



Stramongate School

Stramongate School

ACCESSIBILITY PLAN

2023 – 2026

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|-----------------------|---|-------------------------|
| Version 1 | Original | March 2012 |
| Version 2 | Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE | January 2013 |
| Version 3 | Reformatted only | February 2014 |
| Version 4 | Reformatted only & update | February 2015 |
| Version 5 | Reformatted only | May 2017 |
| Version 6 | Update of objectives | March 2018 |
| Version 7 | Update on progress | October 2020 |
| Version 8 | Update on progress | January 21 |
| Version 9 | Update on progress | September 2023 |
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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a nondisabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 Schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a School must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a School to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a School could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have an EHCP (previously, a statement of SEN) or the EHCP (or statement) does not provide the necessary aid, then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the School.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on Schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Stramongate School, we have a commitment to equal opportunities for all members of the School community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the bespoke curriculum, increase access to extra-curricular activities and the wider School curriculum;
- improve the physical environment of Schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, 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.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the School will address the priorities identified in the plan: refer to *Appendix A (i – iii)*

Compliance with the disability duty under the Equality Act is consistent with the School's aims and Single Equality Scheme, and the operation of the School's Special Educational Needs & Disability (SEND) policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan 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.

Stramongate School strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully 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.
- Within the bounds and scope of our bespoke curriculum offer, we are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Stramongate School serves a geographically mixed urban & rural catchment area to the North of Kendal in South East Cumbria. The main industry in the catchment is agriculture although many adults commute out of the immediate area to work in Kendal, or through making use of the west coast main line and / or M6 to work further afield. Although set in the heart of Kendal, there are many hamlets within the catchment no shops, pubs or post offices, this makes School one of the main hubs of our extended community. Historically a large majority (>70%) of our children come from out of catchment because parents value the educational model we offer.

Stramongate has provided high quality educational opportunities for the children of Kendal and surrounding areas for over 300 years and its trustees, governors, staffs, parents and children together work hard to maintain our special place in the heart of our wider community.

Stramongate is an academy primary School for boys and girls from the ages of four to eleven, with approximately three hundred pupils on roll in eleven classes, with sixty children admitted each year. There are three classes in each mixed age (Y3/4, Y5/6) and one Reception class and one R/Y1, one Y1/2 and one Y2 class. We also provide on-site nursery provision in partnership with a PVI, as well as 'before-' and 'after-School' care facilities.

At Stramongate we place each child, their welfare and learning at the centre of our educational thinking and endeavour to cater for the individual needs of our pupils. We aim to challenge and support children to do their best both socially and academically and to provide as many opportunities to take part in all areas of School life as possible.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

We have a very well defined School 'Vision' – which incorporates our children's ideas of the Schools that they would most want to be a part of – and which, is expressed with the aid of our original and eye-catching 'display of hands' in the School Entrance Area.

It is our most passionate belief that if children are enjoying their time in School, then they will learn and thrive. With this in mind, the School Community chose a single phrase: "Be Kind, Work Hard and Discover" which was felt to embody the 'Vision' we are attempting to achieve and acts as a constant reminder of our goal.

Our core values are Respect, Perseverance, Self-Belief, Pride and Achieve.

Stramongate School:

- has high ambitions for its pupils with disabilities and expects them to participate and achieve in every aspect of School life;
- is committed to identifying and then removing barriers to disabled pupils in all aspects of School life;
- values the individual and the contribution they make to all aspects of School life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key principles set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the School;
- is committed to embracing equal opportunities for all members of the School community.

7.2 Information from Pupil Data and School Audit

In Stramongate, there are children regarded as disabled under the terms of the DDA. These can be grouped as: sensory difficulties including hearing and vision, physical mobility problems (non-wheelchair users) as well as additional impairments such as: ADHD, Autistic Spectrum Condition, dyslexia and speech and language impairments effecting the child's ability to carry out day-to-day activities.

Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

Children with a disability currently in feeder nursery Schools who may wish to enrol in the School are, wherever possible identified through dialogue with the Local Authority agencies tasked with supporting those pupils in its area with disabilities.

In order to ensure that our data is up-to-date and accurate we will:

- cooperate with the Local Authority so as to identify and therefore plan and implement a successful transition plan for a child with a disability well before they arrive;
- ensure information is disseminated from the School's Inclusion Team;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their School career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for School community users.

7.3 Views of those Consulted during the development of the Plan

Stramongate School will seek to utilise a range of strategies, including:

- ensuring that the development of the plan considers the key elements of the Cumbria LA's Accessibility Strategy and that Stramongate School seeks to provide the best choices for pupils wanting to enrol here;
- consult the governing body/SEN governor
- consult staff including specifically, the Inclusion Manager and GB Health & Safety committee;
- allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the School curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled pupils to learn including liaison with the LA Special Educational Needs and Disabilities (SEN&D) Statementing and Provision Team.

Where the School is able, within the constraints of resources, expertise and suitability of the site, we plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as

necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. Children with disabilities are given opportunities to develop skills in practical aspects of the curriculum including opportunities for them to take part in educational visits and other activities linked to the curriculum.

Up-take in after-School clubs is high. 'Targeted' clubs are run annually for any children who have not opted to participate in at least one half-term club run during the year.

Teachers ensure that the work undertaken by children with disabilities takes account of their pace of learning and the equipment they use along with the amount of effort and concentration needed. Work is also adapted to offer alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials. Assessments are used appropriately that reflect the individual needs and abilities of the child.

Stramongate School believes that a close working relationship with parents is vital. The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are welcome to contact the School if they have any concerns with regard to inclusive educational provision. When discussing provision for any child with additional needs, teachers will always involve parents through regular discussion at parent evenings or through an individual review meeting. (Please refer to the School's SEN&D Policy for further information.)

Stramongate has good working relationships with a wide range of outside agencies. These currently include:

- Education

Educational Psychologists, Educational Welfare Officer, Specialist Teachers (Autism, behaviour, visual impairment, hearing impairment, speech & language, EAL) and KCP counsellor;

Stramongate School is part of Kendal Collaborative Partnership (KCP) enabling School to share advice, training, development activities and expertise;

- Health

Public Health Nurse Practitioners, Occupational Therapy, Physiotherapy, Health Visitor, CAMHS, Speech & Language Therapy;

- Social & Family

Children's Services, Young Carers, Parent Partnership, Oaklea Trust, Barnardo's, Family Drop-In Centre.

We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN&D. The Inclusion Manager attends relevant SEN&D courses,

Family SEN&D meeting and facilitates/sign posts relevant SEN&D focused external training opportunities for all staff.

8.2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) Stramongate School investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the School has pupils or visitors with disabilities and is preparation for a situation when they do.

At Stramongate School the provision of a special piece of equipment or extra assistance will generally be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools. This might include physical aids to access education such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the School. For example a pupil with visual impairment might have low vision aids provided through the statement of SEN but the School might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing Body will consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the School building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on Schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

STRAMONGATE School will strive to:

- produce all School literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The School plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the School and School events. The information will be made available in various preferred formats within a reasonable time frame. The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

The Head Teacher with the Governing Body H&S Committee, together with the School Business Manager will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

STRAMONGATE School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

STRAMONGATE School Equality Group have undertaken a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we have:

- produced action plans, with definite time scales for the implementation of the actions implicit in the plan;
- presented the plan to the Governing Body for their approval;
- reviewed the plan and the associated action plans to see if milestones are being met.
- This plan is reviewed and adjusted as necessary on an annual basis.
- A new Accessibility Plan will be drawn up every three years.

9.2 Monitoring

STRAMONGATE School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

SEN&D provision and interventions are recorded on a provision map. These are updated when the intervention is changed. These are updated by the class teacher and monitored by the SENCO. They are adapted following assessments and are monitored and evaluated termly by the SENCO and subject leaders. This helps to identify whether provision is effective.

We recognise and support children who have needs other than those of SEN&D which may impact on progress, attainment and or well-being including:

- Health and welfare including medical conditions;
- Attendance and punctuality;
- EAL;
- Being in receipt of Pupil Premium Grant including children of servicemen/women;
- Being a Child Looked After; Disability.

Governors comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation will judge the success of areas including:

- success in meeting identified targets;
- changes in physical accessibility of School buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the Schools ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the School;
- recorded evidence that fewer pupils are being excluded from School opportunities as their needs are being more effectively addressed through the application of strategies and procedures; ▪ increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

N/A

9.4 Accessing the School's Plan

This is through:

- presentation in a section on the School website open to all visitors to the site;

The plan is available in different formats where requested.

The School achieves successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;

- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local Schools including special Schools;
- seeking support/advice from outside the School, from services, other agencies and organisations;
- ensuring that STRAMONGATE School is aware of all support services that provide advice to Schools and staff.

10. RELATED POLICIES

The Accessibility Plan transects a number of related policies and should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety
- Pupil Premium
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

STRAMONGATE SCHOOL ACCESSIBILITY PLAN 2023 - 2026

IMPROVING THE CURRICULUM ACCESS AT STRAMONGATE SCHOOL

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|--|---|-------------|
| 3 yearly refresher training for Safe Physical Restraint Approaches | Staff training | Staff confident and competent in how to deescalate 'crisis' situations and how to safely handle children to keep safe. | Last training was Sept 2023 for key staff | |
| To ensure all the curriculum is accessible to all our current children. | Liaison with class teacher/child/parent /Inclusion Manager as necessary via IEPS, TAF/TAC etc. | All children access the curriculum. | Open – respond to needs as they arise. | |
| Review TA deployment | Annual review in June to establish best use of TAs in supporting children with extra needs | Adult support is available during key times that individual children may need support. | June – annually (HT and IM) | |
| Termly staff training on SEN/Disability issue | Termly staff meetings coordinated by IM and HT | Staff better informed and equipped to support and improve the educational opportunities for all children. | One per term. | |

STRAMONGATE SCHOOL ACCESSIBILITY PLAN 2023-2026

IMPROVING THE PHYSICAL ACCESS AT STRAMONGATE SCHOOL

An Access Audit was reviewed and a number of recommendations have been actioned and extended in the intervening period:

| <u>ACCESS AUDIT MANAGEMENT PLAN - IMPROVING THE PHYSICAL ENVIRONMENT</u> | | | | | |
|---|--|-----------------|-----------------|-------------|-------------------------|
| School | <i>Stramongate Primary School</i> | | | | |
| Address | <i>Blackhall Road, Kendal. LA9 4BT</i> | | | | |
| Auditors: | <i>KAHSC</i> | | | | |
| Date of Audit Review: | <i>September 2026</i> | | | | |
| Audit Report Checklist Ref No and Title | Item | Activity | Priority | Cost | Notes/Monitoring |
| Checklist A - CAR PARKING AND APPROACH | | | | | |

APPENDIX A(ii)

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|--|---------------------------------|--|--------------|--|--|
| | Approach and routes to entrance | The School building is close to the public highway at four entrances for pupils to School site. The main School entrance from Blackhall Road has a dropped kerb from the pavement but route does not have separate pedestrian path from vehicles until the bottom of a steep incline. A more suitable walking route from the back of the School building from public highway would be easier route for disabled. | 2 | | Pedestrian markings in place |
| | | This route could be included in directional information provided by School. | | | |
| | Lighting & signage to entrance | External lighting along external routes including car park could be improved to help with orientation during darkness. Future improvements to directional and information sign including identifying allocated car parking spaces should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. | 4 3 | | |
| | Surfaces of approach | The site surface from the car park to the main entrance is in good order and free from potholes and loose gravel. The surface along pedestrian path to main entrance is cracking in some areas and has fallen leaves and moss that require attention. | N/A 1 | | Annual weedkilling now in place and willow hedge cut back to allow more light in prevent moss re-growth. |

Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

APPENDIX A(ii)

| | | | | | |
|--|-----------------------|--|---|--|--|
| | <p>External ramps</p> | <p>Ramp to main entrance would benefit from colour contrast to handrails, landing and provision of edge protection also colour contrasted.</p> <p>Ramp to AG051 and Block B would benefit from colour contrast to handrails, landing and edge protection.</p> <p>Ramp to nursery building entrance from riverside path requires slip resistant surface (such as mesh) to provide grip in wet weather. The handrails and edge protection require colour contrast. Ramp to nursery building entrance from School grounds require colour contrasted handrails to at</p> | <p>3</p> <p>3</p> <p>3</p> <p>3</p> | | |
| | | <p>least one side and colour contrast to edge protection.</p> <p>All ramps above require sign (using colour contrast and recommended typeface) to indicate level change and require increased lighting for use during hours of darkness.</p> | <p>2</p> | | |

APPENDIX A(ii)

| | | | | | |
|---|---|---|---|--|--|
| | External steps | <p>Steps to main entrance require nosings to step edges remarked and handrails colour contrasted.</p> <p>Steps to AG059 would benefit from a handrail to one side of steps and nosings to step edges and both require colour contrast.</p> <p>Steps from nursery building to outside play area require colour contrasted handrail to one side of steps and nosings to step edges remarked.</p> <p>All steps above require sign (using colour contrast and recommended typeface) to indicate level change and require increased lighting for use during hours of darkness.</p> | <p>3</p> <p>3</p> <p>2</p> <p>1</p> | | <p>Level changes and uprights painted yellow August 2023</p> |
| Checklist C – ENTRANCES, INCLUDING RECEPTION | | | | | |
| | Entrance doors and thresholds | <p>When replacing main entrance door re-design to provide clear width opening of 1000mm, install closer mechanism to help reduce opening/closing pressure and ensure door threshold is no more than 15mm.</p> <p>Colour contrast between background and Security intercom/facility to summon help could be improved to clearly identify facility.</p> | <p>4</p> <p>2</p> | | |
| | Reception areas inc desks, seating and lighting | <p>For future consideration the reception hatch/desk should be designed to be lower than current height and the lighting level increased.</p> | <p>4</p> | | |

| | | | | | |
|--|-------|---|----------|--|---|
| | | An induction loop, and sign to indicate the facility, should be installed for use by hearing aid users. | 3 | | |
| | Signs | Entrance sign above main entrance door is difficult to read with lighting behind providing glare. Investigate alternative using block letters/colour. | 4 | | |
| | | Improve directional and information signs supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. | 2 | | ? |

Checklist D - CORRIDOR AND ASSEMBLY AREA

| | | | | | |
|--|--|--|------------|--|--|
| | Lateral circulation, width of corridors | The majority of circulation and corridor spaces would be suitable for wheelchair users. | N/A | | |
| | Internal directional signs | Provide directional signs supported by tactile information (such as map) for people progressing to other parts of the School including toilet facilities and use recommended size. | 2 | | |
| | Lighting, floor surfaces and tonal contrasts of surfaces | Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level. | 4 | | Colour contrast built in when classrooms painted |
| | | Colour contrast (with matt finish) between floors, walls, doors and ceilings to be updated during routine maintenance programme. | 4 | | |

Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)

APPENDIX A(ii)

| | | | | | |
|--|-----------------|-----------------|-----|--|--|
| | Passenger lifts | None installed. | N/A | | |
| | Platform lift | None installed. | N/A | | |

| | | | | | |
|--|-----------------|--|-----|--|---|
| | Wheelchair lift | Wheelchair lift installed to enable travel between floors AG025. | 1 | | Regular servicing of lift and speedy repairs. |
| | Chair lift | None installed. | N/A | | |

Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)

| | | | | | |
|--|----------------|---|---|--|---|
| | Internal ramps | Internal ramp between main office corridor and classroom AG026 requires signs to indicate level change at top and bottom and suitable colour contrasted handrail to at least one side. The gradient would be difficult to alter given the layout/floor levels of rooms. | 3 | | ? |
|--|----------------|---|---|--|---|

Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)

| | | | | | |
|--|-------------------------------------|---|---|--|--|
| | Provision of handrails and landings | Textured floor surface at top and bottom of stairs required to stairs to staffroom, AG033, AG025 and Scout Block first floor. | 2 | | |
| | | Suitable colour contrasted handrails required to stairs to staffroom and Scout Block first floor. | 3 | | |

| | | | | | |
|--|---|--|---|--|--|
| | Provision of visual and audible signals | Signs should be provided to stairs to staff room, Scout Block first floor, AG030, AG033 and AG025 to indicate change in level at top and bottom of stairs. | 2 | | |
|--|---|--|---|--|--|

Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS

| | | | | | |
|--|---|--|---|--|---|
| | Access to and in dining areas/assembly hall/entertainment spaces | <p>Improve artificial lighting with adequate lux level to avoid creating glare, pools of bright light and strong shadows.</p> <p>A hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems.</p> <p>If the School governors lease out the premises in the future then as landlord they will need to consider the implications of the Equality Act 2010 and ensure disabled people are not treated less favourably than an able bodied.</p> | <p>4</p> <p>4</p> <p>TO NOTE</p> | | <p>New hall lighting planned for Easter 2024</p> <p>Use of The Hub for Summer and other holiday clubs. Downstairs room an option.</p> |
| | Accessibility of switches handles and controls for lighting, heating and acoustics. | Clearly identify accessible switches, handles and controls and switches by colour contrast when upgrading decoration. | 4 | | |
| | Seating and furniture | Definite colour contrast between furniture, seating and flooring in future programmes. | 4 | | |

Checklist J - WC PROVISION – ALL TOILET AREAS

| | | | | | |
|--|--------------------------|---|---------------------|--|-----------------------------|
| | Staff (male & female) WC | Future development of staff WC's AG021 and AG040 would benefit from colour contrast and nonreflective tiles behind sink , taps, locks and light switches should be replaced with easy grip/operated ones for manageability for all users. | 4 | | |
| | Pupil toilets | <p>Pupil toilet provision in AG03, AG06, AG017, AG020, AG031, AG032, AG065 and AG066 and nursery block would not be accessible to wheelchair users. Redesign with provision of support rails would allow adaption for ambulant disabled usage but would possibly reduce total number of toilets within the individual facilities.</p> <p>Future replacement of door handles and locks should be replaced with easy grip/operation for manageability for all users. The taps in the nursery block would also benefit from easy grip/operation taps.</p> <p>Colour and non-reflective contrast between fittings, floors, walls, doors and ceilings to be updated during routine maintenance programme in all pupil toilets.</p> | 4 4 4 | | New locks in place Oct 2023 |

Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT

| | | | | | |
|--|--|---|-------------------|--|---|
| | Wheelchair accessible | <p>Non-reflective surfaces between fittings, walls, doors and ceilings to be updated in AG023 and colour non-reflective contrast between same in nursery block toilet to be updated during routine maintenance programme.</p> <p>A drop down handrail should be provided in AG023 to the right of the toilet when seated in compliance with Building Regulation 2010.</p> | <p>4</p> <p>3</p> | | ? |
| Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE | | | | | |
| | Noticeboards, publication and other materials provided for pupils, parents and other users | <p>Review all public information including School website and prospectus (if applicable) and consider providing the information in alternative formats such as large print and audio-tape/MP3. Alternative</p> <p>formats should be advertised within the publications.</p> | 2 | | <p>New website up and running December 2023</p> |
| Checklist M - MEANS OF ESCAPE | | | | | |

APPENDIX A(ii)

| | | | | | |
|--|--|---|---|--|---|
| | <p>Exits and escape routes</p> | <p>Review external doors including evacuation/fire doors and improve to ensure minimum single leaf door width opening of 775mm, vision panels and door furniture can be operated with one hand.</p> <p>Door thresholds and any small steps should be redesigned to remove to enable ease of escape. Steps that cannot be redesigned should have nosings clearly defined.</p> <p>Include colour contrast (with matt finish) between door/architrave and door furniture in regular maintenance upgrade.</p> | <p>4</p> <p>2</p> <p>1</p> | | <p>Yellow uprights and most changes of slope have been painted yellow</p> |
| | <p>Emergency warning/lighting system</p> | <p>Consider personal vibrating alarm or alternative systems for use by people with disabilities in assembly hall/entertainment spaces.</p> | <p>4</p> | | <p>These now in place for Office and Staffroom for fire warnings.</p> |

Good-Housekeeping Routines & Practice to Ensure Efficient Physical Access

1. Check all routes regularly to ensure surfaces maintained.
2. Check pedestrian routes regularly to check walking route to entrance is free from projecting hazards.
3. Check all external steps regular to ensure clear from permanent obstruction and projecting hazards.
4. Undertake regular checks to reception/waiting area to clear any surplus/stored items.
5. Ensure surplus furniture and equipment is not left in corridors or assembly points.
6. Ensure surplus furniture and equipment is not left in corridor area to obstruct use of lift.
7. Check all door closer mechanisms for correct opening/closing pressure action.
8. Ensure surplus furniture and equipment is not left in dining areas/assembly hall/entertainment spaces.
9. Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating.
10. Accessible toilets – ensure surplus equipment is not obstructing usage both outside and inside the facility to allow independent usage.
11. Check traffic routes for surplus furniture and equipment and remove obstructions.
12. Adhere to regular checking and servicing of installed systems to ensure operational.
13. GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to ensure plans and staff trained to take into account individuals needing assistance.
14. Ensure that staff, pupils and visitors are aware of the evacuation procedures when the School premises used for concerts, plays and fairs outside normal School hours.
15. Display notice at entrance/reception to ask visitors to inform staff of any individuals needing assistance.
16. Check all door closer and exit mechanisms have minimal force opening/closing pressure action.
17. Exits and escape routes must be checked for compliance as part of regular fire risk assessment checks.
18. GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to take into account the need for safe refuge areas.

STRAMONGATE SCHOOL ACCESSIBILITY PLAN 2023-2026

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT STRAMONGATE SCHOOL

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|---|--|--------------------|
| To ensure parents and children have access to modified print and access to website in their home language | Respond as the need arises. We have enlarged print in the past and the website has capacity to be translated. | Parents and children can access all School based literature. | Open – respond to needs as they arise. | |
| Availability of written material in alternative formats | The School will make itself aware of the services available through the LA for converting written information into alternative formats. | The School will be able to provide written information in different formats when required for individual purposes | Ongoing | |
| Children who have EAL / limited English will be buddied up and also have access to Google Translate via class ipad. | Google translate Show how to use Buddy up with a stronger child to help with comms. | Children have a better understanding especially as they are in the early stages of learning English | As and when needed. | |
| Children who need modified test materials have easy access. | Apply to DfE Access Arrangements for statutory testing. Modified print, more time, rest breaks, Amanuensis etc. | All children have equal access to test materials, completing the test alongside their peers. | Ongoing | |

ENDS