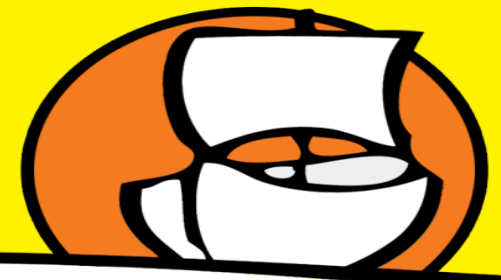# Penpol School
2 St George's Road, Hayle, Cornwall, TR27 4AH

Introduction

At Penpol School 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.

Penpol School plans, over time, to increase 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 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 provide the same high quality, challenging and personalised education as their peers. 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Included with this document is an Audit and Action Plans relating to the noted key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to improve attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development - CPD
- Health & Safety
- Inclusion

- Special Needs
- Behaviour Management
- School Improvement Plan
- School Prospectus and Mission Statement
- Child Protection and Safeguarding
- Teaching and Learning

The Action Plan for physical accessibility relates to the Access Audit of the School. 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.

Date – Sept 2019

Penpol School Accessibility Audit and Plan 2018-2019

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things 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.

Constraints - AGS is a relatively old building with extensive changes in floor levels, steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the curriculum

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Penpol School and throughout their career.
Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired
HI = Hearing impaired
PI = Physically impaired

Physical access audit and plan

1	Excellent		2	Good		3	Satisfactory		4	Inadequate	

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	1				
2	Are pathways and routes logical and well signed?	1				
3	Do you have emergency and evacuation procedures to alert all students?	1				
4	Is appropriate furniture & equipment provided to meet the needs of individual students?	1				
5	Do furniture layouts allow easy movement for students with disabilities?	1				
6	Are quiet rooms/calming rooms available to children who need this facility?	1				
7	Are car park spaces reserved for disabled people near the main entrance?	1				
8	Are there any barriers to easy movement around the site and to the main entrance?	1				
9	Are steps needed for access to the main entrance?	1				

Item	Issue	1	2	3	4	Action Plan
10	Do all those steps have a contrasting colour edging?			3		Some of the steps have contrasting colour edging but it has worn off over time and needs to be reapplied. All steps will have appropriate colour edging by July 2017.
11	If there are steps, is a ramp provided to access the main entrance?	1				
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	1				
13	Is it possible for a wheelchair user to get through the principal door unaided?		2			There is sufficient clearing for a wheelchair to fit through the main entrance. However, the door is not automated and assistance would be required.
14	If no, is an alternative wheelchair accessible entrance provided?		2			There is sufficient clearing for a wheelchair to fit through the main entrance.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		2			This can be done with assistance.
16	Do all internal doors allow a wheelchair user to get through unaided?		2			All doors have sufficient clearing for a wheelchair to fit through. However, doors are not automated and assistance would be required.
17	Do all the corridors have a clear unobstructed width of 1.2m?		2			The corridors between the office and the infant end have several bookshelves. These will hopefully be moved once the infant quad area has been developed over the summer – August 2016
18	Does each block have a wheelchair accessible toilet?		2			There are two disable toilets in the main building and one in Class 9. However, there are no disabled toilets in the elliott blocks.
19	Does the relevant block have accessible changing rooms/shower facilities?		2			There is shower facility in the main block and can be accessed by a wheelchair user.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			3		Some of the steps have contrasting colour edging but it has worn off over time and needs to be reapplied. All steps will have appropriate colour edging by July 2017.
21	Is there a continuous handrail on each internal stair flight and landing?	1				

Item	Issue	1	2	3	4	Action Plan
22	Does the block have a lift that can be used by wheelchair users?	1				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state					N/A
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		2			There are fire escapes within the building which cannot be used by a wheelchair user. However, there are suitable alternative routes and exits which can be used in the event of an emergency.
25	Are non-visual guides used to assist people to use the buildings?				4	Non-visual guides are not used throughout the school. However, assistance is made available to visually impaired individuals whilst on site and a Personal Evacuation Plan is provided.
26	Could any of the décor be confusing or disorientating for students with disabilities?	1				
27	Is a hearing induction loop available (either fixed or portable) in the school?			3		The school does not have a hearing induction loop but this will be made available when deemed necessary. Sound field systems are made available in classes and are used when required.
28	Do emergency Alarm systems cater for those with hearing impairment? (e.g.flashing light)			3		Pupils with hearing impairments are given individual support from teaching assistants in the event of an emergency.

Learning access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		2			Training is provided when deemed necessary.
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?	1				
3	Do all staff seek to remove all barriers to learning and participation?	1				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	1				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	1				
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?	1				
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?	1				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	1				

Item	Issue	1	2	3	4	Action Plan
9	Do you provide access to appropriate technology for those with disabilities?	1				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1				
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities	1				

Information Access and Audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangement to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		2			New resources are sourced and made available as required.
2	Do you have the facilities such as ICT to produce written information in different formats?	1				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)		2			