

Alexandra Primary School



Alexandra

Primary School

Aspire, Perform, Succeed

A policy to develop disability provision and access to our curriculum offer and premises through the agreed Accessibility Plan

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1. Aims

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 different areas of our curriculum, increase access to extra-curricular activities and the wider school involvement
- 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

At Alexandra Primary School, we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent / carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

At Alexandra, we think it very important to develop a strong set of values and principles. Alexandra Primary School has identified through discussion with children, staff, parents and Governors, 15 values that support our School Aims. Of these one stands out as being key to develop with the school community:

Respect, treating others as you would like to be treated with **Compassion** as part of respect, focusing on what we have in common with each other and not differences.

We aim to equip children with a mature, respectful and sensitive appreciation for difference and diversity. In discussing what this means, children engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate each other whilst also embracing the ties that bind us together.

At Alexandra Primary School we aim to encourage all children to:

- **Aspire** to be successful learners who enjoy learning
- **Perform** as well as they can make progress and achieve and become confident individuals who are able to live safe and fulfilling lives
- **Succeed** as responsible citizens who make a positive contribution to society

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of

pupils to ensure inclusion for all to build a community where everyone is valued and children understand kindness, are confident and creative learners. We also measure and assess impact regularly through meetings with our support staff and class teachers to ensure all children have equal access to success across all subjects.

The policy sets out our aims and by using the associated Accessibility Plan school will evaluate the current position such as accessibility of the curriculum, physical environment and written information to people with disabilities, and to identify and plan for necessary improvements.

The plan will be made available online on the school website, and paper copies are available upon request.

APS is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and work with the London Borough of Hounslow as a maintained school to develop our aims and information for parents. More information can be found here:

https://www.hounslow.gov.uk/info/20115/supporting_you_through_difficulty/1146/disability_support for adults

https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1269/children_with_disability and here for children and young people.

The school also works with the SEN team at Hounslow. More information can be found here:

https://fsd.hounslow.gov.uk/synergyweb/local_offer/

School also works with the school nursing team. In addition, we welcome feedback from all members of the school and wider communities as to how we can further develop accessibility at Alexandra Primary School.

Our school's complaints procedure, available on the school website, covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

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.

3. Risk Assessment

The risk assessment process will be used when appropriate to ensure school has assessed and understood risks and thought carefully about how to mitigate these.

4. Links to other policies

This plan should be read in conjunction with the following policies:

- Special Educational Needs and Disability (SEND) Policy
- SEND Information Report
- School Equality Information and Objectives
- Health and Safety Policy
- School Development Plan
- Supporting pupils with medical conditions policy

5. Monitoring and Evaluation

This plan will be reviewed every three years or more frequently if necessary, by the school senior leadership team and governors. The next review is due in November 2025. It will be approved by the Resources Committee.

6. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Collaboration with the SENSS team when pupils with disabilities join the school. This may include following advice such as where best to sit a child in the classroom, or particular activities to carry out with the child to help them access the curriculum • Supply of equipment such as writing slopes or weighted pencils • Rooms have been re-designated and adapted over time to meet the needs of the population in the school who have SEND 	Staff to develop knowledge of different teaching and learning styles	Organise training in response to children's needs	SENDCO	Termly training organised the term following identification of needs	Children with disability will make improved academic progress
		Provide suitable learning spaces for children with different disabilities	Review current use of physical space to meet curriculum needs of children with disabilities	SLT	Keep under review in line with the needs of pupils as they change over time	Children have access to suitable learning spaces regardless of disability or need
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Accessible toilets on all floors in KS2 and across EYFS and KS1 • Button-operated doors to main entrance • Pass buzzer-operated gate. Where gates cannot be operated by a wheelchair user, the buzzer enables them to ask the office for assistance (this may be for safeguarding reasons: to prevent children being able to leave the site) • Lifts to upper floor • Two disabled parking bays • High-contrast signage to ensure maximum legibility 	Ensure any trip hazards are demarcated by yellow lines.	Add and maintain yellow lines to trip hazards.	Site Team	Termly	Reduced number of accidents due to trips
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> • Many staff use coloured backgrounds to present text on interactive whiteboards 	All written information to be accessible to all pupils regardless of need	Embed use of Coloured backgrounds in presenting text on IWBs and on photocopied sheets. Supply coloured overlays where needed for individual pupils.	SENDCO	Weekly staff meetings	Children can access materials provided to them in class

Feature Priority A	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Single storey for EYFS and KS1, two storeys in KS2 building. KS2 accessible by lift. Handrails on each set of stairs.</p> <p>Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?</p> <p>Means of Escape; Personal egress plan available for each member of staff needing assistance? Overall escape strategy for visitors who may need assistance?</p>	<p>Site management need to ensure that the appropriate procedures are in place to frequently check the exit routes to make sure that there are no obstacles. Alarm systems including those within the WCs also need to be checked.</p> <p>Site management need to ensure that the appropriate personal egress plans are available for each member of staff needing assistance.</p>	Site Team	Jan 23
Corridor access	All main corridors are wide enough to accommodate a wheelchair, including leading to the headteacher's office, main office, DHT and pastoral support room.	Designated meeting room is wheelchair accessible (community Room) and should be used if headteacher or senior leaders need to meet a visitor who is a wheelchair user.	SLT	Ongoing
Lifts	<p>Lift installed and working well. There is an annual maintenance contract in place.</p> <p>The lift is not fire protected and is unsuitable for use for the purpose of fire evacuation.</p> <p>There is no evacuation chair provided which was also indicated in the previous audit in 2019. It is a legal requirement for the school to have a method to evacuate people with reduced mobility from the first floor.</p>	<p>Fire Risk Assessment and evacuation plan to be drafted. The management plan of a building should specify the procedure to be used for carrying disabled people up or down stairs where this is necessary.</p> <p>EVAC chair to be purchased.</p> <p>Staff should be identified and trained to convey disabled people up and/or down the evacuation stair.</p> <p>Whenever possible a PEEP should be produced. Where a PEEP is not practicable, horizontal escape methods should be used wherever possible. Where carry-down procedures are necessary, this may be done in a variety of ways including using the person's own wheelchair, using a dedicated evacuation chair, or using powered stair climbers.</p> <p>An appropriate number of staff trained in both disability awareness and the use of carry-down procedures should be on duty (bearing in mind that it can take as many as four people to use an evacuation chair safely and effectively). The number of staff on duty should reflect the usage of the premises at any given time.</p>	SLG	Dec 22
Parking Bays	<p>Two disabled parking bays. Office has a visual on the car park.</p> <p>The accessible parking spaces are not correctly marked out and there are no hatched markings provided to the sides or the rear.</p>	<p>Ensure office staff ask if drivers entering car park require assistance.</p> <p>The designated accessible parking should be clearly marked out at least 2.4m wide x 4.8m long plus a 1.2m side transfer zone at the side and end of the bay.</p>	<p>Office staff</p> <p>Site Team</p>	<p>Ongoing</p> <p>Dec 22</p>

<p>Entrances</p>	<p>Car park gate not accessible due to safeguarding restrictions (children must not be able to operate it). Wide doors to main entrance operated by button at accessible height, operated by school office. Internal doors to building operated by office. Gate operated by office and or aftercare when necessary. Buzzer at accessible height. Cameras provided. Wheelchair users to enter the main building via main door. The arrival of visitors to the main building is notified via video entry from the school office or community room as necessary for Breakfast and Aftercare clubs.</p> <p>The provision of level egress throughout the school was identified as being excellent with the exception of two areas, the IT Suite (conservatory) and to the rear of the CPD meeting room (which is sometimes used by visitors)</p>			
<p>Ramps</p>	<p>No Ramp installed to access main building, not required.</p>	<p>Undertake remedial works to ensure that level egress can be achieved from these areas for wheelchair users in the event of an emergency.</p>	<p>Site Team</p>	<p>July 23</p>
<p>WC Toilets</p>	<p>Accessible toilets located on both floors of all buildings.</p> <p>All of the emergency alarms are dated and require replacing.</p> <p>The alarm systems within the accessible WCs do not appear to be tested frequently as part of general maintenance.</p>	<p>Ensure emergency cords reach down to the floor.</p> <p>Pull cord alarms are now a requirement in the Building Regs and in the BS8300. These should also be linked to a manned panel such as within the reception area.</p> <p>Install new cord alarms within the accessible WCs, ensure that they feature bangles at two heights and reach to 100mm off the ground floor level. An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p> <p>Implement a management procedure to ensure that the cord alarms are tested frequently as part of routine maintenance. This should be recorded and logged as appropriate.</p>	<p>Site Team</p>	<p>To be monitored daily</p> <p>Feb 23</p> <p>Monthly monitoring</p>

WC Toilets	<p>All of the accessible WCs require a refurbishment to bring them up to BS8300 compliance as they are dated.</p> <p>All of the accessible WCs do not have the appropriate lever handle door locks installed. Additionally, the grab rails to the inner face of the entrances are generally not colour contrasted to aid people with impaired vision.</p> <p>Lever style taps are not provided within the accessible WCs which would aid people with dexterity impairments.</p> <p>None of the accessible WCs have the appropriate spatula style flush installed on the transfer side of the toilet pan. They are also positioned too high for the ground floor level.</p>	<p>It is recommended that the visitors accessible WC near the reception area be refurbished first, followed by one per storey.</p> <p>Then a further number could be refurbished as when the budget is available, potentially the current number could be reduced to one on the first floor and two on the ground floor.</p> <p>Within each of the accessible WCs there should be a lever handle lock provided. The grab rails to the inner face of the entrances should be colour contrasted.</p> <p>Ensure that within every accessible W.C that there is a single lever tap, this will aid people with limited dexterity in their wrists.</p> <p>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow.</p> <p>Install a spatula style flush on the transfer side of the toilet pans. Refer to BS8300 - Where practicable, the flush should be operated manually by a spatula type lever and, for a corner arrangement, positioned on the open or transfer side of the pan for ease of access."</p>	Site Team	<p>Feb 23</p> <p>August 23 and as budget allows.</p> <p>Jan 23</p> <p>Jan 23</p> <p>Jan 23</p> <p>Jan 23</p>
Toilets	<p>Items stored not be stored within the transfer area of the accessible WC denying wheelchair users the appropriate transferring techniques in which an accessible WC is designed to provide.</p>	<p>Implement a management procedure to ensure that accessible WC facilities are always kept clear. This will enable wheelchair users to adopt the many transfer techniques available to them in which an accessible WC is designed to provide.</p>	Site Team	Nov 22
Reception Area	<p>Spacious reception area, with front window at wheelchair height</p>			
Internal Signage	<p>Clear signage installed around the school in high-contrast to ensure maximum legibility.</p>			
Emergency escape routes	<p>Wide doors to enable emergency escape from ground floor and classrooms.</p> <p>Emergency evacuation chair to be purchased for both staircases on upper floor (KS2) to be used in the event of a wheelchair user needing to evacuate and the lift being out of use (during a fire).</p> <p>Emergency evacuation call points on upper floor of KS2.</p>	<p>Exit routes should be regularly checked to ensure that level access is provided, where appropriate, and the routes are free of obstructions.</p> <p>Systems must be regularly checked to ensure that the sounders, visual alarms and any WC call alarms are working and responded to.</p>	Site Team	Ongoing Dec 22

<p>Hearing impairment</p>	<p>There is no induction loop provided within the two main halls to aid people with hearing impairments. These parts of the school are areas in which visitors can frequent such as for performances. It is understood that the halls are not let out to the local community other than for use as polling stations.</p> <p>There is no induction loop provided within the CPD meeting room to accommodate hearing aid users. It is understood that this space can sometimes be used by visitors.</p> <p>The Music Room (which is also used as a cinema) should have an induction loop installed.</p> <p>Library and Main reception area should also be included along with signage.</p>	<p>Install an induction loop within the main halls to benefit hearing aid users.</p> <p>Install induction loops within the CPD meeting room along with the Music Room.</p> <p>When this is actioned, liaise with Direct Access to source appropriate suppliers.</p>	<p>Site Team</p>	<p>Sept 23</p>
<p>Visitors to school</p>	<p>At current there is not a procedure to ask visitors if they have any access requirements prior to visiting the school.</p> <p>At current visitors are not asked if they may require assistance should the fire alarm be activated.</p>	<p>Site management need to ensure that this is suitably in place. There should be a procedure to ask visitors prior to their visit if they may have any access requirements that the staff should be aware of.</p> <p>Site management need to ensure that this is suitably in place. Visitors should be asked if they would need any assistance in the event of the fire alarm being activated, potentially provide a question within the sign in book.</p>	<p>Office Team</p>	<p>Nov 22</p>

Feature Priority B	Description	Actions to be taken	Person responsible	Date to complete actions by
Website	Options on how to arrive at the school should be clearly illustrated on literature and on the website.	Options on how to arrive at the site should be clearly illustrated on literature and on the website.	SLG	Jan 24
Main entrance	The intercom at the main entrance gate is positioned marginally too high off the ground floor level for wheelchair users and for people of small stature. The intercom does not have any accessible features such as an LED display to accommodate people with hearing impairments.	Install an intercom which has tactile definition to the buttons and an LED display. Ensure all operating parts are within 1050mm off the landing level and ensure no obstruction below. Ensure that it is well contrasted against the background upon which it is seen.	Site Team	Sept 24
Outside steps	The steps up to the external classrooms do not have colour contrast provided to the edge of the step nosings.	Bright colour contrast needs to be painted to the edge of the step nosings to clearly highlight their presence. AD M criteria will be satisfied if all nosings are made apparent by means of a permanently contrasting material 55mm wide on both the tread and the riser.	Site Team	Sept 23
Internal doors	Key doors throughout the school have suitable opening pressures that require less than 30 Newtons of force to open. The only door that was identified as having a heavy opening pressure is the ground floor staff WC (former accessible WC) near the School Business Managers Office.	A review should be undertaken and an exercise should be implemented to go through each door, attempting to reduce the pressure required to open the doors. Doors should not require more than 30 Newtons of force to open.	Site Team	Sept 24
Stairs	The stairwell to the first floor near the lift has nosing strips which are of a similar colour as the treads. The colour contrast is poor to suitably highlight the tread and risers. The fire exit stairwell off Year 3 on the first floor does not have any colour contrast provided to the edge of the step nosings.	New nosing strips should be installed to the edge of the steps.	Site Team	July 24
	The stairwell to the first floor near the lift has handrails which are not of the preferred oval profile in accordance to BS8300. The second stairwell to the first floor near Classroom 4P has handrails which are not of the preferred oval profile in accordance to BS8300. The fire exit stairwell off Year 3 on the first floor has handrails which are of exposed metal making them cold to touch. Additionally, they are not of the correct oval profile.	BS8300 compliant handrails should be installed. The handrails need to be changed to one with a suitable profile (circular: 40 – 45mm, oval 50mm, in diameter) that projects at least 60 - 75mm clear of the adjacent wall – 50mm between a cranked support and the underside of the handrail. The handrail needs to be at least 300mm beyond the top and the bottom of the steps and should not project the route of travel. The handrails should be replaced with a BS8300 oval style profile and be coated with nylon or a suitable alternative to ensure that they are not cold to touch.	Site team	July 24
Toilets	Urinals do not feature grab rails to aid ambulant disabled persons.	A well contrasted grab rail should be provided to one urinal in every WC where applicable.	Site Team	July 23

	Older WCs do not have lever style or sensor operated taps to aid people with dexterity impairments.	<p>Ensure that within every W.C that there are taps which are operated via a lever action, this will aid people with limited dexterity in their wrists.</p> <p>According to BS8300 - Taps should either be mixer taps with an up and down action to control water flow or individual hot and cold lever operated taps with not more than a quarter turn from off to full flow.</p>		
	A former accessible WC has been refurbished and changed into a staff WC / shower (the previous sign is still up which should be removed) However the shower is not level and there is no grab rail to aid ambulant disabled persons.	<p>Ensure a well contrasted grab rail is provided within the shower unit.</p> <p>At the next planned refurbishment for the site, a feasibility study should be undertaken to assess the possibility of providing a level accessible shower facility for wheelchair users.</p>		
Wash basins	<p>Dated, deep hand wash basins which are marginally out of reach whilst seated on the toilet pans are generally provided. It is recommended that BS8300 compliant hand wash basins be installed.</p> <p>New larger mirrors are required within the accessible WCs to enable wheelchair users to use them appropriately.</p>	<p>It is recommended within the report that the accessible WCs be refurbished, refer to 13.1.</p> <p>As part of this recommendation new hand wash basins along with large mirrors be provided.</p>	Site Team	Sept 24
Signage	There needs to be signage within the reception area stating that information provided by the school can be issued in accessible formats on request.	Signage should be provided to indicate that all leaflets and information can be provided in accessible formats on request.	Site Team	Sept 24
Hearing impairment	No portable induction loops are provided that could be transported around the school as when required.	<p>Purchase a portable induction loop which can be transported around the site as when required.</p> <p>Install signage indicating the availability of the facility on request.</p>	Site Team	March 23
	There is a lack of visual strobe alarms to inform people with hearing impairments in the event of the fire alarm being activated. Only an audible alarm system is mainly provided.	<p>Specialist advice should be undertaken to install further alarm/alerting systems for people with impaired hearing, such as flashing beacons. If flashing beacons are used, supplement with signage to indicate purpose.</p> <p>It is recommended that a deaf fire SMS system is considered for the site as this would be substantially cheaper than installing visual beacons and would require minimal wiring. This would send an SMS message to anyone i.e. staff and visitors registered with the system. Contact us for details.</p> <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments</p>	Site Team	Sept 24