

# Leopold Primary School Accessibility Plan

2019/20-2021/22

## Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

## School duties around accessibility for disabled pupils

Schools and local authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replaced in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

## Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

*“A person has a disability 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 carry out normal day to day activities.”*

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

## Key objectives

Leopold Primary School is committed to equal opportunities and inclusion.

This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan sets out the proposal of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

## Leopold Primary School's key priorities

- To provide safe access throughout the school for all school for all school users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

**Involvement of disabled children/young people, staff and parents** Leopold Primary School recognises and values parents' knowledge of their child's disability and the effect on his/her ability to participate in the school's curriculum and daily routines. We respect parents' rights to confidentiality.

When working with disabled children, staff and parents, we aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of information to disabled persons

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Brent Outreach Autism Team

1. Leopold Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

2. The Accessibility Plan will cover a three year period and will be updated annually.

3. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters home, hand-outs in class and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken annually alongside the review of the Action Plan. It may not be feasible to

undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. An item on “having regard to matters relating to Access” will be added to the terms of reference for all governors’ committees at their annual review.

6. The school website and prospectus will make reference to this Accessibility Plan.

7. The school’s complaints procedure covers the Accessibility Plan.

8. The policy will be reviewed by, and the plan monitored through, the Advisory Board’s Learning, Teaching and Leadership Committee.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

**Leopold Primary Primary School Accessibility Plan 2020 to 2023**  
**Improving the Curriculum Access**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Training for staff in the identification of and teaching children with specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Annual training on a 3 year rota in ADHD, Attachment, Autism Spectrum Disorders, Dyslexia.  Annual training in epipens and asthma.	Children are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.  Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Community will benefit by a more inclusive school and social environment
Ensure all children identified as SEND have appropriate intervention in place according to need. These are identified on year group provision maps (SEN support) and 1:1 (children with EHCPs).	Provision maps for each year group.  Individual provision maps for children with EHCPs.	Provision map is up to date and forms a key part of the planning process for all pupils.	Termly each year	Provision maps in place and highlighted to support the needs of individual children.
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities.	Reviewed annually but also as needs arise .e.g if child needs additional support at lunchtime, staffing is reviewed	Children who need individual adult support to participate in some activities have access to this support.

# Leopold Primary Primary School Accessibility Plan 2020 to 2023 Improving the Physical Access

The school buildings are dated and although all buildings are single storey, access to some areas is limited by steps as a result. We are constantly seeking to improve access as a priority as part of ongoing school development, and will ensure that all new developments are fully accessible.

Location	Item to Improve Physical Access	Activity	Timeframe	Cost
Change of use of main school office from main building to annexe 2. (GR)	Ground floor direct access to school office for parent/visitor/delivery enquiries.	Re-modernisation of existing ground floor annexe building.	Completed August 2020	Within new build budget
Change of use of main school office from 1 <sup>st</sup> floor to ground floor. (HH)	Ground floor direct access to school office for parent/visitor enquiries.  Double leaf doors for wheel chair access or large deliveries.  Low counter which meets DDA compliancy.	Re-modernisation of existing ground floor offices/rooms	Completed November 2019	Within new build budget
Change of use of Y1 toilets to become storage rooms; remaining toilet block in 3RT re-modernised	Ground level entry as before  Sinks and dryers at correct height	Re-modernisation of Y1 toilet blocks	Completed August 2018	Within new build budget
New triple mobile KS2	Ground level entry, disabled toilet facilities	New build	Completed 2016	Within new build budget
Hall extension	Direct access to hall from car park, ramped corridor access via entrance foyer, removal of steps/raised stage area so hall floor all level, new AV equipment	Capital project, increase hall space by over 30% to enable whole school worship and enhanced indoor PE	Completed 2016	Within new build budget
Office and main entrance relocation and refurbishment	Low level security door controls and reception desk for wheelchair users, office relocated so level access (currently steps up from door), greater space and seating in foyer		Completed 2016	Within new build budget
Disabled parking	Newly located disabled parking space(s) very close to front entrance and direct hall access	Move disabled parking spaces (part of new entrance plans)	Completed September 2016	Within new build budget

# Leopold Primary Primary School Accessibility Plan 2020 to 2023

## Improving the Delivery of Written Information

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents/carers improved
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.  School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this	Annually	Parental opinion is surveyed and action taken appropriately.

## ACCESSIBILITY AUDIT

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element should be given consideration in the School Accessibility Plan.

APPROACH AND PARKING			
	Y	N	Notes
Is the building within convenient distance of a public highway?	Y		
Is the building within convenient distance of public transport?	Y		
Is the building within convenient distance of car parking?	Y		
Is the route clearly marked/found?	Y		
Is the route free of kerbs?		N	Kerbs are at road level intervals along adjoining roads.
Is the surface smooth and slip resistant?	Y		
Is the route wide enough?	Y		
Is it free of such hazards as bollards, litter bins, outward opening, windows and doors or overhanging projections?	Y		
Is it adequately lit?	Y		
Is it identified by visual, audible and tactile information?	Y		Visual signage only.
Is there car parking for people with reduced mobility?	Y		On request
Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
Is the car parking as near the entrance as possible?	Y		
Is the car parking area suitably surfaced?	Y		

Is the route to the building kept free of snow, ice and fallen leaves?	Y		
Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		

ROUTES AND EXTERNAL LEVEL CHANGES INCLUDING RAMPS AND STEPS			
	Y	N	Notes
Is there a ramp, with level surfaces at top/intermediate/bottom?	Y		Portable ramp available Ramp to EYFS classroom at HH site
Is it wide enough and suitably graded?	Y		
Is the surface slip resistant?	Y		
Are there kerbs and are there edges protected to prevent accidents?	Y		
Are there handrails to one or both sides? (delete)	Y		Both
If a permanent ramp (or regraded levels) cannot be formed (perhaps to a listed building) is a portable ramp available?	Y		
Are ramps and steps adequately lit?	Y		
Are treads and risers consistent in depth and height?			
Are all nosings marked and/or readily identifiable?	Y		
Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		
If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative?			N/A

ENTRANCES, INCLUDING FRONT ENTRANCE			
	Y	N	Notes
Is the door clearly distinguishable from the facade?	Y		
If glass is it visible when closed?	Y		
Does the door when opened permit passage of a wheelchair or double buggy?	Y		
Does it have a level or flush threshold, and a recessed mat well?	Y		
Is there visibility through the door/way from both sides at standing and seated levels?	Y		
Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
Can the door furniture be used at both standing and seated height?		N	Not into main building – heavy front doors (HH)
Can it be easily grasped and operated?		N	Heavy front gates

If the door has a closer mechanism does it have:			
(a) delayed closure action?			Yes (GR)
(b) slow-action closer?			Yes (HH)
(c) minimal closure pressure?			N/A
If the door is power-operated does it have visual and tactile information?			Yes (GR)
If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		N	The exit button is too high for those in a wheelchair – however, the office is located conveniently to hear a knock/bell at the door and office staff would be able to activate the door release if required.
Do lobby layouts enable all users to clear one door before going through the next?		N	
Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		N	
Does the lighting installation take account of the needs of visually disabled people?	Y		
Are floor surfaces:			
(a) slip-resistant, even when wet?		N	
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	Y		
(c) firm for wheelchair manoeuvre?	Y		
Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		N	
Is it fitted with an induction loop?		N	

#### HORIZONTAL MOVEMENT AND ASSEMBLY

	Y	N	Notes
Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
Is turning space available for w.ch. users?	Y		
Do natural and artificial lighting avoid glare and silhouetting?	Y		
Are there visual clues for orientation?	Y		
Do floor surfaces:			

(a) allow ease of movement for wheelchair users?	Y		
(b) avoid light reflection and sound reverberation?	Y		
Do textured surfaces convey useful information for people with impaired vision?		N	
Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		N	
Are there tactile signs and information for those with impaired vision?		N	
Is sufficient circulation space allowed for wheelchair users?			Dependant on school location
Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		N	
Are seating arrangements/spaces suitable for use by people with visual disabilities?		N	
Are all areas for assembly/meeting equipped with an induction loop system?			N/A
If the use of an induction loop system is precluded is an infra-red system in place?			N/A
Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A

#### VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

	Y	N	Notes
Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?		N	
Is any level change clearly lit?	Y		
Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?	Y		
If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	Y		
Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	Y		
Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	Y		
If a permanent ramp cannot be provided (perhaps a listed building) can a moveable ramp be made available?	Y		
Where level change is less than a full storey in height is a power-operated system appropriate?		N	

## DOORS

	Y	N	Notes
Do the doors serve a functional/safety purpose?	Y		
Can they be readily distinguished?	Y		
If glass, are they visible when shut?			N/A

Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? N

Does the clear opening width permit wheelchair access?	Y		
On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
Is any door furniture/handle at a height for standing/sitting use?		N	
Are door/handles clearly distinguished?	Y		
Can the door furniture/handles be easily operated/grasped?		N	
If door closers/mechanisms' are fitted do they provide the following:			

(a) security linkage?			
(b) delay-action closure?	Y		GR Site
(c) slow-action closure?	Y		HH Site
(d) minimum closure pressure?			n/a
Is door/mechanism function checked regularly?	Y		

## TOILET FACILITIES

	Y	N	Notes
Is WC provision made for people with disabilities?	Y		Some
Do all lavatory areas have slip-resistant floors?	Y		
Are they easy to distinguish by colour contrast from walls?	Y		
Are all fittings readily distinguishable from their background?	Y		
Are all door fittings/locks easily gripped and operated?	Y		
Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		In specific disabled toilets only.
Is provision made for wheelchair users? If so:	Y		As above
Is wheelchair approach free of steps/narrow doors/obstructions, etc?	Y		As above
Is the location clearly signed?	Y		As above

Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		As above
Are the door fittings/locks and light switches easily reached and operated?	Y		As above
Is there an emergency call system and is someone designated to respond?	Y		As above
Can the emergency call system be operated from floor level?	Y		As above
Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		As above
Are the fittings arranged to facilitate these manoeuvres?	Y		As above
Are hand washing and drying facilities within reach of someone seated on the WC?	Y		As above
Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		As above
Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		As above
Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	Y		As above

INFORMATION			
	Y	N	Notes
Is the building equipped to provide hearing assistance?		N	
Does lighting installation of the building take into account the needs of people with visual disabilities?		N	
Is there a tactile plan or diagram of the building?		N	
Are there large-print versions of information about the building/activities available?		N	
Is there 'braille' information available for people with visual disabilities?		N	
Is there an 'audio' version of information about the building available?		N	
Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		N	
Are all relevant locations clearly signed?		N	

MEANS OF ESCAPE			
	Y	N	Notes
Is there a visible as well as audible fire alarm system?	Y		
Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply?		N	Not applicable
If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		N	
If refuges are available are they equipped with 'carry chairs'?		N	
Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
Is the evacuation strategy checked regularly for its effectiveness?	Y		At least three times a year.
Are evacuation routes checked routinely and regularly for freedom From combustible Materials/obstacles/locked doors?	Y		
Are all fire warning devices and detectors checked routinely and regularly?	Y		

