Accessibility Plan 2026-28

	Target	Outcome	Timeframe	Review
Short Term	Improved signage to clearly identify the school from the street.	New signs installed at both entrances	Autumn 2026	Completed September 2026
	Maintain yellow treads on steps across the site	Power wash or replace to ensure clear vision. Add to iAM as an annual maintenance task.	Autumn 2026. Annually	
	Maintain handrail markers on all handrails across the site.	Replace or repaint markers as needed. Add to iAM as an annual maintenance task.	Autumn 2026. Annually	
Medium Term	To ensure slopes are marked with arrows to show grading of the slope: • Main entrance • Slope to KS 2 playground • Class 1 to playground • Slope from Willow towards main entrance • Outside Classes 1-4	Triangle arrows will be painted on the slope to show the change in gradient. Re paint as necessary. Add to iAM as an annual maintenance task.	Autumn 2026	
	Refresh handrails in school to be marked with a contrasting colour to their background environment. • Handrails to main entrance • Handrails to KS 2 playground • Handrails to field – paint yellow • Handrails to Music Room and Willows – paint yellow • Handrails to KS 1 playground – paint yellow	Persons with a visual impairment can see the handrail and use it if needed. Add to iAM as an annual maintenance task.	Autumn/ Spring 2026	To be refreshed by Premises Manager
	Improve access to the curriculum for pupils regardless of need by	Pupils more able to access the curriculum. Inclusion policy to be published will include	December 2026	

	Target	Outcome	Timeframe	Review
	adaptation of lesson plans as identified in the SDP.	this target objective.		
Long Term	To provide easy access to main entrance	Install powered door opening on main front door when funding is available.	Ongoing	

Accessibility Audit

Question	Yes/No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- - Public Highway and Pathways? - Public Transport e.g. Bus Stops? - Car parking? (For car parking refer to Checklist 2)	 Yes Yes Yes	Good transport links. Public car park nearby and car parking available for staff and visitors only.
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are Deaf/Blind?	Yes	There is no pedestrian crossing nearby.
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Yes	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Yes	
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Yes	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Yes	
1.7 - Free from hazardous building features such as outward- opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	Yes	Main entrance door is outward opening but does not block entry.
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Yes	
Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Yes	There is one accessible bay within the staff car park however it is difficult for wheelchair users due to the slope.
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	No	There is no signage. Install sign showing location.
2.3 - Are bays marked out appropriately and easily identified? Can car	Partial	Only from one side. The accessible bay is on a slight slope.

doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?		
2.4 - Close enough to facilities the car park serves?	Yes	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Yes	School to paint more yellow hatching at gate end to ensure dropped kerb isn't blocked. There is no tactile warning.
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	n/a	
Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Yes	Triangles to be painted to show change in gradient.
3.2 - Suitable handrails on each side?	Partial	There is a handrail one side, but it is not appropriate to fit a handrail the other side due to height restrictions due to low window ledge.
3.3 - Surface slip-resistant, firmly fixed and easy to maintain with edges protected to prevent accidents?	Yes	
3.4 - Edges protected to prevent accidents?	n/a	
Checklist 4 - External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	Yes	There are visual warnings on the steps.
Checklist 5 - Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Yes	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Yes	
5.3 - Level or flush threshold?	Yes	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	n/a	
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	Yes	
5.6 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	No	

5.7 - Weather mat of firm texture and flush with floor?	Yes	
Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Yes	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Yes	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Yes	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	No	
Checklist 7 - Corridors and Internal Surfaces		
7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Partial	The main corridor through the school is wide enough.
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	Yes	
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swapped' with a standard classroom?	Yes	Orchard room on the field not accessible but activities here could be swapped to another room.
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Yes	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	Yes	
Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Yes	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Yes	
8.3 - Can people each side of the door, either standing or seated, see		

each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Yes	
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Yes	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	n/a	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	Yes	
Checklist 9 - WC Provision & Changing Areas		
9.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes	
9.2 - Slip-resistant floors throughout?	Yes	
9.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Yes	Florescent tape needed on the dryers in the toilets near the hall.
9.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Yes	
9.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	Yes/no	There is good contrast but no grab rails.
9.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Yes	There are level and automatic taps around the school.
9.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	n/a	
9.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	Yes	
Checklist 10 - WCs: Wheelchair Users		
10.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Yes	
10.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Yes	
10.3 - Sufficient space available outside toilet compartment for	Yes	

manoeuvre? Is the entrance wide enough and does it open outwards?		
10.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Yes	
10.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Yes	
10.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Yes	
10.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Yes	
10.8 - Is there a back rest provided to the toilet pan?	No	
10.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Yes	
10.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Yes	
10.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Yes	
Checklist 11 – Facilities		
11.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	No	There are no long distances.
11.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	No	Chair to be purchased for the Staff Room and Help Room.
11.3 - Are a number of chairs with armrests available within each classroom?	No	
11.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	No	Staff would assist.
11.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	n/a	
11.6 - Does the dining room have appropriate seating rather than fixed	Yes	Seating within the dining room is flexible.

seating which can be inaccessible for a range of users?		
11.7 - Is there a dropped counter and an induction loop available for the Library counter?	n/a	
11.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	Yes	Two heights are available within the IT suite.
11.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	n/a	
Checklist 12 - Way Finding		
12.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Partial	Internal signs for all users to be installed at height suitable for wheelchair users.
12.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	Partial	Signage for wheelchair users to be installed to show the way to the ramp.
12.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	Partial	Internal sign needed showing the way. Wheelchair symbol needed on toilets.
12.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	n/a	
12.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	n/a	
Checklist 13 - Lighting & Acoustics		
13.1 - Lighting designed to meet a wide range of user's needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Yes	
13.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	Partial	The occupiers can control lighting but there is not colour contrast and they are not positioned for wheelchair users.
13.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	Partial	Lighting is good. Blinds are missing from classes 9-12 and on front doors and side panels.
13.4 - Quiet and noisy areas separated by a buffer zone? Environment	n/a	

free from unnecessary obtrusive noise (e.g. heating units)?		
13.5 - Good balance of hard and soft surfaces?	Yes	
Checklist 14 - Means of Escape		
14.1 - Audible alarm system supplemented by visual system?	No	
14.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Yes	
14.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Yes	
14.4 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	n/a	
14.5 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	n/a	
Checklist 15 - Building Management		
15.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes	
15.2 - Accessible parking; Designated spaces not used by non- disabled drivers and kept free from obstructions?	Yes	
15.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Yes	
15.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	n/a	
15.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Yes	
Checklist Checked by: Vaughan Hillier-Nickels & Laura Moore	**Date:** 22 January 2019	