**Priority Ratings**

**Priority A:**

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:**

Where action is recommended within the short term 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 involves excessive costs or should be implemented as part of a long-term plan.

**KEYS FOR COSTS**

Budget costs have been included in the form of bands.

**N    - None M    - Minimal OG - Ongoing Maintenance ST - Structural Change**

**Accessibility Plan for St Gregory’s Catholic Primary School**

**December 2017**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Areas** | **Recommendation** | **Priority A, B , C** | **Keys for costs** | **Target date** | **Date Achieved** |
| **1** | **Educational Visits** | **Head teachers should make every effort to choose suitable venues to include pupils with SEN** | **A** | **N** | **OG** |  |
| **2** | **Web Site** | **Ensure web site is accessible.** | **A** | **N** | **2018** |  |
| **3** | **Safeguarding** | **Provide staff with Part One of the statutory guidance ‘Keeping Children Safe in Education’, DfE (2015 updated 2016)** | **A** | **N** | **2018** |  |
| **4** | **Approach to School** | **Remind parents via newsletters to park safely at drop off and collection times** | **A** | **N** | **OG** |  |
| **5** |  | **Ensure gate handles and gate stanchions contrast with gates.** | **A** | **M** | **2018** |  |
| **6** | **Car Park** | **Mark out safe walkways in the car parking areas for pedestrians. Check that the disabled bay is of a correct size. Erect a sign in front of your disabled car parking bay and at the entrance to your car park.** | **B** | **M** | **2018** |  |
| **7** | **External Ramps and Steps** | **Ensure that the rampsare kept clear of grit and gravel. Mark tape at the start and end of every ramp and handrail. Install additional handrails where there is only 1 in place for both ramps and stairs. Ensure steps have nosings.** | **B** | **M** | **2018** |  |
| **8** | **Main Entrance Door** | **Either retrofit door panels or replace door handles for main entrance and other doors.** | **A** | **M** | **2018** |  |
| **9** |  | **Check the door closures regularly and alter accordingly.** | **A** | **N** | **OG** |  |
| **10** | **Reception Area** | **Keep Reception area clear** | **A** | **N** | **OG** |  |
| **11** |  | **Provide a high-back chair with arms** | **B** | **M** | **2018** |  |
| **12** |  | **Fit an induction loop in the reception area** | **B** | **M** | **2018** |  |
| **13** | **Wayfinding and Signage** | **Review internal signage and add more directional signs. Incorporate tactile signage in all your future signs.** | **B** | **M** | **2018** |  |
| **14** |  | **Ensure all classrooms are signed uniformly.** | **B** | **M** | **2018** |  |
| **15** | **Cloakrooms** | **Ensure that the floors are kept free from trip hazards e.g. bags shoes etc.** | **A** | **N** | **OG** |  |
| **16** | **Classroom and Facilities** | **Ensure that at least one pc is accessible to a wheelchair user in the IT suit and provide a high-backed chair with arms in the Library and IT suite.** | **A** | **M** | **OG** |  |
| **17** | **Internal Stairs and Ramps** | **Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles.** | **A** | **M** | **2018** |  |
| **18** |  | **Ensure that the fire extinguishers do not impede wheelchair access.** | **A** | **M** | **2018** |  |
| **19** | **Internal Doors** | **Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs. Ensure no fire doors are propped open under any circumstances.** | **A** | **N** | **2018** |  |
| **20** |  | **Make frequent checks on all door closures to reduce noise and adjust when necessary.** | **A** | **N** | **OG** |  |
| **21** |  | **Replace non-compliant door handles with D fittings.** | **B** | **M** | **2018** |  |
| **22** |  | **Remove posters obscuring the vision panels.** | **A** | **N** | **2018** |  |
| **23** | **W.C.’s** | **Replace non-compliant taps with push button or lever taps. Replace old flushing systems with modern and accessible systems.** | **B** | **M** | **2018** |  |
| **24** | **Accessible Toilets** | **Fit an alarm, a mirror, coat hooks, a grab bar on the back of the door and paint the walls a contrast colour. Remove clutter.** | **A** | **M** | **2018** |  |
| **25** |  | **Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.** | **B** | **M** | **2018** |  |
| **26** |  | **Provide signage showing the location of the accessible toilets.** | **B** | **M** | **2018** |  |
| **27** | **Gender Identity** | **Upon presentation, name and gender-marker (pronoun) change, including on documents, school record. Reissue any award or other certificates** | **A** | **N** | **OG** |  |
| **28** |  | **Review toilet and changing facilities:**  **Disclosures: To whom, by whom, how and when?**  **Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls** | **A** | **N** | **OG** |  |
| **29** |  | **Arrange training for staff** | **A** | **N** | **OG** |  |
| **30** |  | **Time out: Children (especially during puberty) may need clinic appointments** | **A** | **N** | **OG** |  |
| **31** | **Means of Escape** | **An individual should be delegated to ensure all escape routes are free from obstructions.** | **A** | **N** | **OG** |  |
| **32** |  | **Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.** | **A** | **M** | **OG** |  |
| **33** |  | **Train staff to assist in evacuation procedures.** | **A** | **M** | **OG** |  |
| **34** |  | **Ensure fire extinguishers are wall mounted, clearly signed and checked annually. Make sure they do not become a hazard.** | **A** | **N** | **OG** |  |
| **35** |  | **Provide wheelchair handling training to teachers and caretakers.** | **A** | **M** | **OG** |  |
| **36** | **Outdoor Spaces** | **Provide picnic table suitable for wheelchair user.** | **B** | **M** | **2018** |  |
| **37** | **Outdoor Spaces** | **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.** | **C** | **M** | **OG** |  |

**SUMMARY**

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| **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 |