



# ACCESSIBILITY PLAN

Communicating Love; Inspiring our  
Community to Flourish

**2023-2024**

Last Review: March 2023

Next Review due: March 2024

# Contents

<b>Context</b>	<b>7</b>
<b>Objectives</b>	<b>8</b>
<b>Plan of School Building</b>	<b>5</b>
<b>Accessibility Plan</b>	<b>6</b>
Schedule 1: Action Plan A – Improving Physical Access	6
Schedule 2: Action Plan B – Improving Curriculum Access	7
Schedule 3 Action Plan C – Improving the Delivery of Written Information	8
<b>ACCESS AUDIT CHECKLIST</b>	<b>9</b>
A - APPROACH and CAR PARKING	9
B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS	11
C – ENTRANCES, INCLUDING RECEPTION	13
D – HORIZONTAL MOVEMENT AND ASSEMBLY	17
E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE	20
F - DOORS	22
G - LAVATORIES	24
H – FIXTURES AND FITTINGS	27
I - INFORMATION	29
J – MEANS OF ESCAPE	31

## Context

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At St. Gabriel's CofE Academy, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and are similarly published on the school website.

## Objectives

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St. Gabriel's is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The St. Gabriel's CofE Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the

information should be made available in various preferred formats within a reasonable timeframe.

The St. Gabriel's CofE Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Emergency Plan
- Health & Safety Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

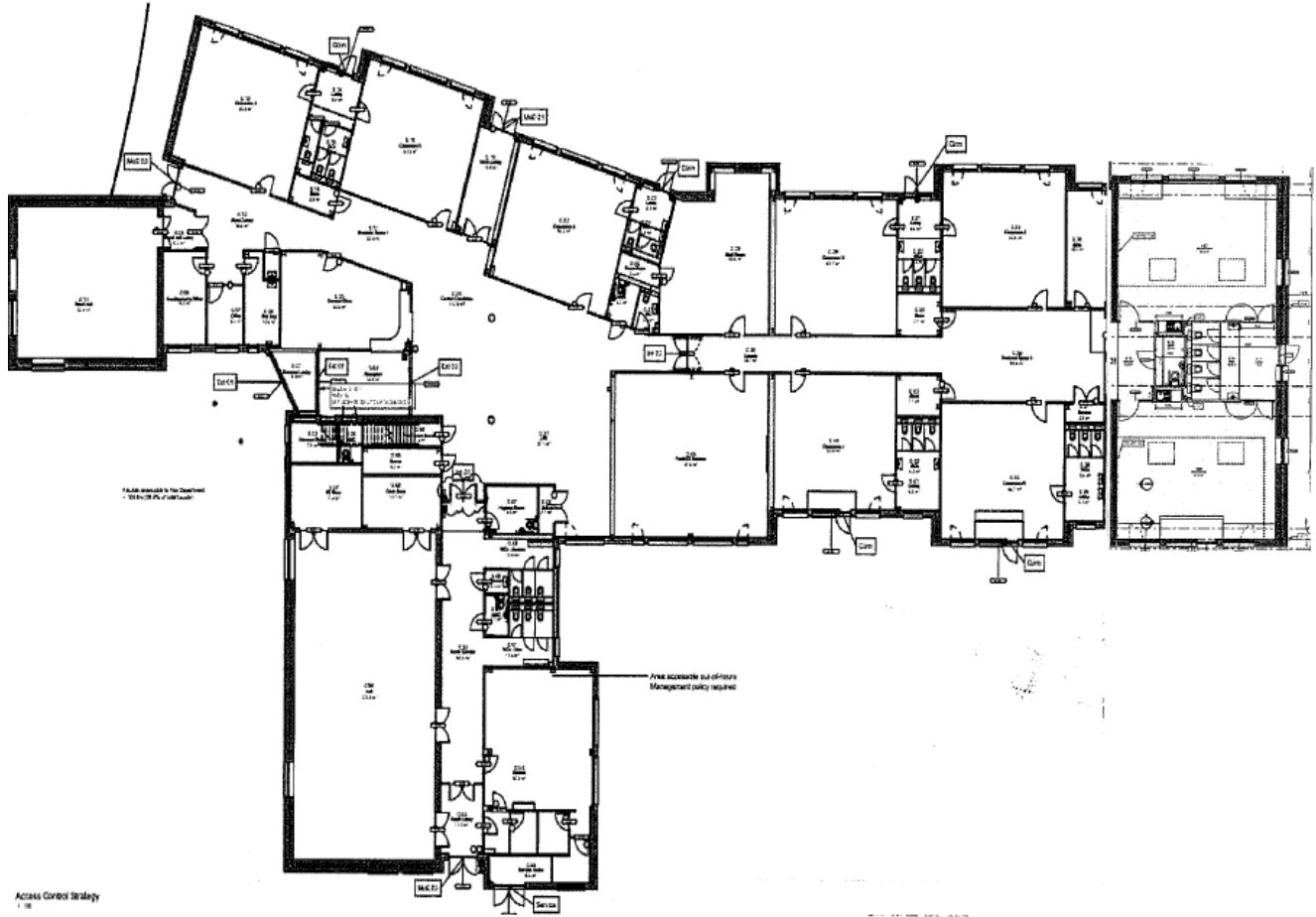
The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

# Plan of School Building



# Accessibility Plan

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## Schedule 1: Action Plan A – Improving Physical Access

	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>	<b>Responsibility</b>
<b>1.</b>	Access to field Forest school area	Consider Paths created towards external shelter	2023-2025	£10,000	<b>SBM</b>
<b>2.</b>					
<b>3.</b>					
<b>4.</b>					
<b>5.</b>					

## Schedule 2: Action Plan B – Improving Curriculum Access

	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>	<b>Responsibility</b>
<b>1.</b>	Identify needs	On entry to school and regularly Assessment of pupil needs	Ongoing	Within staffing budget	<b>SENDCO</b>
<b>2.</b>	Access specialist support	Liaise with agencies, Occupational Therapy, Speech and Language, Visual Impairment team, Hearing Impairment team etc. and follow recommendations	Ongoing	Within SEN budget	<b>SENDCO</b>
<b>3.</b>	Adult support	Secure Adult support to make additional adaptations to curriculum work	Ongoing	Within SEN budget	<b>SENDCO</b>
<b>4.</b>					
<b>5.</b>					



### Schedule 3 Action Plan C – Improving the Delivery of Written Information

	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>	<b>Responsibility</b>
<b>1.</b>	Overcoming Visual impairment	Policies in PDF format on website suitable for audio reading	2022	£0	<b>OM</b>
<b>2.</b>		Laptops available for pupils	2022	Within IT budget	<b>SBM</b>
<b>3.</b>					
<b>4.</b>					
<b>5.</b>					

# ACCESS AUDIT CHECKLIST

Date of survey - Jan 22

## 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?	✓		Additional entrance gate requested in NE site
A02. Is the building within convenient distance of public transport?	✓		
A03. Is the building within convenient distance of car parking?	✓		Disability parking available
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)	✓		

## **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)			N/A
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			

## 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?	✓		
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?			n/a

C07. Can the door furniture be used at both standing and seated height? (delete)			n/a
C08. Can it be easily grasped and operated?			n/a
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?	✓		Doorbell within reach of wheelchair user

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):			n/a
(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?		✓	
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## 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?		✓	

## E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

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
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)			n/a
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?	✓		
E03. Is any level change clearly lit?	✓		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?			
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	✓		

<p>E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?</p>			n/a
<p>E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]</p>			n/a
<p>E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?</p>			n/a
<p>E09. Are steps available as an alternative to any ramp or ramped surface?</p>			n/a
<p>E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 &amp; 13)? (delete)</p>			n/a

## 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?	✓		
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?	✓		



## 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?	✓		

## 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?			n/a
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?	✓		

<p>H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?</p>	<p>✓</p>		
<p>H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?</p>	<p>✓</p>		
<p>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?</p>			<p>n/a</p>
<p>H09. Are all relevant locations clearly signed?</p>			

## 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?			n/a
I09.	Are all relevant locations clearly signed?	✓		

## 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?	✓		
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?		✓	
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?	✓		
J09. Are all fire warning devices and detectors checked routinely and regularly?	✓		