

Accessibility Plan

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Version Information

Version 1	Created	June 2019
Version 1.1	Amended	October 2022
Version 1.2	Amended	November 2026

1. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Primrose Lane Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives 2021 - 2025 are as follows:

- To promote understanding and respect for differences.
- Identify pupils who are at risk of under-achievement and intervening effectively to accelerate progress and close the gap
- Develop enrichment opportunities for pupils within our current curriculum as part of pupils' entitlement
- Further develop positive learning behaviours for all children

The plan will be made available online on the school website, 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 school supports any available partnerships to develop and implement the plan.
We work together with schools in the Trust to ensure that we are compliant.

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.

2. 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.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	To continue to monitor the curriculum to ensure accessibility for all. To build up a bank of resources to support specific needs.	Work scrutiny, moderation and pupil progress meetings. Begin to order resources.	Head of school. Class teachers	Sept 2025 Sept 2025	
	Targets are set effectively and are appropriate for pupils with additional needs.	To ensure all children make good progress.	Teachers to write and follow learning plans in – line with Trust requirements.		Sept 2025	
Improve and maintain access to the physical environment	The school is a new build and is all on one level. At the moment the access is good and there are no problems with our current wheelchair user and visitors with mobility scooters etc.		Review the access at the end of the year to discuss any problems.	All staff	July 2023	
Improve the delivery of information to pupils with a disability	We currently have no pupils or users of the school who need specific communication arrangements.	Investigate how to use the hearing loop and train relevant staff when needed.	Review communication at the end of the year.	All staff	July 2023	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Item	Question	Yes/No	Detail
1	**CHECKLIST 1 - APPROACH ROUTES AND STREET FURNITURE**		
1.1	Is the school within convenient walking distance of: - • Public highways • Public Transport e.g. Bus Stops? • Car Parking? (for car parking refer to Checklist 2)	YES	New bus route now started. Local roads not all adopted by council but there are pavements all around the school.
1.2	Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are Deaf/Blind?	NO	
1.3	Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	YES	Pathways up to and around school are wide enough for wheelchair or mobility scooter users.
1.4	Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	YES	
1.5	Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	YES	The school is situated at the top of a long road. There are no signs at the bottom of the estate yet.
1.6	Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	YES	Planters are against the building. They are not colour contrasted but they do not pose a danger to visitors
1.7	Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	YES	Windows have limited opening. There are no overhangs.

1.8	Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	YES	There is currently no seating for parents to use.
2	**CHECKLIST 2 - CAR PARKING**		
2.1	Are accessible bays provided for badge holders?	YES	There are 2 designated disabled parking places.
2.2	Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?		Bays are clearly marked.
2.3	Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	YES	
2.4	Close enough to facilities the car park serves?	YES	The disabled parking bays are closest to the school building.
2.5	Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	YES	The route from the carpark to the school entrance is flat, wide, smooth and even.
2.6	For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	YES	There is a path from the carpark to the school.
3	**CHECKLIST 3 - EXTERNAL RAMPS**		
3.1	Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	N/A	
3.2	Suitable handrails on each side?	N/A	
3.3	Surface slip-resistant, firmly fixed and easy to maintain with	N/A	

	edges protected to prevent accidents?		
3.4	Edges protected to prevent accidents?	N/A	
4	**CHECKLIST 4 - EXTERNAL STEPS**		
4.1	Visual and tactile warnings at the top and bottom of steps?	N/A	
5	**CHECKLIST 5 – ENTRANCES**		
5.1	Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	YES	There are signs to indicate where the entrance is. The glass doors are easily distinguishable from the wooden surround.
5.2	Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES	Double doors are provided at the front of school. Please call the main office if you need assistance – 01935 475693
5.3	Level or flush threshold?		Level
5.4	If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	N/A	
5.5	Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	YES	Doors are glass.
5.6	Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	YES	Call button available but no LED display.
5.7	Weather mat of firm texture and flush with floor?	YES	The mat inside the door is secured using specific carpet securing tape.

6	**CHECKLIST 6 - RECEPTION AREAS AND LOBBIES**		
6.1	Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	YES	Lights are automatic.
6.2	Transitional lighting? Is the entrance lobby and reception area well illuminated?	YES/NO	There are no obstructions. The signing in system is not accessible by someone in a chair
6.3	Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	YES	The front lobby is carpeted – this then leads to a grey hard floor entrance.
6.4	Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	YES	Hearing loop fitted, available if requested.
7	**CHECKLIST 7 - CORRIDORS AND INTERNAL SURFACES**		
7.1	Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	YES	
7.2	Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	YES	There is furniture in the main corridor but this is kept tidy and safe for all users.
7.3	Are all key facilities within the school accessible for all users? E.g. Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	YES	Whole school is on one level.
7.4	Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	YES	

7.5	Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	YES	The building has contrasting coloured skirting boards which clearly highlight the contrast. Door frames are also dark coloured to contrast the walls and doors.
8	**CHECKLIST 8 – INTERNAL DOORS**		
8.1	Distinguishable from surroundings?	YES	Doors are wood with dark grey surrounds. There is clear contrast. Edging of glass in Little learners is provided with reflective tape to support children with visual/spacial difficulties.
8.2	Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	YES	Glass panels – easy to see.
8.3	Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	YES	Vision panels are clear. Users can see either side of the door seated or standing.
8.4	Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	YES	
8.5	Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	YES	Only door with high handle is the pre-school entrance and this is for the safety of the children.
8.6	Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	YES	
9	**CHECKLIST 9 – WC PROVISION & CHANGING AREAS**		

9.1	Lobby door light enough to open easily? Lobby of sufficient size for easy access?	YES	Good access in toilets
9.2	Slip-resistant floors throughout?		Slip resistant floors throughout
9.3	Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?		
9.4	Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	YES	Forward opening doors (push). Doors with handles are bright with long, silver handles
9.5	Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	N/A	
9.6	Are lever style taps provided within the WCs to aid people with dexterity impairments?	YES/NO	All children's taps are operated by pushing. Taps in 'disabled' toilets are lever style.
9.7	When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	N/A	
9.8	Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	YES	
10	**CHECKLIST 10 – WCs WHEELCHAIR USERS**		
10.1	Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?		
10.2	Travel distance to a suitable WC no greater than that for able-		

	bodied people?		
10.3	Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	YES	
10.4	Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	YES	
10.5	Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	YES	Lights are automatic.
10.6	Tap appropriate for use by a person with limited dexterity, grip of strength?	YES	Lever Facility
10.7	Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	YES	White grab rails contrasted against lime walls.
10.8	Is there a back rest provided to the toilet pan?	YES	In both disabled toilets.
10.9	Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	YES	
10.10	Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	YES	
10.11	Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	YES	

11	**CHECKLIST 11 - FACILITIES**		
11.1	Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	NO	There are not seats provided at intervals, however there are seats in the main corridor and through the library area which would allow a person to rest. There is adequate room for a wheelchair user to sit alongside others.
11.2	Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	YES	In staffroom
11.3	Are a number of chairs with armrests available within each classroom?	NO	
11.4	Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	N/A	
11.5	Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	N/A	
11.6	Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	YES	
11.7	Is there a dropped counter and an induction loop available for the Library counter?	N/A	
11.8	Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	N/A	

11.9	In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?		Currently the children don't use the stage on a regular basis. When necessary we shall do a risk assessment and discuss how we provide wheelchair access.
12	**CHECKLIST 12 – WAY FINDING**		
12.1	Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	NO	
12.2	On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	NO	
12.3	Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	YES	
12.4	Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N/A	
12.5	Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	N/A	
13	**CHECKLIST 13 – LIGHTING AND ACOUSTIC**		
13.1	Lighting designed to meet a wide range of user's needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	YES	Filters over nappy changing unit in Little Learners to support children with visual impairment and sensory needs.

13.2	Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	N/A	Automatic lighting.
13.3	Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	YES	Blinds are fitted in the classrooms and across windows.
13.4	Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	YES	
13.5	Good balance of hard and soft surfaces?	YES	
14	**CHECKLIST 14 - MEANS OF ESCAPE**		
14.1	Audible alarm system supplemented by visual system?	YES	
14.2	Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	YES	
14.3	Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	YES	
14.4	Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N/A	
14.5	If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	N/A	All persons are able to leave the building.

15	CHECKLIST 15 – BUILDING MANAGEMENT		
15.1	External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	YES	Risk management of snow and ice shared with staff.
15.2	Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	YES	
15.3	Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	YES	
15.4	Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	N/A	
15.5	Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	YES	