

## ACCESSIBILITY PLAN 2018-2021

### Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	<input checked="" type="checkbox"/>
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	<input checked="" type="checkbox"/>
Adjust the policy to remove barriers identified by the EIA or better promote equality.	<input checked="" type="checkbox"/>

\*Inclusive of protected characteristics

Provenance	Date
SENDCo & Site Manager	Feb 2018

Review Date
Spring 2022

This Policy should be read in conjunction with the SEN Local Offer Policy (updated annually)

Self Help Self Responsibility Equity Equality Democracy Solidarity  
Social Responsibility Honesty Openness Caring for Others

# **Mullion School**

## **Accessibility Plan 2018-2021**

### **Purpose of Plan**

The purpose of this plan is to show how Mullion School intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Mullion School.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Objective**

To reduce and eliminate barriers for access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

- Compliance with the DDA is consistent with our school's aims and equal opportunities policy and SEND policies
- The school recognises its duty under the DDA:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties, governors and staff will have regard to the DfE Code of Practice (2014)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Improving teaching and learning lies at the heart of our school. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of our school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules eg

through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

We have a purpose built school to meet the needs of the pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. The school improvement plan process will consider such needs on an annual basis.

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats eg reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.

### **Financial Planning and control**

The headteacher, SLT and the Trust finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

### **Mullion School**

Mullion School was opened in 1978 and has had several additional buildings or classrooms added over the years to accommodate the increasing pupil numbers. The school is primarily built on one level although there are a few internal steps to access the bottom end of the site. Mullion school has a SEND department with a number of Teaching Assistants who assist pupils with learning and physical disabilities. Mullion School has worked closely with Cornwall Council to improve accessibility and has had several improvements carried out. Some of the accessibility work includes new external ramping, automatic opening doors, disability friendly toilets, hand rails and height adjustable tables in some classrooms.

## Access Checklist for Mullion School – February 2018

Approach and Car Parking

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building within a convenient distance of a public highway?	*		
2	Is the building within a convenient distance of public transport?		*	<b>1</b>
3	Is the building within a convenient distance of car parking?	*		
4	Is the route clearly marked/found?	*		
5	Is the route free of kerbs?	*		
6	Is the surface smooth and slip resistant?	*		
7	Is the route wide enough?	*		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	*		
9	Is it adequately lit?	*		
10	Is it identified by visual, audible and tactile information?		*	<b>2</b>
11	Is there car parking for people with reduced mobility?	*		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	*		
13	Is the car parking as near the entrance as possible?	*		
14	Is the car parking area suitably surfaced?	*		
15	Is the route to the building kept free of snow, ice and fallen leaves?	*		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	*		

**General Notes for approach and parking:****Action point 1**

The nearest bus stop is some distance away and at the bottom of a hill although visitors arriving by public transport buses can be dropped off outside if requested. Pupils who arrive by school bus arrive in a level bus park and have ramped access to automatic doors at the disabled entrance.

**Action point 2**

No tactile or audible signage in place but a new larger font main reception signage put up. Review of other signage to be done.

## Access Checklist for Mullion School – February 2018

**Routes and external level change including ramps and steps**

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	*		
2	Is it wide enough and suitably graded?	*		
3	Is the surface slip resistant?	*		
4	Are there kerbs and are there edges protected to prevent accidents?	*		
5	Are there handrails to one or both sides?	*		
6	Are there (alternative) steps & ramp	*		
7	Identified by visual/tactile information?		*	<b>3</b>
8	Are there handrails to one or both sides?	*		
9	Are ramps and steps adequately lit?	*		
10	Are treads and risers consistent in depth and height?	*		
11	Are all nosings marked and/or readily identifiable?		*	<b>4</b>
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	*		

**General Notes for routes and external level change including ramps and steps:****Action point 3**

No visual or tactile information in place. To be reviewed.

**Action point 4**

Nosing's not marked. Nosings will be highlighted.

## Access Checklist for Mullion School – February 2018

Entrances – including Reception

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	*		
2	If glass, is it visible when closed?	*		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	*		
4	Does it have a level or flush threshold, and a recessed matwell?	*		
5	Is there visibility through the doorway from both sides at standing and seated levels?	*		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	*		
7	Can the door furniture be used at both standing and seated height?	*		
8	Can it be easily grasped and operated?	*		
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> <li>• Delayed closure action?</li> <li>• Slow-action closer?</li> <li>• Minimal closure pressure?</li> </ul>	*		
10	If the door is power-operated does it have visual and tactile information?	*		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	*		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	*		
13	Do lobby layouts enable all users to clear one door before going through the next?	*		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?		*	<b>5</b>
15	Does the lighting installation take account of the needs of visually disabled people?		*	<b>6</b>
16	Are floor spaces <ul style="list-style-type: none"> <li>• Slip resistant, even when wet?</li> <li>• Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>	*		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	*		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	*		
19	Is it fitted with an induction loop?		*	<b>7</b>
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		*	<b>8</b>

**Action point 5**

No specific signage in place. Review of signage.

**Action point 6**

Lighting replaced and improved site wide recently but no disability specific lighting in place. Review lighting in reception.

**Action point 7**

No induction loop fitted. To be reviewed.

**Action point 8**

No extra signage in place. To be reviewed.

**General Notes for entrances including reception:**

**Access Checklist for Mullion School – February 2018**  
**Horizontal Movement and Assembly**

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	*	*	9
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	*		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	*		
4	Is turning space available for wheelchair users?	*		
5	Do natural and artificial lighting avoid glare and silhouetting?	*		
6	Are there visual clues for orientation?		*	10
7	Do floor surfaces: <ul style="list-style-type: none"> <li>● Allow ease of movement for wheelchair users?</li> <li>● Avoid light reflection and sound reverberation?</li> </ul>	*		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough to be read by those with impaired vision?	*		
9	Are there tactile signs and information for those with impaired vision?		*	11
10	Is the maintenance of these items checked regularly?	*		
11	Is lighting designed to meet a wide range of needs?		*	12
12	Is sufficient circulation space allowed for wheelchair users?	*		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	*		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	*		
15	Are all areas for assembly/meeting equipped with an induction loop system?		*	13

**General Notes for horizontal movement and assembly:**

**Action point 9**

Corridors are as per the original 1978 build and do not comply with any current access regulations. There is no scope to widen the internal corridors due to the building's construction.

**Action point 10**

Provision of visual aids to be assessed and provided when areas of need are identified.

**Action Point 11**

No tactile signs are provided at present. Signage to be assessed and areas needing tactile signs to be identified.

**Action Point 12**

Lighting throughout the school site is of modern design. The school does not have any areas that provide special visual needs. Lighting to be assessed and areas of special lighting to be identified.

**Action Point 13**

No areas of meeting or assembly have a hearing loop. Areas of benefit to be identified for possible action.



## Access Checklist for Mullion School – February 2018

Doors

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	*		
2	If glass, are they visible when shut?	*		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	*		
4	Does the clear opening width permit wheelchair access	*		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?		*	<b>14</b>
6	Is any door furniture/handle at a height for standing/sitting use?	*		
7	Are door/handles clearly distinguished?	*		
8	Can the door furniture/handles be easily operated/grasped?	*		
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> <li>• security linkage?</li> <li>• delay-action closure?</li> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>	*		
10	Is door/mechanism function checked regularly?	*		

**General Notes for doors:****Action Point 14**

Some doors in the school meet the latest minimum opening regulations but most are of original construction and do not. A programme of improvements to be looked into but will probably be cost prohibitive at this time.

## Access Checklist for Mullion School – February 2018

Lavatories

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	*		
2	Do all lavatory areas have slip-resistant floors?		*	<b>15</b>
3	Are all fittings readily distinguishable from their background?	*		
4	Are all door fittings/locks easily gripped and operated?	*		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	*		
6	Is provision made for wheelchair users in disabled toilets?	*		
7	Is the wheelchair approach free of steps/narrow doors/obstructions etc?	*		
8	Is the location clearly signed?	*		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	*		
10	Are the door fittings/locks and light switches easily reached and operated?	*		
11	Is there an emergency call system and is someone designated to respond?	*		
12	Can the emergency call system be operated from floor level?	*		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	*		
14	Are the fittings arranged to facilitate these manoeuvres	*		
15	Are hand washing and drying facilities within reach of someone seated on the WC?	*		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	*		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	*		
18	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	*		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		*	<b>16</b>

**General Notes for lavatories:****Action Point 15**

The school provides two dedicated disabled toilets. One toilet has modern non-slip flooring, one has a tiled flooring. The school has a programme of floor /carpet replacement and this area will be addressed subject to cost.

**Action Point 16**

Due to the size of the disabled toilets providing both left and right handed access is not possible.

## Access Checklist for Mullion School – February 2018

**Fixtures and Fittings**

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?		*	17
2	Is it possible for people with disabilities to serve as volunteers?	*		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	*		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	*		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			N/A
6	Are all relevant locations clearly signed?		*	18

**General Notes for fixtures and fittings:****Action Point 17**

All counters do not allow for use by persons with a disability including persons with hearing impairments. School to look at ways of improving access to these areas and providing help for persons with hearing impairments.

**Action Point 18**

There is no disability specific signage in these areas. School to access signage and identify areas of need.

## Access Checklist for Mullion School – February 2018

Information

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		*	19
2	Does lighting installation of the building take into account the needs of people with visual disabilities?		*	20
3	Are there large-print versions of information about the building/activities available?	*		
4	Is there Braille information available for people with visual disabilities?		*	21

**General Notes for information:****Action Point 19**

The school is not equipped to provide hearing assistance. School to assess and identify areas of need.

**Action Point 20**

The school has no area of lighting that is specially designed for persons with visual disabilities. The school to assess and identify any areas of need.

**Action Point 21**

The school does not currently provide information in Braille form. School to review its policies and action any changes to provide information in Braille form as required.

## Access Checklist for Mullion School – February 2015

**Means of Escape**

Consider each question from the perspective of each type of disability:

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a visible as well as audible fire alarm system?	*		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	*		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	*		
4	Is the evacuation strategy checked regularly for its effectiveness?	*		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	*		
6	Are all fire warning devices and detectors checked routinely and regularly	*		

**General Notes for information:**

## Appendix B

The accessibility plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Following the audit in Appendix A the key actions are below:-

Key Actions					
Term	Target	Strategy	Outcome	Time Frame	Goal Achieved
Short term	<b>Action plans</b> 2,3,5,8,10,11,18	Review school site signage to identify improvements.	Numerous areas identified for improvement.	6 months	
	<b>Action plans</b> 4	Review all stair and step nosings.	Numerous nosings identified as needing highlighting.	6 months	
	<b>Action plan</b> 15	Provide non slip flooring in the disabled WC.	The disabled WC without non slip flooring is part of ongoing flooring improvements.	12 months	
Med Term	<b>Action points</b> 6,12,20	Review the need for areas of specialist lighting.	Possible areas of improvement.	18 months	
	<b>Action points</b> 21	Review the way the school provides information to the public.	Improvements to the way the school provides information. School to provide information in Braille form on request.	18 months	
Long Term	<b>Action plans</b> 1,7,15,17,19,13,9,14,16	To put these action plans on the school development plan.	These areas of improvement are of high cost and subject to external funding.	2 years +	

### Summary

Reviewed and updated by Richard Gibbons (Site Manager) and Caroline Moore (SENCo) 13/2/18.