

Part 2 – Accessibility Plan Information

To enable us to develop/update your school’s Accessibility plan, please provide the information below. The plan will be included as an appendix within the Equality Policy that we produce for you.

School Information	
Lead Contact on the accessibility plan <i>(usually the same as the Equality Policy)</i>	Craig Elder Assistant Head teacher
Lead Contact Telephone Number	01964 550303
Lead Contact Email Address	celder@lpschool.org.uk
Lead Governor name <i>(usually the Chair and the same as the Equality Policy)</i>	Liz Pollard

As part of developing or reviewing your Accessibility Plan, you will need to undertake an annual Accessibility Audit. This should be completed by more than one person including teachers, parents, pupils and Governors.

Accessibility Audit		
A. External Approach and Entrance	Yes/No/N/A or other	Please give details
Is the school main entrance clearly visible and well signed? <i>(i.e. can you identify the entrance from the street, are there visual clues, signs and land marks to aid orientation)</i>	Yes	Good signage on external approach. No signage on main road to direct to the school. Lane poorly lit.
Is the route to the entrance, from either the street or car park, suitable? <i>(i.e. is there an incline, does this pose a problem for wheelchair users, do crossings on approach have tactile paving, are the pathways wide enough or, if narrow, is there a suitable passing place for wheelchair users, are plants and trees cut back to avoid hazards, are the routes free from hazards such as bollards and litter bins, if there are such hazards are they colour contrasted, is there any seating provided along routes for parents/guardians waiting to pick up pupils)</i>	Yes	No streetlights. Only light available provided by school security cameras. Slight incline to the school entrance through a resurfaced car park. No external path in front of the school. Access would be via the road for pedestrians/wheel-chair users.
Is the surface in front of the entrance (walkways/paved areas) of good quality? <i>(i.e. are there any trip hazards, would the surface cause issues for a wheelchair or stick user, are the surfaces even and slip resistant, are there any gaps or cracks that could trip people or trap wheelchair wheels)</i>	Yes	Approach to main office is through a car park. Resurfacing was completed for the car park 2017. Steps have markings to aid visually impaired users. Entrance has a ramp for wheelchair users and ramp to aid walkers. Lighting at the entrance is good. Paved area may become slippery when wet.

<p>Is the main entrance accessible? <i>(i.e. are the doors manual or automatic, if manual - are the doors stiff or heavy and is the handle low enough for wheelchair users, is the door(s) wide enough for wheelchair users, is there a bell or intercom and is it low enough for wheelchair users, if there is a bell or intercom - does it have braille on the buttons and/or an LED display for the hearing impaired, are there staff on hand to help, is the signage good and clear - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance glazed so that people waiting to either side of the door can be seen by people on the other side)</i></p>	<p>Yes</p>	<p>Low handle to the door. Not automatic and opens outwards causing potential issues for wheelchair users or those with low physical strength. Glass vision panel suitable for all visitors to the school. Lowered section. Good space and seating for visitors with armrests.</p>
<p>If there are any ramps or steps, are they suitable? <i>(i.e. are ramps wide enough to allow wheelchairs to use them and are they suitably graded, do ramps have handrails to aid walkers on both sides, are ramp surfaces slip-resistant and firmly fixed in place with no risk of movement when used, are ramp edges protected to prevent accidents, are ramp surfaces colour contrasted to aid the visually impaired, do steps have visual and tactile warnings at both top and bottom, do steps have handrails to aid walkers on both sides, are steps slip-resistant)</i></p>	<p>Yes</p>	<p>Low steps. Colour contrasted markings to aid visually impaired visitors. Entrance is ramped with a handrail.</p>
<p>B. Car Parking</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Are the parking bay markings well laid out and clearly visible?</p>	<p>Yes</p>	<p>Recently re-marked to include a disabled bay.</p>
<p>Is there good signage in the car park? <i>(i.e. is there a one-way system and is this clearly signed - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance/exit for the car park clearly shown, is the route to the school entrance clearly shown)</i></p>		<p>Small car park. No pedestrian walkway marked. No signage for the school office.</p>
<p>Does the car park have suitable lighting? <i>(i.e. if leaving or arriving early/late, is there enough lighting, are any steps and ramps suitably illuminated during darker hours)</i></p>	<p>Yes</p>	<p>Entrance to Breakfast/After-School club is via the pedestrian entrance and not the car park. Lighted has been added at this entrance and steps have been colour contrasted marking. The car park has now been fenced off.</p>
<p>Is there a drop-off/pick up point marked out? <i>(i.e. is the area well marked out and clearly signed, is there any seating for people waiting to be picked up)</i></p>	<p>No</p>	
<p>Are there any disabled parking spaces? <i>(i.e. how many are there, how accessible are they, how close to the school entrance are they, are they clearly marked and well lit, are they signposted from the entrance of the car park, do the bays have enough space for car doors to fully open - allowing disabled passengers to transfer to wheelchairs)</i></p>	<p>Yes</p>	<p>Yes-one parking space. Clearly marked in yellow and well-lit with enough space for doors to open.</p>
<p>Is the route from the car park to the school suitable? <i>(i.e. are walking routes for slow moving people through the car park provided and clearly marked, are there dropped kerbs for wheelchair users, are there tactile surfaces to warn the visually impaired)</i></p>	<p>Yes</p>	<p>Ramped entrance. Colour contrasted steps and low door handle. Not automatic.</p>

C. Reception Areas	Yes/No/N/A or other	Please give details
<p>Is the reception desk area suitable for all users? <i>(i.e. is it low or have a lower section, is there room to manoeuvre a wheelchair around to the desk, is the reception area flooring clearly marked with contrasting colours, is the area behind the reception desk suitable for disabled staff to work)</i></p>	Yes	Good. Lowered section. Viewing panel.
<p>Is there any seating in the reception area? <i>(i.e. do any of the chairs have armrests for people who have difficulty standing)</i></p>	Yes	Good space. Seating for visitors-some with arm rest
<p>Does the reception area have a hearing loop system? <i>(i.e. is there any signage indicating the availability of this system, are staff aware of the facility and its use)</i></p>	No	
<p>Are assistance dogs welcomed in the reception area?</p>	Yes	Signage now in place.
<p>Is there good signage in the reception area and is it suitable? <i>(i.e. for the visually impaired - colour contrast between lettering and background)</i></p>		Some signage needs lowering.
D. Internal Circulation – floors, doors and corridors	Yes/No/N/A or other	Please give details
<p>Is all signage in the main school areas (i.e. corridors, classrooms and halls) suitable? <i>(i.e. is direction signage clear and suitable - for the visually impaired the maximum contrast between lettering and background is recommended, such as white on black/black on white/dark colour on pale colour, are classroom signs and displays clear and suitable for the visually impaired and understandable by all pupils and staff, are the locations of standard and disabled toilet facilities clear signed and appropriately for the visually impaired)</i></p>	Yes	Single floor structure. Good quality flooring and doors. Space to travel. Main entrance ramped. Exit to play areas are level with push-bar exit doors.
<p>Is the access to all areas of the school building suitable? <i>(i.e. is there room for all users to move freely in all corridors and halls, are all corridors wide enough for wheelchair users to manoeuvre whilst still permitting other users to move past freely, is the overall layout of the school reasonably clear and logical)</i></p>	Yes	Free movement possible. Room to accommodate specific needs. All corridor doors are now open with electric door stops.
<p>Are the floor surfaces inside the school suitable? <i>(i.e. are there any trip hazards or other obstacles, is the flooring slip-resistant, are junctions between surfaces clearly detailed, are the colours, tones and textures varied between surfaces and fixtures and fittings to help people distinguish them, are the floors suitably colour-contrasted from the walls or skirting boards)</i></p>	Yes	Floors in toilets non-slip. Carpeted floors throughout the corridors.
<p>Are the doors in to classrooms and halls suitable? <i>(i.e. are doors distinguishable from walls and other surroundings, if there are any fully glass doors - are they clearly marked to avoid accidents, are all doors wide enough for wheelchairs, where doors are manual - are they stiff or heavy and are the handles low enough for wheelchair users, do all doors - where appropriate - have vision panes and are they low enough for wheelchair users and kept notice free)</i></p>	Yes	Doors colour-contrasted to the wall to aid visually impaired. Viewing panels on classroom doors.

<p>Is access to all floors suitable? <i>(i.e. are there any stairs in the school - is there alternate access, such as lifts, ramps, etc, do lifts have braille/LED display on the signs and buttons and verbal indicators of floors, do lifts have support rails and are they wide/large enough to allow wheelchair user access, Is there a delayed-action or override to allow slow entry/exit, Is there an audible announcement of floor level that is loud enough for the hearing impaired, are edges of any stairs painted yellow to aid the visually impaired, do stairs and ramps have tactile warnings at both the top and bottom, do any stairs and ramps have handrails on both sides to aid walkers, are they suitably graded and slip-resistant)</i></p>	<p>Yes</p>	<p>Single floor structure.</p>
<p>Are exits to outside play/sports areas suitable? <i>(i.e. are there any steps that would prohibit wheelchairs, if there are steps - are the edges painted yellow to aid the visually impaired, are there any ramps, are the doors wide enough for wheelchairs, if there are ramps or steps - are there handrails on both sides to aid walkers and are there tactile/visual warnings at both the top and bottom)</i></p>	<p>Yes</p>	<p>Some exits to outside areas from the classrooms with steps may cause wheelchair users problems. There are alternative exits available. All steps painted.</p>
<p>E. Internal Rooms</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Is there plenty of room to move around in the classrooms? <i>(i.e. could the classroom accommodate wheelchair or stick users, can tables and chairs be easily rearranged if needed to accommodate wheelchair users)</i></p>	<p>Yes</p>	<p>Classrooms all have suitable space to accommodate specific needs.</p>
<p>Do the classrooms and halls have hearing loops installed?</p>	<p>Yes</p>	<p>Hearing loop technology fitted in some classroom. Not used for a long time and in need of maintenance before use.</p>
<p>Are the rooms suitably lit? <i>(i.e. is the lighting designed to meet the needs of a wide range of users and for the intended use - including the visually impaired, are lights positions so that they do not cause glare, reflection, confusing shadows or pools of light and dark, do the rooms have controllable lights and/or blinds for windows,</i></p>	<p>Yes</p>	<p>Adequate lighting. New lighting fitted in KS2 corridor hall and annexe building. New lighting also in Year 6 classroom and hall.</p>
<p>Are the noise levels in the classroom suitable? <i>(i.e. are quiet and noisy rooms separated to create a buffer zone, are the rooms free of unnecessary obtrusive noise such as heating/air conditioning units)</i></p>	<p>Yes</p>	<p>All classrooms are walled to create a buffer for noise.</p>
<p>Are chairs with arm rests and/or adjustable chairs available if needed? <i>(i.e. in the staff room, in classrooms)</i></p>	<p>Yes</p>	<p>Adjustable chairs and those with arm rests are available if required in all rooms.</p>
<p>Are the dining facilities suitable? <i>(i.e. do dining room counters have lower level access for wheelchair users, is there good room for wheelchair user to use and manoeuvre in the hall, do the dining room counters have hearing loop facilities, do the counters have a handrail for people with dexterity impairments, if you have vending machines - are they accessible to seated people, do they have Braille and LED displays or audible responses)</i></p>	<p>Yes</p>	<p>Dining area in good condition. Meets school's current needs. Adaptations may need to accommodate pupils with specific need should the need arise.</p>

<p>Are the schools non-classroom facilities suitable (e.g. library, sports, IT suites, main hall, etc)? <i>(i.e. does the library counter have a lower level, is there disabled changing facilities in the sports area and is it suitable for all users, is there access to any staging in the main hall for disabled people, is there seating or spaces in the audience areas for disabled access, does the hall have facilities for hearing or visually impaired people, do these facilities include hearing loops, is the signage in these facilities clear and suitable for the visually impaired, do the IT facilities cater for people with specific needs)</i></p>	<p>Yes</p>	<p>Open plan library with lots of space. Large hall.</p>
<p>F. Toilet facilities</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Does the school have specific disabled toilets? <i>(i.e. are they accessible for wheelchair or stick users, how many are there, where are they located - proximity to classrooms and sports/play areas, are the signs for the disabled toilets suitable - for the visually impaired – colour contrast between lettering and background, do they have braille signs as well)</i></p>	<p>Yes</p>	<p>Two disabled toilets. One in the infant area designed for children and one in the main corridor for adults/older children. Both are good facilities. Small flush handle and small external handle in the adult toilet.</p>
<p>Are the disabled toilets suitable? <i>(i.e. colour contrasting handrails on walls, space to transfer from wheelchair to toilet, emergency pull cord, low level access to washing facilities, are the floors slip-resistant, are all the fittings distinguishable from the background, are hand dryers and sanitary ware easily seen against their surroundings, are compartment doors easy to open both for standing and seated people, are cubicle doors colour-contrasted against the panels, are lever style taps provided to aid people with dexterity impairments, are the facilities for disabled people as close by as the non-disabled facilities, are there suitably designed grab rails throughout, is there a back rest provided to the toilet pan, is the flush handle suitable for people with dexterity impairments)</i></p>	<p>Yes</p>	<p>Non-slip flooring. Shower facility. Lever style taps. (See above)</p>
<p>G. Other facilities and information</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Does the school have IT and other equipment designed for disabled users? <i>(i.e. large keyboard, ergonomical mouse, screen magnifiers, adjustable chairs, adjustable tables, wheelchair accessible tables, touch screen computers, text-to-speech software, interactive whiteboards, braille readers/writers, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i></p>	<p>Yes</p>	<p>IT provision meets the school's current need. Additional provision would be made if the need arose. Touch screen I-pads available. Interactive whiteboards.</p>
<p>Does the school have educational equipment and facilities, including sport and play, for disabled users? <i>(i.e. touch screen computers, text-to-speech software, interactive whiteboards, inclusive P.E lessons, modified P.E equipment, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i></p>	<p>Yes</p>	<p>PE lessons are provided to meet the needs of the pupils. Adaptations would be made if the need arose.</p>
<p>Does the school have access to translation and interpretation support as needed? <i>(i.e. British Sign Language, all non-English languages, Easyread (using symbols), large print, braille, audio transcripts etc)</i></p>	<p>Yes</p>	<p>Through the ERYC contract.</p>

H. Emergency Evacuation	Yes/No/N/A or other	Please give details
Are the school's fire alarms suitable? <i>(i.e. clearly visible - including for the visually impaired, procedures for hearing impaired)</i>	Yes	Good. Visible. Not with flashing light.
Do school staff always know who is in the building and where, including visitors?	Yes	New sign-in app using i-pad in use.
Are all emergency exits suitable? <i>(i.e. wide enough for wheelchair users, no steps, once outside are the routes to safety suitable for all users such as wheelchair users, visually impaired, etc, if the school has more than one floor - is there a lift that is fire-protected with an independent power source)</i>	Yes	Step to and from the hall/Head's office may provide difficulty for wheelchair users. Other exits level and appropriate.
Are emergency procedures suitable, and explained appropriately, to all in the school? <i>(i.e. alternate procedures for some, explained to those with language or learning issues, practices and drills)</i>	Yes	Fire drills. Induction.
Please enter the names of all the people who have carried out this audit including their position/role/job title.	Craig Elder.(Assistant Head) Four children (Headers)	
Date completed	October 2021	
Date of review (12 months after audit)	October 2022	

Based on the findings of the completed Accessibility Audit, an Accessibility Plan must be drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan must be developed to cover a three year period and will contain relevant actions to achieve the following three aims and in order to support the Equality Duty:

- 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 other 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 handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.