



Accessibility Plan

ALLEN EDWARDS PRIMARY SCHOOL



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Accessibility Plan

1. Aims

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

- Increase the extent to which disabled pupils can participate in the curriculum
- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Allen Edwards Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to 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 time frame.

Allen Edwards' Accessibility Plan (2022 - 25)

3.. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The School website will make reference to this Accessibility Plan.

6. Our school's complaints procedure 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.



7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
8. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
9. The Plan will be monitored by Ofsted as part of their inspection cycle.
10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and amid by Lambeth Councils Accessibility Plan.

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.

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. School Overview

The building comprises of 14 Classrooms over three floors, 5 Autism Resource Base learning spaces, a small Community Hall, Multi-Purpose Hall, Food Technology Space, Kitchen, Staff Room and associated ancillary accommodation. The estimated total occupancy is around 520.

On the site there is also a nursery equipped with kitchen, staff and children's toilets and two teaching rooms.

The new school building has been inclusively designed from conception to create accessible facilities which meet the needs of all end users including school children, teachers, visitors etc. The design team acknowledges the wide spectrum of cognitive, sensory and mobility disabilities and has been designed to meet the needs of people with hearing and visual impairments; learning disabilities; ambulatory disabilities; wheelchair users; and people with mental health issues. The design may not necessarily meet the specific needs of some individuals, existing mechanisms should therefore be used to make reasonable adjustments or provide auxiliary aids i.e. for pupils through the SEN framework or staff through the reactive employment provisions of the EA where this is the case, the school audit has outlined these and ensured changes have been made.

Inclusive Design Elements



3.1 Approaches

The main vehicular approach to the school is existing and from Larkhall Lane to the West of the school. The main pedestrian routes are generally existing and from Studley Road and Paradise Road. The public highway approach is generally flat with no major level changes. The School and existing Nursery shares access routes from the public highway and this will be via an access controlled pedestrian gate from Paradise Road. There is an audio based access control system, mounted at a height to comply with Approved Document M and BS8300 for both pedestrian and vehicular access points. The full perimeter of the building is fully accessible.

3.2 Car Parking

Parking will be provided to the west of the school site with access off Larkhall Road. 23 parking spaces will be provided with an additional 2 dedicated accessible parking bays designed in accordance with fig. 2 and paragraph 4.2.3 of BS 8300. Level access is then provided from the car park area to the school either through a controlled pedestrian gate into the playground or via the public highway.

3.3 Building Entrances

The main entrance points into the school building for the students and staff on a day to day basis will be via the school playground. Access to the Nursery remains all as existing via the playground and the gate off Paradise Road. Reception and Year 1 classrooms at ground floor level have access directly to and from the playground via a single door. These doors are manually operated with a minimum clear width of at least 1 metre. The doors from the playground into the building are fitted with D 4 handles and push plates mounted in accordance with fig. 14 of BS 8300, with visual contrast from the door and open with a low operating force. During operational hours the doors will be swing free. All entrances and exits to the building have a level approach and level threshold, including all fire exits. Double fire exit doors will be provided with push pad panic bars and will provide a clear width of at least 1 metre per leaf. All external doors, with exception of the stores, are glazed and therefore satisfy the requirements for vision panels, with applied manifestation to the glass.

3.4 Horizontal Circulation

The secure main entrance doors are to Studley Road, which are operated from reception, lead into the secure Waiting Area with adjoining Interview Room. The Waiting Area complies with fig. 10 of BS 8300. The doors will have an effective clear opening width greater than 1 metre. There is a reception counter within the Waiting Area, which is designed in accordance with paragraph 11.1 of BS 8300. The reception desk has a low level counter with knee recess for wheelchair users on both sides, with staggered knee recessed, to allow people in wheelchairs on both side of the counter to interact. It also has a high level surface for standing users. There is a glass screen, with perforated holes and a gap below to assist with audio communication between staff and visitors. The surfaces and surround to the counter contrast visually with its surroundings to assist visually impaired visitors. All visitors to the school are required to sign in at the reception counter using the school computerised system which produces a printed pass incorporating a photographic image of the visitor. On leaving the school visitors are required to sign out on the computer system. Access in to the main school areas from the Waiting Area is gained through a pair of electronically locked double doors which are controlled from the reception desk. Once through the control doors access is available to the main circulation corridor and directly adjacent Heads Office, Reception Office, Accessible Toilet and Medical Room. Access to the stairs and lift serving the upper floors are directly off the circulation corridor. Doors dividing the circulation corridors will be on a hold open device which will automatically allow the doors to close should the fire detection system be activated. Circulation space doors will exceed 800mm clear effective opening to the main leaf and 580mm on the adjoining smaller leaf; Main leaf has vision panel achieving the zones of visibility shown in fig. 13 of BS 8300; manoeuvring spaces alongside the lead edge of the door and good visual contrast and accessible ironmongery. The internal doors leading into the classrooms from the corridors and circulation space exceed 800mm clear effective opening; have vision panels achieving the zones of visibility shown in fig. 13 of BS 8300; manoeuvring spaces alongside the lead edge of the door, good visual contrast and accessible ironmongery in the form of lever handles. Doors to W.Cs and cubicles are not be fitted with vision panels for privacy reasons. Cubicle doors will be fitted with accessible lever turn locks internally with indicators externally. The first and second floors can be accessed via the lift from the ground floor circulation corridor and from



two staircases at either end of the teaching block. The teaching block on the first and second floor is a repeat providing junior classrooms and other Accessible W.C.s. The second floor also has a Staff Room which connects with the general circulation areas.

3.5 Vertical Circulation

Stairs

The building has 3 storeys with vertical circulation provided by 2 staircases, situated at either end of the teaching block. Both stairs have been designed as an ambulant disabled stair in accordance with BS 8300 paragraph 5.9.2. The rise of the stair is 150mm with a going of 300mm. The steps will have colour contrasting nosings and be at least 1200mm wide between strings. Level landings at least the width of the stair are provided where shown. A colour contrasting oval handrail will be provided at 900mm and 600mm high measured vertically from the line of the stairs. The handrail will project 300mm from the first and last riser and turn down at the end. Both stairs are provided with a disabled refuge area to the landings outside of the circulation route. There is a refuge intercom located in these areas, in accordance with BS 9999, linked back to the main reception and fire alarm panel. The school will provide evacuation chairs for safe evacuation of disabled people down the staircases in the event of a fire.

Lift

There is a fully accessible 8-person passenger lift serving the ground, first and second floors. The lift has a minimum clear internal car width of 1100x1400mm with an automated door achieving a minimum clear width of 900mm. The lift has been fitted with controls and signage in accordance with BS 8300; paragraph 8.3.3. Call controls will be 900- 1100 above FFL and contrast visually with the wall behind. The walls contrast and be non-reflective. There is a voice announcer and emergency phone with inductive coupler. There is a designated zone greater than 1500x1500mm outside the lift entrance. No external lifts are required as the topography of the site is reasonably level allowing accessibility across the site.

3.6 Sanitary Accommodation

Ample sanitary accommodation is provided on all floors to serve the accommodation. Each pair of classrooms on the ground floor have the use of shared sanitary accommodation and cloakroom facilities, directly from the classrooms. Heights of W.C.'s and basins on the ground floor are at a lower level (305mm WC pans) for the use of infant children. Where there are 3 or more cubicles within a W.C, one of the cubicles has been designed for ambulant disabled people. The first floor classrooms serving Year 2 have shared W.C facilities, all other classrooms to the upper floors have access to toilets off the main circulation corridors. WC's pans are 355mm high and have adjoining low level basins for the use of junior children. Where there are 3 or more cubicles within a W.C one of the cubicles has been designed for ambulant disabled people. The Staff Room is situated on the second floor which has a fully accessible W.C provided in the adjoining corridor. Accessible W.C.s are provided in the ground, first and second floor main circulation corridors. Accessible W.C.s will be fitted with Doc M packs including W.C, finger rinse basin, seats, grab rails, mirrors, hand dryer and fittings installed in accordance with figure 51 and 52 of BS 8300. The W.C.s will be provided with a pull cord linked to an emergency sounder and beacon located outside the W.C to alert other people if they require assistance. Ambulant W.C.s are at least 800mm wide and fitted with an outward opening door and grab rails mounted in accordance with figure 56 BS 8300. All other W.C.s have inward opening doors with a clear 450mm dia. circle between W.C pan and the door swing. All sanitary appliances and grab rails will contrast visually with background

3.7 Facilities

There is a Kitchen and Servery to the main School Hall. This will provide hot and cold meals to school pupils at meal times. The servery has been designed for the use of small children and wheelchair users with a worktop height of 740mm as paragraph 12.1.3.2 of BS 8300; 2009. The taps is a large lever taps to allow them to be operated by people with limited dexterity. All switched and sockets will be clearly identified in terms of visual contrast. The servery counter will be a height of 740mm above floor level to accommodate wheelchair users. There is no knee recess below the counter and



therefore a clear manoeuvring space in front of the 7 counter of 1400mm deep and 2200mm wide will be provided, as per paragraph 11.1.2 of BS 8300; 2009. All classrooms are provided with storage unit, with a worktop and sink over. The worktop height is 850mm high as paragraph 12.1.3.3 of BS 8300; 2009 for use of ambulant and wheelchair users. The taps are large lever taps to allow them to be operated by people with limited dexterity. The Staff room has a kitchenette area, with a worktop and sink over. The worktop height will be 850mm high as paragraph 12.1.3.3 of BS 8300; 2009 for use of ambulant and wheelchair users. The taps are large lever taps to allow them to be operated by people with limited dexterity. There is a clear space beneath the sink to provide access for wheelchair users. Switches, sockets, controls etc. are to be easy use and correctly positioned between 400-1200mm above FFL, to AD M section 4.30 for various heights of different types of switches/sockets. As per internal surfaces, there will be visual contrast with background walls/trunking. Windows are non-opening throughout all areas but are generally fitted with opening side hang, inward opening louvres to the sides of the windows where purge venting is required. The louvres are manually operated by lever handles and fitted with restrictors Handles set at height.

3.8 Signage and Wayfinding

Signs are used to identify individual rooms as well as being directional. Signs has case sensitive text and has good contrast between text and background.

3.9 Internal Surfaces

The project incorporates a visual contrast scheme to ensure that tonal contrast is achieved between key elements, including: walls, doors, floors, WC fixtures and fittings, handrails, door handles, etc. It is important that future redecoration does not compromise the scheme. Whilst future redecoration may use different colours, a tonal contrast (or light reflectance value) of 30% should be achieved between elements including ironmongery. All floor finishes will be slip resistant and non-reflective to avoid glare and reflection.

3.10 Lighting and Switching

Lighting is provided to external areas to provide safe access to and from the building and to accessible parking facilities. Internal lighting will be designed to achieve the lighting levels recommended in BS 8300; 2009 and Approved Document M to maintain adequate lighting levels and visual contrast internally. Lights have diffusers to avoid glare and achieve an evenly distributed lighting level. All electrical sockets will be located between 450mm and 1200mm above finished floor level and achieve 30% visual contrast from its surrounding.

3.11 Means of Escape

All ground floor fire exits are 1m clear and have level egress. There is a refuge area to both staircases at first and second floor levels and these are fitted with an Emergency Communications System. The refuges at first floor level are located directly outside of the stairwell and are within a fire resisting enclosure. The school should provide evacuation equipment capable of evacuating a person whilst remaining in their wheelchair. Staff should be trained in the use of this equipment. Any member of staff or pupil with a disability should have a Personal Emergency Egress Plan (PEEP) written in conjunction with their line manager/teacher. The school also include the evacuation of disabled people as part of their fire risk assessment required under the Regulatory Reform (Fire Safety) Order 2006. All escape routes externally will be well lit with emergency lighting to allow occupants to escape to a point of safety.

3.12 Building Management & Maintenance

A system is in place by the end user to provide assistance in the case that the alarm is sounded in the Accessible W.C. The school have put in place a fire egress policy, and it is recommended that the needs of disabled people are fully incorporated, based on the design information given above. Any member of staff has a disability should have a PEEP written in conjunction with their line manager.



3. Action plan

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

Aim	Current Good Practice (Including Established Practice, And Practice Under Development)	Objectives (Short, Medium And Long-Term Objectives)	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Use of specialist resources and equipment (writing slopes, easy-grip pens and pencils)</p> <p>Adaptation of the classroom environment</p> <p>Visual support including timetables in all classes.</p> <p>Staff have been trained on how to support pupils with physical disabilities in P.E</p> <p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Refresh staff awareness of how disabilities can affect access to the curriculum</p> <p>Staff to be accessing resources in their planning to improve access to learning across the curriculum</p> <p>Professional advice to be sought for further support across the curriculum for those pupils with physical disabilities</p>	<p>Occupational Therapists and Physiotherapists working with individual pupils to advise class teachers on support in P.E.</p> <p>Regular learning walks to ensure accessibility and advice given on further improvements to be made</p>	<p>SENCO with support of outside agencies</p> <p>SLT</p>	<p>Ongoing</p>	<p>For all staff to make progress in line with their starting points.</p> <p>For all pupils to be able to access all areas of the curriculum.</p>



Aim	Current Good Practice (Including Established Practice, And Practice Under Development)	Objectives (Short, Medium And Long-Term Objectives)	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Continue to improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Science room tables at wheelchair-accessible height 	To monitor accessibility for any pupils with physical disabilities	Monitoring of all relevant areas	Premises Manager SENCO	Ongoing	For all stakeholders to be able to access all areas of the school and all school facilities
Continue to improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if needed) • Induction loops (if needed) • Pictorial or symbolic representations • Dyslexia friendly texts and fonts 	Refresh staff awareness of how disabilities can affect access to the curriculum Staff to be accessing resources in their planning to improve access to learning across the curriculum Professional advice to be sought for further support across the curriculum for those pupils with physical disabilities	Regular learning walks to ensure accessibility and advice given on further improvements to be made Termly reviews of provisions for children with disabilities Regular staff training from professionals to support staffs understanding and improve their provision.	SENCO and outside professionals	Ongoing	



4. Access Audit

Feature	Description	Action to be taken	Person responsible	Due to complete action
Corridor Access	All doors allow access for wheelchairs into corridors. Easily distinguishable and easily opened handles.	Continue to ensure corridors are kept clear	All staff	Ongoing
Lift	Maintenance of the lift to ensure it is always in working order	Ongoing maintenance checks	Premises manager	Ongoing
Parking Bays	Disabled Parking Bays available in the carpark Disabled bay at the front of school for SEND transport to park	None Council applications to amend parking bay	Office and Premises manager	Ongoing
Entrances	All entrances are accessible for wheelchairs	None	premises manager	
Toilets	Disabled toilet on every floor with handrail	None	Premises manager	
Internal Signage	Fire exits and other important information e.g. first aid are clearly labelled	Updated when appropriate	All staff	
Emergency escape routes	Fire exits are clearly marked and signposted	None	Premises manager	
Reception area	Counter is accessible from standing and seated position. Exit button for adults	None Office staff to support exit of the building when needed by adults (children are not permitted to open this door)	Office staff	
Furniture in and around school is accessible to all	Unable to use or access furniture	None as child can use science room stalls and tables	SENCO	



5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and Headteacher.

It will be approved by the governing body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy