



## Ashill Community Primary School Accessibility Plan 2016-2017

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
To develop staff & Governor awareness re accessible learning environments - including consideration of physical and sensory components	School and staff and governors to complete accessibility audit of school site & learning environments	Audit completed and areas identified to be targeted in accessibility plan for 2016 - 17	September 2016	Increased awareness of the requirements for improving the environment taking into consideration physical/sensory needs of individuals on site
To consider how individuals with a sensory or physical impairment would be able to access the school site	<p>Look at provision of parking spaces for individuals with a disability.</p> <p>Look at the school entry system - how accessible is it to individuals with a disability?</p> <p>Look at the clarity of signage re welcoming people to the school and directing them to office/reception.</p>	<p>School has no official allocation of parking spaces. School aware that if they have advanced warning that an individual would require disabled parking they would be able to look at using the area running parallel to the school gates.</p> <p>Signage to be improved on intercom system - using STC symbols alongside written labels</p> <p>Contact details / phone number to be clearly in view on external noticeboard for individuals to phone or text if unable to operate gate or hear intercom system</p> <p>Footsteps to be painted across playground area leading visitors to reception area</p>	<p>September 2016 onwards</p> <p>January 2017</p> <p>January 2017</p>	Improved accessibility for all C&YP, staff and visitors to school site. Staff aware of protocol if welcoming individuals with a sensory or physical impairment
To ensure that learning environments allow easy movement of individuals around the areas	For staff to look at their learning areas and ensure that routes can be navigated easily across the rooms	Learning areas are uncluttered and allow individuals to move safely and easily	September 2016 - on-going	Clear accessible areas are ensured within learning spaces

<p>To ensure individuals with a sensory difficulty can access the school environment safely</p>	<p>For staff to look at considering contrasting colours to delineate light switches from wall space  For staff to replace lighting fixtures in areas of poor light  For staff to delineate step edges and other trip hazards with an appropriate material</p>	<p>School areas are well lit which will help support learners with a visual and hearing impairment.  Light switches are clearly visible  Trip hazards and step edges are identified</p>	<p>January 2017</p>	<p>Improved environment to support individuals with a sensory impairment.</p>
<p>For school to consider what would be required if a wheel chair user were to attend or visit the school</p>	<p>For staff to look at areas where flooring heights varied or steps are in place  For staff to look at the viability of creating an accessible toilet with any necessary adaptations (hoist, changing bed)</p>	<p>Staff have information re how to access temporary ramps  Timetabling of activities would need to be considered in order that they took place in the most accessible areas  Staff are aware of the Physical &amp; Medical Impairment Service (part of SSE) from whom they could seek advice  Staff have information re the dimensions and requirements of accessible toilets  Staff are aware of the LA Schools Access Initiative as a possible source of support if building adaptations were required</p>	<p>September 2016  - on-going</p>	<p>Increased staff knowledge re requirements to accommodate wheel chair users on site</p>