



Edmondsley Primary School



Accessibility Plan

Section 1 – Starting Points

Objectives

Edmondsley Primary and Nursery School has high ambitions for its pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life. The school also intends to increase accessibility for staff and members of the public with disabilities.

Pupil Data

As part of our anticipatory duty we will examine the data we hold on our pupils to identify pupils with disabilities who attend the school. We will also take into consideration any advanced information that is made available.

For example, from an earlier key stage or from a prospective pupil with a disability that is likely to attend the school.

Consultation Group

In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we intend to form a planning group that will consist:

Head Teacher
Deputy Head Teacher
Chair of Governors
SENCo
Governors who have expressed an interest

If our circumstances change we will appoint other members to the group relevant to the changes.

Section 2 – The main priorities in the School's Plan

We are aware of the three duties that cover the provision of education

- The disability discrimination duties in Part 4 of the DDA
- The planning duties in Part 4 of the DDA
- The Special Educational Needs (SEN) duties

And we understand that these three sets of duties are combined to provide the statutory framework that underpins equality of opportunity for pupils with disabilities in accessing school education.

We are also aware that the duty not to treat a pupil with disabilities less favourably and the duty to make reasonable adjustment are the two core duties that lie at the heart of the disability discrimination provisions in education. In compiling its Accessibility Plan the school





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will utilise the “support package” provided via the schools extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

- Increasing access to the curriculum;
 - Improving the physical environment;
 - Providing information in different formats.
- a. Following the schools physical audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.
 - b. Using the curriculum section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
 - c. Again using the information section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.

Evacuation Plan We will develop and implement an evacuation of people with disabilities plan using the guidance and instructions from British Standards (BS 5588-12:2004) (Link) (See Annex 2).

Evacuation of people with disabilities

The Purpose of the Plan

The Purpose of the this Plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency

Awareness of Individuals with Disabilities

We are aware of school pupils and staff with disabilities that need assistance with evacuation. We will attempt to identify other individuals that might have difficulty evacuating the premise or who might need assistance. We will do this by encouraging visitors to the premises that have disabilities and need assistance in the case of an emergency to identify themselves to a member of staff. A ‘bookmark’ sign is sited in the reception area inside the visitors sign in book. That states:

IF YOU NEED ASSISTANCE IN EVACUATING THE PREMISES PLEASE MAKE THAT KNOWN TO A MEMBER OF STAFF

At that time will make visitors aware of the **Refuge Areas** and our standard **Personal Emergency Evacuation Plans (PEEPs)** (see below)

In order to control the evacuation the Evacuation Management Team (EMT), that is made up of:

Head Teacher,
Deputy Head Teacher





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In the case of emergency the EMT will visit each refuge and use the information given at sign in to establish:

- How many people with disabilities there are in the building
- The nature of their disability
- The refuge or refuges in which they are located

At all times individuals with disabilities will be kept informed of the situation and told about the actions that EMT members will be taking in order to effect their safe evacuation.

NOTE: Members of staff designated by the EMT to help people with disabilities evacuate in the event of fire will be fully trained in the techniques of helping them to evacuate in this way i.e. manually handling and any other associated training.

NOTE: Where equipment is provided to assist in the evacuation of people with disabilities (e.g. evacuation chairs, stair traversing devices etc.) we will ensure that its operational capability is maintained.

Use of Personal Emergency Evacuation Plans (PEEPs)

We recommended Personal Emergency Evacuation Plans (PEEPs) are for those people with disabilities using the premise on a regular basis that requiring assistance to leave the building. PEEPs will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEPs will explain the method of escape to be used in each area of the building on a case-by-case basis, and when agreed one copy is given to the individual and one copy is retained by the EMT. For those individuals with disabilities that visit the premises we will provide a standard plans that will be provided to individuals with disabilities that we are made aware of when they sign in at reception.

Through the recording of PEEPs, the EMT will be aware of the amount of staff support required for each evacuation.

Review

This plan will be reviewed on an annual basis.

Section 3 – Making it Happen

Management

The Head Teacher will attend training for Accessibility Planning and will coordinate the gathering and input of information into the database. This will be an on-going process. The planning group will meet prior to the Governing Body termly meeting in order to provide updates on the progress and implementation of the plan.

Circulation

The school's Accessibility Plan is available in school any interested parties should contact the Head Teacher in the first instance to view the Plan. This information will be communicated via the Annual Meeting of Parents Report.

