

# EVELYN C.P. SCHOOL

## ACCESS PLAN

### Aim

To:

1. Increase access for disabled pupils to the school **curriculum**.  
(Teaching & Learning in the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits).
2. Improve access to the **physical environment** of schools.  
(Improvements to physical environment and physical aids to access education).
3. Improved delivery of **written information** to disabled pupils.  
(Take account of pupils' and parents' preferred formats and ensure they are made available within a reasonable time frame).

### Definition of Disability

A person with a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.

## 1. The School Curriculum

### How does our school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?		✓
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		✓
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

### Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

### How does our school deliver materials in other formats?

Question	Yes	No
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?	✓	
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 overhead projections and describing diagrams?		✓
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

**Access plan for delivering the curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Goals Achieved</b>
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LEA sensory support service on appropriate colour schemes.	Several classrooms are made more accessible to visually impaired children.	Physical accessibility of school increased.
<p>Network of paths outside for wheelchair access to gardens.</p> <p>Multi media studio to have multi sensory teaching aids.</p> <p>Incorporation of appropriate resources to support Teaching and Learning.</p> <p>Available access for specific children to use of a dictaphone</p> <p>Use of specialist facilities of particular schools within the LEA.</p>	<p>Map out routes and decide on appropriate surfaces and widths of paths.</p> <p>Seek advice from LA sensory support service re: appropriate aids.</p> <p>Audit equipment available, and purchase those needed.</p> <p>Purchase most appropriate dictaphones.</p> <p>Use P.E. partnership to develop such links.</p>	<p>All outdoor gardens have paths leading to them.</p> <p>Quadrasonic sounds to support those having impaired hearing.</p> <p>Appropriate resources available to support all children.</p> <p>Dictaphones used to support memory and act as an alternative to writing.</p> <p>Groups of children visiting other schools with special facilities to enhance provision.</p>	<p>Physical accessibility of outdoor areas increased.</p> <p>Physical accessibility to curriculum.</p> <p>Increased access to the curriculum.</p> <p>Support for children with specific learning/physical needs.</p> <p>To support children with special learning or physical needs.</p>

<p>Simple keyboard computers available.</p>	<p>Purchase appropriate keyboards.</p>	<p>Children benefiting from large basic controls.</p>	<p>Increase in access to the National Curriculum.</p>
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## 2. Access Plan for the Physical Environment

Description	Provision Made Y, N or Partial	Part M Compliant?	Comments/ Site Notes	Recommendations
Provision of drop off points	N		There is a marked parking bay area with a drop kerb detail in front of the main entrance, which could be designated as a drop off point.	Consider the provision of a signage to indicate same.
Suitable lighting provided	N		There is no suitable lighting available in certain areas	Consider the provision of additional lighting around specific areas.
<b>Main Entrance and General Signage</b>	Y		ID signage is good, directional signage could be provided.	Consider the provision of suitable reception and directional signage, with visually impaired users in mind.
Induction loop provided	N		None fitted.	Consider the introduction of a counter specific model, within the reception.
<b>Toilet Facilities Direction/ Identification</b>	P		Very poor directional provision generally.	Provide clear directional and identification signage and symbols to current standards.
Cubicles and toilet doors/handrails	P	N	Cubicles too small for ambulant disabled use and there are no handrails.	Consider the provision of a suitably widened and equipped male and female cubicle for ambulant disabled use.
<b>Wheel Chair Users Provision and location</b>	N		None provided.	Consider converting the gents staff WC into a fully accessible unisex WC.
<b>Way-finding All Areas</b> Is tactile information provided, such as maps or models?	N		None provided.	Provide tactile location, direction and route map and general information at the reception as a minimum provision.
Means of escape: are the exit routes checked regularly, to ensure free from	Y		As indicated by the leadership team.	Monitor regularly and act upon enquiry or, complaint.

loose obstacles, including locked doors and combustible materials				
Are all alarm systems regularly checked.	Y		As indicated by the leadership team.	Monitor regularly. Ensure all members of staff and students comply with the escape strategy.
Is there an overall escape strategy for visitors who may need assistance	N		As indicated by the leadership team.	Written procedures to be inserted into the general escape strategy.
Is there a personal egress plan for members of staff requiring assistance	Y		As indicated by the leadership team.	Additional procedures to be inserted into the general escape strategy, if not as indicated.
Are personal vibratory alarms provided for staff with auditory impairments	N/A		None provided to date.	Seek advice as need arises.
Are both general escape strategy and personal egress plans checked regularly for efficiency and effectiveness	Y		As indicated by the leadership team.	Suggest interrogation of strategies and plans required, to confirm efficiency on a more regular basis.

**3. Access plan for delivering materials in other formats**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Goals Achieved</b>
Availability of written material in alternative formats.	The school makes itself aware of the services available through its L A for converting written information into alternative formats.	If needed the school can provide written information in alternative formats	Delivery of information to disabled pupils and parents, improved.