Litcham School
Accessibility Plan

July 2021
Next review date: July 2024

1. We are committed to providing an environment that is as fully accessible as possible 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. Litcham School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Accessibility Plans will contain relevant actions to:

   - Build on the existing facilities to make the school as access friendly as possible for all

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

   - 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 able-bodied pupils. 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 pupils in accessing the curriculum

   - Improve 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. The school website, SIMS InTouch and INSIGHT will be used to facilitate the process.

3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for on-going awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Accessibility Plan should be read in conjunction with the following policies and documents:

   - Behaviour policy
   - Curriculum policy
   - Disability and Equality Scheme
   - Equality policy
   - Facilities Management Plan
   - Health and Safety policy

- School Improvement and Development Plan
- School Prospectus
- Special Educational Needs and Disability policy

6. The Action Plan for physical accessibility relates to the access audit undertaken by the school. 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.

7. The Plan will be monitored through the Curriculum and Achievement Committee of the Governing Body

Signed: **Date:** 08/07/2021

Chair of Local Governing Board

Appendix 1 - Basic Access Audit
Litcham School
Please answer all the questions in this audit. 1= Yes - completely, 2 = Almost - working towards meeting the guidance, 3 = Partially, 4 = Not yet considered.

Section 1:	DISABILITY AWARENESS/TRAINING	1	2	3	4	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			Currently provided to all staff teaching students with disabilities but not routinely to all staff.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				

Section 2:	HOW DOES THE SCHOOL DELIVER THE CURRICULUM?	1	2	3	4	Comments
3	Do all staff seek to remove all barriers to learning and participation?		✓			See Section 1(1) above.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓				
9	Do you provide access to appropriate technology for those with disabilities?	✓				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		✓			Subject to risk assessment.

Section 3:	HOW DOES THE SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?	1	2	3	4	Comments
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓		Local Authority Services as required.
12	Do you have the facilities such as ICT to produce written information in different formats?			✓		Not all formats (e.g. braille).
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		✓			Available on request rather than routinely.
14	Is furniture and equipment selected, adjusted and located appropriately?	✓				
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓			See Section 1 (1) above.

Section 4:

Name of Block:	Zone 1 – Canteen/Hall/Technology (food)/student cloakrooms/IT/Server Room/Geography/History/History/Caretaker storage & office/Library/Mobile/Cover Office			
1A	Number of teaching spaces in block	8	Number of those teaching spaces which are accessible	8
1B	Number of social/office spaces in block	8	Number of those social spaces which are accessible	8

Name of Block:	Zone 2 – School House (Listed Building)			
2A	Number of teaching spaces in block	2	Number of those teaching spaces which are accessible	0
2B	Number of social/office spaces in block	4	Number of those social spaces which are accessible	3

Name of Block:	Zone 3 – First Floor IT/Maths/Art/Science			
3A	Number of teaching spaces in block	7	Number of those teaching spaces which are accessible	7 (Note: Access via classrooms)
3B	Number of social/office spaces in block	1	Number of those social spaces which are accessible	1

Name of Block:	Zone 4 – Reception area (including Headteacher, Deputy Headteacher, Pastoral and Admin offices)/Maths, PE, DT, Science			
4A	Number of teaching spaces in block	8	Number of those teaching spaces which are accessible	8
4B	Number of social/office spaces in block	11	Number of those social spaces which are accessible	11

Name of Block:	Zone 5 – English and MFL			
5A	Number of teaching spaces in block	8	Number of those teaching spaces which are accessible	8
5B	Number of social/office spaces in block	3	Number of those social spaces which are accessible	3

Name of Block:	Zone 6 – Mobiles/Courts/Dance Studio/Field and Playground				
6A	Number of teaching spaces in block	4	Number of those teaching spaces which are accessible	4
6B	Number of social/office spaces in block	4	Number of those social spaces which are accessible	4

Name of Block:	Zone 7 – Drama Hut/Cycle stands				
7A	Number of teaching spaces in block	1	Number of those teaching spaces which are accessible	0
7B	Number of social/office spaces in block	0	Number of those social spaces which are accessible	N/a

Name of Area:	Zone 8 - Front and rear Car Park secondary phase				
8A	Number of teaching spaces in area	0	Number of those teaching spaces which are accessible	N/a
8B	Number of social/office spaces in area	2	Number of those social spaces which are accessible	2

Name of Block:	Zone 9 – Primary phase main building				
9A	Number of teaching spaces in block	6	Number of those teaching spaces which are accessible	6
9B	Number of social/office spaces in block	13	Number of those social spaces which are accessible	13

Name of Block:	Zone 10 – Primary phase modular buildings				
10A	Number of teaching spaces in block	3	Number of those teaching spaces which are accessible	3
10B	Number of social/office spaces in block	2	Number of those social spaces which are accessible	2

Name of Block:	Zone 11 – Primary phase car park			
11A	Number of teaching spaces in block	0	Number of those teaching spaces which are accessible	N/a
11B	Number of social/office spaces in block	1	Number of those social spaces which are accessible	1

Name of Block:	Zone 12 – Childcare Block			
12A	Number of teaching spaces in block	2	Number of those teaching spaces which are accessible	2
12B	Number of social/office spaces in block	4	Number of those social spaces which are accessible	4

4a	General	1	2	3	4	Comments
16	Are pathways and routes logical and well signed? (both internal & external)		✓			Limited signage internally
17	Do you have emergency and evacuation procedures to alert all pupils?	✓				
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
19	Do furniture layouts allow easy movement for pupils with disabilities?			✓		Not in all areas, particularly small classrooms
20	Are quiet rooms/calming rooms available to children who need this facility?	✓				Sensory Room

4b	Getting to the building	Yes	No	N/a	Comments
21	Are car park spaces reserved for disabled people near the main entrance?	✓			
22	Are there any barriers to easy movement around the site and to the main entrance?	✓			Steps to drama hut
23	Are steps needed for access to the main entrance?		✓		
24	Do all those steps have a contrasting colour edging?	✓			Regular repainting required – part of maintenance cycle
25	If there are steps, is a ramp provided to access the main entrance?	✓			
26	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	✓			

27	Is it possible for a wheelchair user to get through the principal door unaided? (see guidance notes)	✓			Push button added 2019
28	If no, is an alternative wheelchair accessible entrance provided? (see guidance notes)				
4c	**Internal Facilities**	**Yes**	**No**	**N/a**	**Comments for school use**
29	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓			
30	Do all internal doors allow a wheelchair user to get through unaided?	✓			
31	Do all the corridors have a clear unobstructed width of 1.2m?		✓		Access corridor to Gym
32	Does the school have a wheelchair accessible toilet?	✓			
33	Does the school have accessible changing rooms/shower facilities?		✓		Not fully accessible e.g. no hoists
4d	**Vertical movement**	**Yes**	**No**	**N/a**	**Comments for school use**
34	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey		c		
35	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		✓		
36	Is there a continuous handrail on each internal stair flight and landing?	✓			
37	Does the school have a lift that can be used by wheelchair users? (see guidance notes)	✓			
38	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		✓		
39	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓			With assistance
4e	**Sensory Impairment**	**Yes**	**No**	**N/a**	**Comments for school use**

			✓		
40	Are non-visual guides used to assist people to use the buildings? (see guidance notes)		✓		
41	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓		
42	Is a hearing induction loop available (either fixed or portable) in the school? (see guidance notes)		✓		
43	Does the block have a "Soundfield" sound reinforcement system?	✓			In some classrooms only
44	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		

NOTES:
- This is a checklist only for guidance
- Completing this form does not constitute a full access audit of the premises.

Target	Strategy	Outcomes	Timeframe	Achievement
Training for Awareness Raising of Disability Issues.	Provide training for staff and pupils.	Whole school community aware of issues relating to Access.	Every two years or as required by pupils joining us	All staff fully aware of school's commitment.
Training for awareness and raising of LGBTQ Issues	Provide training for staff and pupils (IPACT days / PHSE / RSE)	Whole school community aware of issues relating to LGBTQ issues	Every two years or as required	All staff fully aware of school's commitment.

Target	Strategy	Outcomes	Timeframe	Achievement
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.	September 2022	Delivery of information to disabled pupils and adults improved.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	Subject to ongoing review and updates 2021/2022	Delivery of school information to parents and the local community improved. School website and INSIGHT facilitate this.

Item	Achievement	Timeframe	Estimated Cost
Improve internal signage, so one-way system is clear to all.	Clear signage in all internal spaces	September 2022	£1,000
Increase the number of gender-neutral toilets for staff and pupils	Clear signage, appropriate facilities available.	September 2024	??

Guidance Notes

Section 2	
3 to 10	PLEASE NOTE The curriculum covers not only teaching and learning but the wider curriculum of the school, i.e. school clubs, leisure, sporting and cultural activities and school trips. The school can use information from this section of the audit, together with any other curriculum review to evaluate the achievement and participation of disabled pupils in different areas of the curriculum.
3	This links with the requirements of the Inclusion Statement in the National Curriculum 2000 where it states all teachers need to: i) set suitable learning challenges, ii) respond to pupils' diverse learning needs, iii) overcome potential barriers to learning and assessments for individuals and groups of pupils
4	How aware are all staff members of the need for flexibility in planning and delivery of the curriculum in order to ensure that all pupils are included appropriately in all curriculum activities?
7	In this case, 'additional effort' is not just about things like lip reading but also, say, for a child with cerebral palsy to keep their head up or to sit straight.
8	See guidance note to Q4
Section 3	
11-15	This part of the duty covers planning to make all written information normally provided by the school to its pupils, available to disabled pupils, parents and staff. The school will need to consider how this information could be made more accessible over time.
12	For example, using ICT to produce information in different fonts, sizes, colour contrast, etc.
13	For example, by reading aloud overhead projections and describing diagrams
Section 4 **Accessible means giving independent physical access to and within the building regardless of ability or disability**	
1-13	For the purpose of this audit, "teaching space" includes classrooms, shared activity areas, libraries, halls, specialist teaching rooms and gymnasia/sports halls. Please refer to recent net capacity survey information.
1-13	Social spaces - please include dining rooms, common rooms, etc., which are not included in "teaching spaces" (Q16).
16	For example, are the signs well placed for wheelchair users and suited to people with visual impairments?
17	This question includes pupils with SEN and disability; raising the alarm should be by both visual and audible means

20	Children with certain special educational needs (such as children on the autistic spectrum) may require areas to which they may be withdrawn.
21	The minimum car park space for disabled people is 6m x 3.6m - spaces should be marked "Parking for Disabled People". Remember it is not necessarily the driver who is disabled.
22	The route should be free of steps, slopes, gravel or uneven paving surfaces.
23	Any change in level or threshold more than 15mm high is counted as a step. Steps should have a rise of between 150mm and 170mm and have a depth (going) of between 280mm and 425mm. For school buildings the preferred dimensions are a rise of 150mm and a going of 280mm. (Other details of the design of steps are not required in this audit)
25	Ramps have very specific requirements. For the purpose of this questionnaire, EXISTING ramps are acceptable if slopes of 1:12 to 1:15 are no longer than 5m and slopes of 1:15 to 1:20 no longer than 10m. The ramp must be at least 1.2m wide and 1m wide measured between handrails. Handrails should be provided on both sides of ramps over 2m long. Ramps should stop 1.2m from the swing of a door and have an upstand/tapping rail on any open side. NEW ramps must be min 1.5m wide. Slopes are up to 2m long for slopes of 1:12, 3m for 1:13 and so on up to 10m for slopes of 1:20. Landing between flights must be at least 1.5m long. (Other details of the design of ramps and handrails are not required in this audit)
27	The clear opening should be at least 800mm - this is the dimension (measured with the door open) from the back of the door to the doorstop. In the case of double doors, the clear opening is measured with just one door open. It is not possible for a wheelchair user to independently pull or push two doors at once and sometimes the second leaf is bolted. Any intercom should be positioned between 0.75m and 1.2m above the ground so that wheelchair users can reach them. New main entrance doors should have a 1m clear opening and be powered.
28	Ideally, everyone should use the principal entrance unaided regardless of ability or disability. Some schools do not allow pupils to use the main (or principal) entrance. However, it would be sensible to make the principal entrance accessible to pupils so that governors, staff, and visitors can also use it. Any intercom should be positioned between 0.75m and 1.2m above the ground so that wheelchair users can reach them
29	The lobby should be designed to allow one door to shut before another is opened. These diagrams give guidance on layouts.
30	Internal doors are judged as in note to Q29 above.

32	Wheelchair accessible toilets have very specific requirements. The basic requirements are a room at least 2.2m x 1.5m with the basin arranged so that it can be used from the pan. It usually has a transfer space (from wheelchair) to one side of the pan. The door should be capable of opening out of the toilet and have at least 800mm clear opening. Some toilets are designed specifically for the needs of particular users. The toilet must have grab rails, positioned as shown. The tiling around the fittings must be a contrasting colour to aid people with visual impairments. (Other details of the design of toilets are not required in this audit)
33	Ideally, the toilet will have sufficient room for a level access shower, a changing bench and provision to take an overhead hoist. If not, facilities for showering and changing should be nearby.
34	Please answer this question by ticking the box that best represents the block you are auditing. 1 = single storey throughout 2 = single storey with some split level parts 3 = single storey with some 2/3 storey parts 4 = mainly 2 or 3 storey
35	Edgings (nosings) must stand out from the treads so that people with visual impairments easily distinguish them. Ideally they will be white or cream coloured. External concrete or stone steps may be painted (and repainted as they wear off) and internal steps should have proprietary nosings permanently fixed. Some types of nosings have coloured inserts which may be changed if not of a contrasting colour. Nosings should be 55mm wide on both the tread and the riser. Internal steps should have a rise of between 150mm and 170mm and have a depth (going) of at least 250mm. For school buildings the rise should not exceed 170mm, with a preferred going of 280mm. (Other details of the design of internal steps are not required in this questionnaire)
36	Handrails should be on both sides of stairs and ramps. They should be continuous from one end to the next (including landings) to act as a guide.
37	Lifts are complicated! Stringent legislation and regulation of physical size, control and circulation space cover their installation. For the purposes of this questionnaire, please give a simple YES/NO answer.
38	Movement between floors may be by wheelchair lift, platform lift, conventional lift. Stair lifts are not usually suitable for use in schools.
39	Fire exits need to have at least as clear opening of 750mm (see guidance to Q29) but in the case of double doors which must always both open in the event of a fire the clear opening includes the space with both doors open. Ramps should be provided to overcome steps.
40	Visual guides include tactile signs, lifts with tactile call and floor buttons, textures on walls and floors, tactile indications on handrails.
42	Hearing induction loops which enable a person with a hearing aid fitted with a "T" switch to pick up sounds can be fixed to the structure of the room or be portable. The teacher wears a microphone.