

# **ACCESSIBILITY PLAN**

## **Blue Coat C. E. (A) Infant School**

Hanch Place

Walsall

WS1 3AF



Reviewed MAY 2016

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# School Profile

Blue Coat Church of England Voluntary Aided Infant School was founded to provide a good education within a Christian environment.

The Spiritual well being of children and staff is of major importance. Our aim is to provide a forward looking education, concerned not only with academic progress, but with the all round development of the child.

We aim to ensure that the children are offered a Curriculum which is relevant to their specific abilities. Children who have any Special Educational Needs are also able to benefit from the breath and balance required by law. Following the requirements of the Code of Practice for Special Needs, we monitor all children who need special help, keeping a Register and establishing Individual Education Plans for them. We work closely with Parents, to ensure that every aspect of the child's progress is understood by all concerned.

The School is housed in a 200 year old Georgian building, formerly the Vicarage, with grade 2 listed status. A nursery and other teaching and administration areas were added in 1984.

The School is built on 3 levels. The main teaching area consists of teaching areas on the lower ground floor, ground floor and first floor. The only access to the first floor is by the stairway, the head of which opens into a central teaching area. The first floor classrooms have a similar layout to the ground floor with the exception of the exit door out to the playground and a corridor going towards, the reception and school hall.

The principal entrance is in part of the new school building. This has level access opening into a foyer, to the right of which are the classrooms and, to the left, is a ramp up to the reception office, hall and staff areas. Through the hall is a community room. This is used for further education classes and as a polling station. The exit out of this is stepped; however a portable ramp is provided.

Because of the design of the building and the listing, there are going to be restrictions on any physical adjustments in the old part of the school. As such, this plan concentrates on where adjustments can be made to provide as reasonable an accessible environment as the building dictates.

There is some wheelchair access to the hall, ground floor classrooms and staff areas, and an accessible toilet facility is provided. Colour contrast is one issue that needs to be addressed, mainly in the new part of the school, particularly the doors which have the controls and handle painted in the same colour, which would make it difficult for a person with a sight impairment to locate.

The ramp next to the reception and the one on the lower ground floor has low contrast with the surrounding and because of this; people with sight impairment may feel unsteady when the floor level changes without warning.

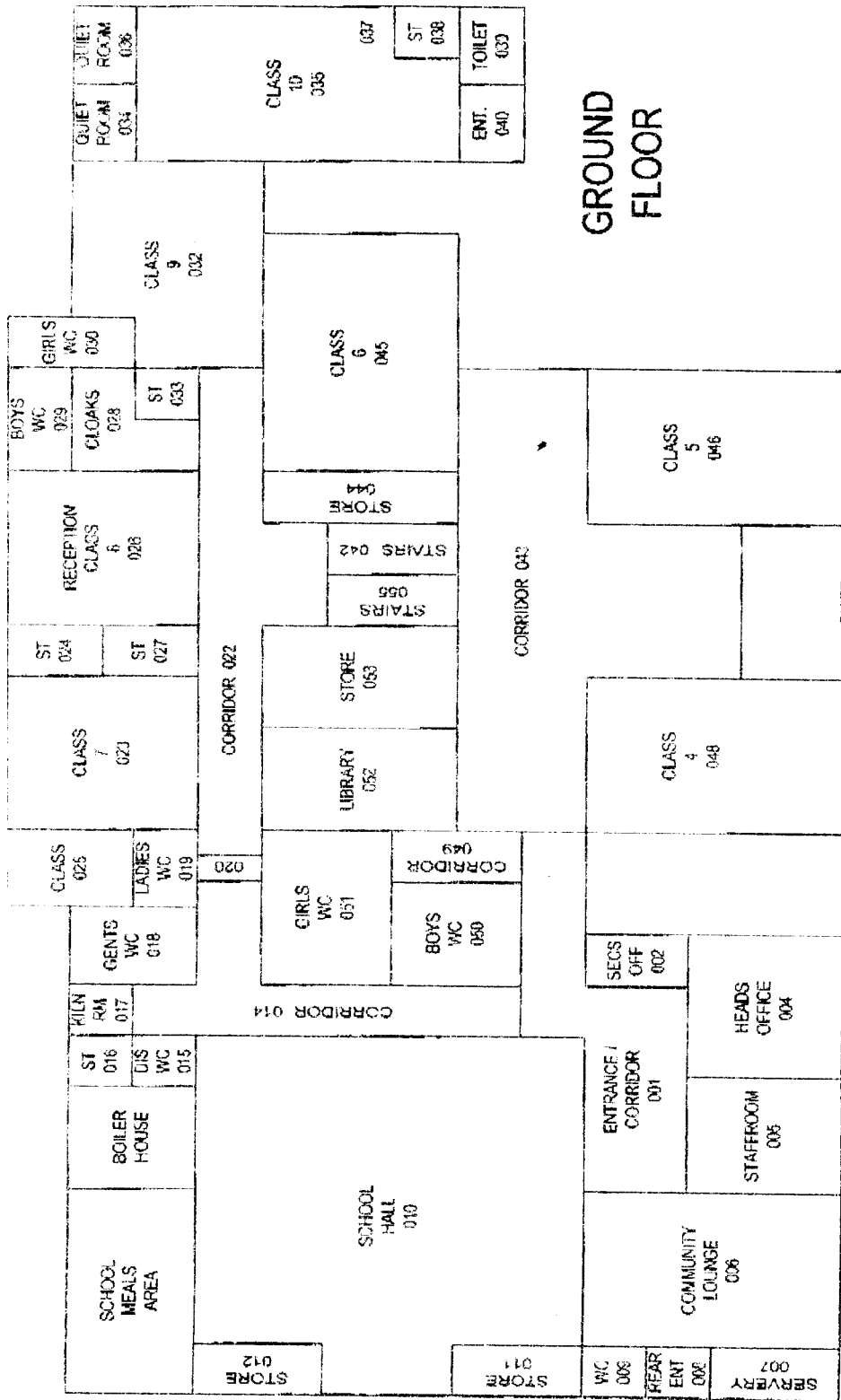
Overall the staff have an awareness of the needs of people with disabilities and will endeavor to make adjustments in practices whenever possible. This will be enhanced by this accessibility plan.

## Identifying Barriers to Access

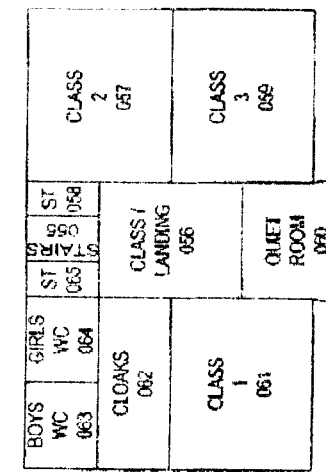
Question	Completed	In Progress	Under discussion	Not yet addressed	Source
<b>Organisational</b>					
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	/				DfE
Preparation for entry into school.	/				DEE
Grouping of pupils.	/				DEE
Homework policy and practice.	/				DEE
School discipline and sanctions.	/				DEE
Exclusion procedures.	/				DEE
School clubs and activities.	/				DEE
School trips.	/				DEE
The school's arrangements for working with other agencies.	/				DEE
<b>Attitudinal</b>					
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	/				DfE
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	/				DfE
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	/				DfE
Are there high expectations of all pupils?	/				DfE
Do staff seek to remove all barriers to learning and participation?	/				DfE
Access to the curriculum.	/				DEE
School policies, e.g. anti-bullying, SEN policies, health and safety.	/				DEE
Interaction with peers.	/				DEE

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
<b>Physical access</b>					
Are your classrooms optimally organised for disabled pupils?	/				DfE
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?		/			DfE
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?		/			DfE
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	/				DfE
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	/				DfE
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	/				DfE
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			/		DfE
Are areas to which pupils should have access well lit?	/				DfE
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	/				DfE
Is furniture and equipment selected, adjusted and located appropriately?	/				DfE
Access to school facilities.	/				DEE
Activities to support the curriculum, e.g. drama group visiting school.	/				DEE
School sports.	/				DEE
How the school deals with emergency procedures.	/				DEE
Breaks and lunchtimes.	/				DEE
The serving of school meals.	/				DEE

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
<b>Curriculum Access</b>					
Do lessons provide opportunities for all pupils to achieve?	/				DfE
Are lessons responsive to pupil diversity?	/				DfE
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	/				DfE
Are all pupils encouraged to take part in music, drama and physical activities?	/				DfE
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?	/				DfE
Do you provide access to computer technology appropriate for students with disabilities?	/				DfE
Teaching and learning.	/				DEE
Classroom organisation.	/				DEE
Timetabling.	/				DEE
Assessment and exam arrangements.	/				DEE
Preparation of pupils for the next phase of education.	/				DEE
<b>Information Access</b>					
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?	/				DfE
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?	/				DfE
Do you have the facilities such as ICT to produce written information in different formats?	/				DfE
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	/				DfE
School announcements.	/				DEE
Access to information.	/				DEE



**BLUE COAT INFANTS NOT TO SCALE**





Please note

School gates have been repainted/replaced  
Disabled door now has visible handle

Photographs from Access Audit May 2004



**Photograph 1**  
Poor contrast of the school gate.



**Photograph 2**  
Signage to reception in upper case.



**Photograph 3**  
Ramped floor on the lower ground floor.



**Photograph 4**  
Poor contrast of colour on the accessible WC door.

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### School : Blue Coat C.E. (A) Infant School

AUDIT INFORMATION	KEY RECOMMENDATIONS TO BE ADDRESSED
<b>Physical Access</b>	<ul style="list-style-type: none"><li>• Access to internal steps</li><li>• Access to external steps</li><li>• Colour contrast of internal and external doors</li><li>• Handrails to Class 7 steps</li></ul>
<b>Curriculum Access</b>	<ul style="list-style-type: none"><li>• Provide computer technology appropriate for visually impaired pupils</li><li>• Provide access to the curriculum information in large print for visually impaired pupils</li><li>• Provide print on pastel coloured paper for pupils with dyslexia</li><li>• Use Makaton signs and timetables for pupils with SEN</li></ul>
<b>Information Access</b>	<ul style="list-style-type: none"><li>• Provide appropriate signage for those accessing the school site</li><li>• Provide school information in a range of formats including large print</li><li>• Provide sign language interpreter for deaf parents for parent evenings and meetings.</li><li>• Provide Dictaphone machine for visually impaired parents to aid communication</li></ul>

Time Scale	Targets	Activities	By When	By Whom	Success Criteria
Short term	Mark and remark all internal and external stair nosings	Obtain paint and paint during school holidays	March 2008	Purchase by School Bursar Painting by School Caretaker	Stairs clearly marked and visible. <b>Completed</b>
	Tactile warnings on all stairs	Attach tactile warnings on top and bottom of internal and external stairs	March 2008	Purchase by School Bursar Marking by School Caretaker	Tactile warnings fitted to warn visually impaired of change of level <b>Completed</b>
	Handrails fitted to all internal and external steps	Fit handrails at appropriate height to all steps	March 2008	Purchase by School Bursar	Security of handrail available to all <b>Completed</b>
	Contrast handrail in class 7 with wall	Paint handrail or the wall	March 2008	Caretaker	Handrail clearly seen
Medium term	Install portable induction loop	Purchase portable induction loop	September 2008	Purchase by School Bursar	Induction loop available for meetings and assemblies <b>Completed</b>
Long term	Dropped Kerb with Blister paving	Replace current paving bear in mind children safety	March 2009	Local Council Highways	Easier access for disabled <b>Logged with Council</b>

Time Scale	Targets	Activities	By When	By Whom	Success Criteria
Short term	Provide enlarged copies of reading books and worksheets	Photocopy reading books and worksheets to enlarge print	<b>On going</b>	Teacher Teaching Assistant	Access to the same books and worksheets for visually impaired pupils as other pupils
	Provide appropriate ICT hardware and software for visually impaired pupils	Contact ICT support and Visual impaired support team for advice	<b>On going</b>	SENCO School Bursar	Access to ICT and the curriculum for visually impaired pupils
	Provide Makaton signs and timetables for SEN pupils	Make makaton signs and timetables	<b>On going</b>	SEN HLTA	Easier understanding for SEN pupils
	Provide worksheets and information for dyslexic pupils	Photocopy worksheets and information onto pastel coloured paper.	<b>On going</b>	Teacher Teaching Assistant	Easier reading and understanding for dyslexic pupils

Information Access

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Time Scale	Targets	Activities	By When	By Whom	Success Criteria
Short term	Provide enlarged copies of newsletters for visually impaired parents	Photocopy newsletters onto yellow A3 paper to enlarge print	<b>On going</b>	Teaching Assistant	Access to the same newsletters for visually impaired parents as other parents
	Provide Sign Language Interpreter for Deaf Parents	Arrange for sign language interpreter for parents evenings and meetings	<b>On going</b> each parents meeting and parents evening	School Secretary	Access to information for Deaf Parents
	Formal emergency evacuation procedures of disabled persons	Create and communicate a plan for evacuating disabled persons in an emergency	September 2008	H & S Rep	All staff aware of evacuation procedure  <b>Completed</b>
	Clear Signs for wheelchair accessible escape routes	Arrange for appropriate signs to be displayed	September 2008	School Bursar	Wheelchair emergency evacuation signs displayed <b>Completed</b>