

Accessibility Plan for Central Primary School January 2019 – January 2022

APPROACH TO SCHOOL Upper & Lower Upper & Low	Areas	Recommendation	Priority	By When	By Who
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Erect a sign in front of the disabled space - Upper only EXTERNAL RAMPS AND STEPS Upper & Lower Upp	CAR PARK	Install a safe walkway in the car park.			
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Upper & Lower		·······································			
Paint nosings in a contrasting colour on all outside steps where necessary and where there is no tactile paving and repaint at the first sign of wearing. — Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper only Consider replacing small steps with a ramp. Upper when the step of close the doors. Either fit contrasting door panels or paint door handles for both main door and pupil entrance - RECEPTION AREA Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided. WAYFINDING AND Incorporate tactile signage in all your future signs. Ensure all signs are in lower case. Provide a high-back chair with arms in the Library and Dining Room INTERNAL STAIRS User. Provide a high-backed chair with arms in the Library and Dining Room Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs. B Albert proper & Lower Accessible paint walls to contrast and lower the coat hooks to wheelchair accessible height. Check and replace non-compliant taps with push or lever fittings. Fit alarm, paint walls to contrast and lower the coat hooks to wheelchair accessible height.					
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	ESCAPE	especially in helping the mobility impaired.			

Upper & Lower	Continue to provide wheelchair handling training to newly appointed staff.	OG	
OUTDOOR SPACES Upper & Lower	Provide picnic table suitable for wheelchair user.	D	
opper & Lower	Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents needs are ascertained prior to such an event and information in relation to visitors' special needs should be sought at the time invitations to Sports Days and similar events are made.	D	

PRIORITY RATINGS

Priority A:	Where there are potential health and safety risks or where failure to implement changes may attract legal implications. Immediate action is recommended to put changes into effect (i.e. within 3 months.
Priority B:	Where action is recommended within the short term (i.e. between 3 – 12 months) to alleviate an access problem or make improvements that will have a considerable impact.
Priority C:	Where action is recommended within 12 - 24 months to improve access.
Priority D:	Where the recommendation should be implemented as part of a long-term plan, possibly involving excessive costs or non-serious issues.
Priority OG:	Ongoing

SUMMARY

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

Training for teachers and support staff and differentiating the curriculum All out of School activities are planned and risk assessed to ensure participation for all Training for Awareness

Raising of Disability issues

Information to know your students' needs

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils.

Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Availability of written material in alternative formats as required
Raise the awareness of adults working at or for the School on good communications
If required arrange for visual impaired students to be able to access documentation
Review all policies to ensure that they do not discriminate the needs of staff, students or visitors

Will be monitored annually and be formally reviewed before January 2022 by school Business Manager and Governing Body

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