Category	General Management		
Document Name	Accessibility Plan		
Approval By	Brantridge School Governing Body		
Reference		**Date Approved/Reviewed**	
Version	1.1	**Date of Next Review**	+ 3 years

Related Policies

Document	Reference
Equality & Diversity Policy	
Disability Discrimination Policy	

Introduction

Brantridge School have prepared this Accessibility Plan to make arrangements for accessibility planning for all disabled pupils, staff, parents and visitors. 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.

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.

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.

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.

This policy complies with our funding agreement and articles of association.

<u>Definitions</u>

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities.

Process

Once the audits have been completed the school leadership team will develop an action plan to prioritise the outcomes of the audits in line with the requirements of known service users in the first instance (pupils, staff and parents / families) whilst acknowledging that visitor may have access requirements that cannot be anticipated.

It is essential that, whenever there is a proposal to spend money on the school's accommodation, the potential to include access improvements in the scheme will be considered.

This plan will be reviewed in consultation with

- Governors
- the school council

The following groups of stakeholders will be informed that the plan is on the website and that their feedback is welcomed. Any such feedback will be added to the agenda of an SLT meeting:
- parents/carers of pupils
- staff
- external partners.

Vision

Brantridge School will make arrangements to ensure that pupils with disabilities:

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

Brantridge School will communicate to all pupils and staff that they are expected to

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE.
- encourage pupils with disabilities to be self-confident, have high self-esteem and the ability to form constructive relationships with others

Progress & Action Items

This section outlines the process of identifying the activities related to access, which the school undertakes and is planning to undertake. The school will continue to conduct accessibility audits addressing the following categories of access:

1. Ambulant
2. Dexterity
3. Visual
4. Auditory
5. Comprehension

The site comprises the following buildings, movement between which is limited by a fob entry system.
- The main building was originally a country house and is believed to have been constructed in the early years of the 20th Century.
- Homelodge (which comprises 2 classrooms, bathroom and a food tech room) is wooden construction.
- The therapy block is a series of portakabins.
- The outside areas are expansive and include sports areas / courts and a forest school area; the site is contained by a perimeter fence.

The accessibility audit will be divided into the following areas of focus (using the checklists in the appendix).
a. Approach and Car Parking
b. Routes and external level change including ramps and steps

c. Entrances including reception
d. Horizontal movement and assembly
e. Vertical movement and internal level change
f. Doors
g. Lavatories
h. Fixtures and fittings
i. Information
j. Means of escape

Appendices to Accessibility Plan

ACCESS AUDIT CHECKLIST: Sheet ….. of …….

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A - APPROACH and CAR PARKING

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's Accessibility Plan.

		Y	N	Notes
A01.	Is the building within convenient distance of a public highway?			
A02.	Is the building within convenient distance of public transport?			
A03.	Is the building within convenient distance of car parking?			
A04.	Is the route clearly marked/found?			
A05.	Is the route free of kerbs?			
A06.	Is the surface smooth and slip resistant?			
A07.	Is the route wide enough?			
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?			
A09.	Is it adequately lit?			
A10.	Is it identified by visual, audible and tactile information?			
A11.	Is there car parking for people with reduced mobility?			
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?			
A13.	Is the car parking as near the entrance as possible?			
A14.	Is the car parking area suitably surfaced?			
A15.	Is the route to the building kept free of snow, ice and fallen leaves?			
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)			

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ….. of …….

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B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)			
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides? (delete)			
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps? (delete)			
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides? (delete)			
B10. Are ramps and steps adequately lit?			
B11. Are treads and risers consistent in depth and height?			
B12. Are all nosings marked and/or readily identifiable? (delete)			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			

General notes to block:

Block……………………………………………… Date of survey……………….

C – ENTRANCES, INCLUDING RECEPTION

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's Accessibility Plan.

		Y	N	Notes
C01.	Is the door clearly distinguishable from the facade?			
C02.	If glass is it visible when closed?			
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)			
C04.	Does it have a level or flush threshold, and a recessed matwell? (delete)			
C05.	Is there visibility through the door/way from both sides at standing and seated levels? (delete)			
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?			
C07.	Can the door furniture be used at both standing and seated height? (delete)			
C08.	Can it be easily grasped and operated?			
C09.	If the door has a closer mechanism does it have:			
	(a) delayed closure action?			
	(b) slow-action closer?			
	(c) minimal closure pressure?			
C10.	If the door is power-operated does it have visual and tactile information?			
C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?			
C13.	Do lobby layouts enable all users to clear one door before going through the next?			
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?			
C15.	Does the lighting installation take account of the needs of visually disabled people?			
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?			
	(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?			
	(c) firm for wheelchair manoeuvre?			

C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		
C19.	Is it fitted with an induction loop?		
C20.	If public telephone is available (say at reception, is it, and its instructions):		
	(a) at a height suitable for all users?		
	(b) equipped with inductive coupling?		
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		

General notes to block:

Block……………………………………………………… Date of survey……………….

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?			
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?			
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			
D04. Is turning space available for w.ch. users?			
D05. Do natural and artificial lighting avoid glare and silhouetting?			
D06. Are there visual clues for orientation?			
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?			
(b) avoid light reflection and sound reverberation?			
D08. Do textured surfaces convey useful information for people with impaired vision?			
D09. 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?			
D10. Are there tactile signs and information for those with impaired vision?			
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?			
D13. Is sufficient circulation space allowed for wheelchair users?			
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?			
D16. Are all areas for assembly/meeting equipped with an induction loop system?			
D17. If the use of an induction loop system is precluded is an infra-red system in place?			
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?			
D19. Are telephones fitted with inductive loop couplers?			

D20.	Is a minicom available for use by people with hearing disabilities?		

General notes to block:

Block……………………………………………………… Date of survey……………….

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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's Accessibility Plan.

	Y	N	Notes
D010. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?			
D011. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?			
D012. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			
D013. Is turning space available for w.ch. users?			
D014. Do natural and artificial lighting avoid glare and silhouetting?			
D015. Are there visual clues for orientation?			
D016. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?			
(b) avoid light reflection and sound reverberation?			
D017. Do textured surfaces convey useful information for people with impaired vision?			
D018. 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?			
D21. Are there tactile signs and information for those with impaired vision?			
D22. Is the maintenance of these items checked regularly?			
D23. Is lighting designed to meet a wide range of needs?			
D24. Is sufficient circulation space allowed for wheelchair users?			
D25. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			
D26. Are seating arrangements/spaces suitable for use by people with visual disabilities?			
D27. Are all areas for assembly/meeting equipped with an induction loop system?			
D28. If the use of an induction loop system is precluded is an infra-red system in place?			
D29. Is the functioning and operation of the induction loop or infra-red system checked regularly?			

D30. Are telephones fitted with inductive loop couplers?			
D31. Is a minicom available for use by people with hearing disabilities?			

General notes to block:

Block…………………………………………………… Date of survey……………….

F - DOORS

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's Accessibility Plan.

		Y	N	Notes
F01.	Do the doors serve a functional/safety purpose? (delete)			
F02.	Can they be readily distinguished?			
F03.	If glass, are they visible when shut?			
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)			
F05.	Does the clear opening width permit wheelchair access?			
F06.	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?			
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)			
F08.	Are door/handles clearly distinguished?			
F09.	Can the door furniture/handles be easily operated/grasped? (delete)			
F10.	If door closers/mechanisms are fitted do they provide the following: (delete)			
	(a) security linkage?			
	(b) delay-action closure?			
	(c) slow-action closure?			
	(d) minimum closure pressure?			
F11.	Is door/mechanism function checked regularly?			

General notes to block:

Block…………………………………………………… Date of survey……………….

G - LAVATORIES

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's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?			
G02. Do all lavatory areas have slip-resistant floors?			
G03. Are they easy to distinguish by colour contrast from walls?			
G04. Are all fittings readily distinguishable from their background?			
G05. Are all door fittings/locks easily gripped and operated?			
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?			
G07. Is provision made for wheelchair users? If so:			
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)			
G09. Is the location clearly signed?			
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?			
G11. Are the door fittings/locks and light switches easily reached and operated?			
G12. Is there an emergency call system and is someone designated to respond?			
G13. Can the emergency call system be operated from floor level?			
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)			
G15. Are the fittings arranged to facilitate these manoeuvres?			
G16. Are handwashing and drying facilities within reach of someone seated on the WC?			
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?			
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?			
G19. 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? (delete)			
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?			

General notes to block:

Block…………………………………………………… Date of survey……………….

H – FIXTURES AND FITTINGS

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's Accessibility Plan.

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?			
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?			
H04.	Is it possible for people with disabilities to serve as volunteers?			
H05.	Are all fittings readily distinguishable from their background?			
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?			
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?			
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			
H09.	Are all relevant locations clearly signed?			

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ….. of …….

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I - INFORMATION

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's Accessibility Plan.

		Y	N	Notes
I01.	Is the building equipped to provide hearing assistance?			
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?			
I03.	Is there a tactile plan or diagram of the building?			
I04.	Are there large-print versions of information about the building/activities available?			
I05.	Is there 'braille' information available for people with visual disabilities?			
I06.	Is there an 'audio' version of information about the building available?			
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			
I08.	Where a payphone is provided does it have a hearing aid coupler?			
I09.	Are all relevant locations clearly signed?			

General notes to block:

ACCESS AUDIT CHECKLIST: Sheet ….. of …….

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J – MEANS OF ESCAPE

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's Accessibility Plan.

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system? (delete)			
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?			
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			
J05.	If refuges are available are they equipped with 'carry chairs'?			
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?			
J07.	Is the evacuation strategy checked regularly for its effectiveness?			
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)			
J09.	Are all fire warning devices and detectors checked routinely and regularly?			

General notes to block: