positions, where necessary?	N		Signs are more likely at seated level than standing						
24	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y		Fire extinguishers all situated on hooks on walls and labelled appropriately						
25	Can fire doors be held open on magnetic devices?	N								
26	Are doors well contrasted from their surroundings?	Y		Doors and doorframes are wooded						
27	Is the door handle easy to use, of the correct type, at the right height and tonally contrasted from the door?	Y		Door handles are aluminum Door frames and doors are wooded						
28	Can people on either side of the door, either seated or standing see each other?		50%	Some door have glass windows to see through e.g. headteachers office, classrooms, others do not e.g. medical room and 1 office door						

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29	Is the door wide enough for all users (800mm clear with adequate space for wheelchair user to open door?)	y								
30	If double doors, does one leaf allow 800mm clear opening width?	y								

Internal Area: WC Provision										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
31	Is there WC provision for ambulant people with disabilities? (e.g. Grab rail fitted to one WC cubicle) and is the travel distance no greater than for an able bodied person?	y		Disabled toilet available within the school site. Grab rail fitted and travel distance to the toilet is the same for all users.						
32	Is the lobby large enough to allow easy access and is the WC door easy to operate?	y		Sliding door to maximize space within the disabled WC						
33	Are the floors slip resistant?	y								
34	Are fittings easily distinguished from their background?	y		Staff toilets and children's toilets are painted and fitted with contrasting colours						
35	Are compartment door controls easily gripped and operated?	y								
36	Can ambulant disabled people maneuver and rise/lower themselves in a standard cubicle?	y		Large open space						
37	Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	N		From the staff room the Disabled toilet is closer than those for able bodied staff						

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38	Are there suitable fittings which are distinguishable from their surroundings & fitted in suitable positions?	N		The fittings are not distinguishable. They are both white	Consider the colour of the walls to be painted a different colour to provide a contrast.						
39	Does the door have clear opening of 900mm and are door controls, light switch and locks easily reached & operated?	y		WC door 920mm							
40	Are floors slip resistant?	y									
41	Are management procedures in position to maintain viability of facility?	y		Caretaker regularly tests the alarm							
42	Does the door have the capacity to open outwards to ensure entry can be gained in the event of someone falling or blocking the doorway.	y		Sliding door for easy access							

Internal Area: Internal fixtures and fittings										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
43	Are there reception counters, services or serveries?	y								
44	Is provision made for wheelchair users (both sides) and are induction loops fitted?	y		Window level acceptable for wheelchair users						
45	Is glare and silhouetting avoided at these counters?	y								
46	Is seating provided, that is stable, with arm rests and is there sufficient space for wheelchairs?	y								
47	Do tables allow for wheelchair access?	y		Tables can be configured to allow wheelchair access at one side						

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48	If provided, are telephones fixed at a height that allows easy access by wheelchair users?	Y		Telephones are set at table height						
49	Are telephones fitted with induction couplers for hearing aid users?	N			Consider as necessary					
50	Is a text phone available?	N		Texting service available via parentmail	Consider as necessary					
51	Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the tasks they are working on?	N								
52	Is the environment free from unnecessary noise e.g. heating units?	Y								
53	If the school is fitted with florescent lighting only, is it likely to cause inconvenience to people with hearing impairment(background noise / electronic signals)?	N								
54	Are induction loops fitted wherever information is given or meetings are being held?	N			Consider as necessary					
55	Are tea/coffee facilities and vending machines accessible and usable by all?	Y			Available in the staff room					

Internal Area: Kitchens

Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
56	If provided, does the kitchen have fittings suitable for disabled persons?	Y								
57	Is the kitchen of adequate size and layout for disabled people?	Y		Large floor space						
58	Are all fittings readily distinguishable from the background?	Y		Aluminum against a white background						

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59	Is lighting adequate?	Y								
60	Does the floor have a slip resistant finish?	Y								

Internal Area: Means of Escape										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
61	Is there an audible alarm system?	Y								
62	Is the alarm supplemented by a flashing light system?	N								
63	Are ground floor exit routes as accessible as the main entrance routes?	Y		All exits are at ground floor level						
64	Are means of escape strategies in position to ensure disabled people are evacuated safely?	Y		All exists allow easy exit for disabled persons						
65	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge which are clearly signed and of the right size?		50%	Place of safety is designate on the playground but is not signed. Advice to be sought from NYCC H&S adviser						
66	Are there personal emergency egress plans for members of staff who may require assistance?	Y		For pupils who need assistance, currently no staff need a personal plan						

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		Y/N	Partial %						LA	School
67	Are there external routes (including steps & ramps) kept clear, unobstructed & free from surface water, ice & snow?	y		Daily checks by the caretaker						
68	Are car parking spaces only used by disabled drivers and are they kept clear of obstruction?	y		Daily checks by the caretaker						
69	Is door ironmongery regularly maintained?	y		Daily checks by the caretaker						
70	Are lifts/ platforms and stair lifts regularly maintained?	N/A		None in school						
71	Are accessible WCs kept clear and not used for storage?	y		All clear						
72	Are appropriate cleaning materials used to ensure that the cleaning & polishing of slip resistant flooring does not make them shiny/slippery?	y		All cleaning products verified by NYCC Building Cleaning Services						
73	Do you consider tonal contrast colour before a redecoration scheme?	y								
74	Do new signs integrate effectively with current signs?	y								
75	Are windows, blinds & lamps checked to ensure they are clean & in good working order?	y		Checked by NYCC Building Cleaning Services						
76	Are fire alarm systems regularly maintained, & exit routes regularly checked for obstacles?	y		Daily checks by the Caretaker. Annual check by H & Safety adviser						
77	Is there a fire escape strategy for visitors who may require assistance?	y								

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78	Is there a personal egress plan for any member of staff who may require assistance?	N/A								
79	When temporary facilities/displays arranged are disabled people considered?	y								

Internal Area: Identifying Barriers to Access - How does the school deliver the curriculum?										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
80	Do you ensure that teachers/teaching assistants have necessary training to teach & support disabled pupils?	y		Staff identify CPD during their appraisal meetings						
81	Are your classrooms optimally organised for disabled pupils?	y								
82	Do lessons provide opportunities for all pupils to achieve?	y								
83	Are lessons responsive to pupil diversity	y								
84	Do lessons involve work to be done by individuals, pairs, groups & whole class?	y								
85	Are all pupils encouraged to take part in music, drama & physical activities?	y								
86	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	y								
87	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	y								

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88	Do staff provide alternative ways of giving access to experience or understanding of disabled pupils who cannot engage in particular activities, e.g. Some forms of PE?	Y								
89	Do you provide access to ICT appropriate for pupils with disabilities?	Y								
90	Are school visits made accessible to all pupils irrespective of attainment or impairment?	Y								
91	Are there high expectations of all pupils?	Y								
92	Do staff seek to remove all barriers to learning/participation?	Y								

Internal Area: Identifying Barriers to Access - Materials in other formats										
Item Ref	Question	Provision Made?		Comments/Site notes	Recommendations	Quantity	Priority A,B,C,D	Cost	Responsibility	
		Y/N	Partial %						LA	School
93	Do you 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?	Y		Information is offered in alternative formats when requested						
94	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. By reading aloud OHPs and describing diagrams?	Y								

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95	Do you have the facilities such as ICT to produce written information in different formats?	y								
96	Do you ensure that staff are familiar with technology & practices developed to assist people with disabilities?	y		Training given as necessary.						

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