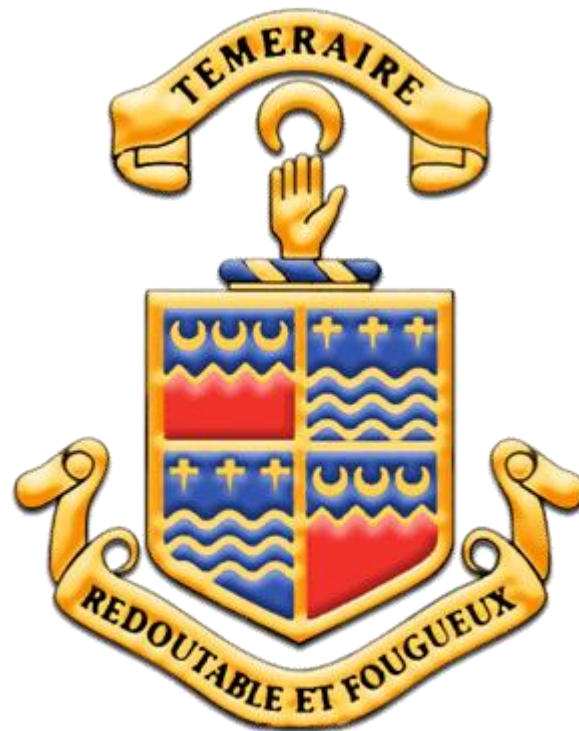


# THE HARVEY GRAMMAR SCHOOL



Founded 1674

## ACCESSIBILITY PLAN

Approved July 2015

## **Introduction**

The Disability Discrimination Act – DDA, as amended by the SEN and Disability Act 2001, requires all schools, academies and LAs to plan to increase, over time, accessibility for disabled students. Academies are required to produce plans for their individual establishment and LAs are required to prepare accessibility strategies covering the maintained schools in their areas.

The Harvey Grammar School will plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas: Increasing access for disabled students to the curriculum

- Increasing access for disabled students to the curriculum
- Improving access to the School's physical environment (buildings and grounds)
- Improving written information for disabled students

At a legislative level there are the following main strands for disabled students:

- The SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- Special Educational Needs and Disability Act (SEND) 2002
- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- Disability Discrimination Act 2005
- The Equality Act 2010
- The planning duties (Section 28D-28E of the DDA 1995)

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from July 2015-June 2018. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

## **The purpose and Direction of the School's scheme**

The Harvey Grammar School has physical characteristics that make access for disabled people difficult and this makes total compliance by the school impracticable. However, some parts of the school have been fully adapted and / or have specialist provisions with experienced staff to meet the needs of students with physical disabilities. The design of the new building (*The Wright Centre*, opened in July 2015) is fully compliant with current DDA regulations and in many ways exceeds the minimum requirement in relation to toilet and changing facilities.

## **Background**

### **The School's layout and facilities**

School Access Routes. The school site is accessed by two gated entrances onto Cheriton Road. A two-way system of traffic is employed. Attempts to introduce a one-way system were found to cause difficulties for delivery vehicles due to the traffic lights being so close to the school gates. Signs direct visitors to Reception and a disabled ramp allows wheelchair access to the building. One disabled car park bay is provided at the front of the school entrance between the Cottage and the Main Building. Signs show the main entrance but the side access ramp is not clearly marked.

A permanent ramp has been constructed between the old kitchen area and the lower playground which is used to access the Edwards Centre.

Currently a lower playground access gate is available for the PE department to access the Three Hills Sports park and school main field. Steps have been constructed for pedestrian access and a larger access gate is available for vehicles and disabled persons.

Building Access. Main Building access is possible to all classrooms and offices on the ground floor and first floor at the front of the building. The lift provides room for a single wheelchair or 8 adults. Access to the rear of the Main Building is via four steps at both ground floor and first floor level. There is no disabled access to M22 and M23 from the lower ground floor – only a staircase from the entrance area to the hall. There are four steps with hand rails from the first floor down into the Library. There **are** disabled toilet and ambulatory toilet facilities on the West end ground floor of the Main Building within the recently refurbished toilet block.

To gain access to the rear of the school there are three entrances to the Diner complex with push button DDA compliant door openers. Level access is possible to all ground floor rooms at the rear of the Main Building, although the double doors into the rear of the school by classroom M10 do not have automatic opening controls. Access to the Science Block, the Maths Block, the 6<sup>th</sup> Form Block, the Cottage and the new PE Block is via ramps although due to the age of building they may not all be fully DDA compliant. The Edwards Centre and the Sports Hall have level ground access. The Gym does not have a ramp to access either the offices or changing rooms

Lifts. There are lifts in the Edwards Centre, Wright Building, Science Block and Main Building to give first floor access to those buildings. All apart from the science lift have an emergency call speaker phone.

Internal Access Routes for Visually Impaired. Many of the school's corridors have a contrasting colour scheme for upper and lower walls.

### **Attached are three action plans relating to the above**

These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy

### **Increasing access for disabled students to the curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals</b>
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					<b>achieved</b>
Short term	Ensure awareness of disabled pupils needs at Open Evening and Induction days	Awareness by DH for Admissions to potential issues either with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces available	Annually	Ongoing but tours are delivered as required to potential pupils that need it.
Short term	Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed	Ensure SENCO is consulted with all potential pupils with disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.	Ongoing	Pupils requiring extra time and special arrangements are applying to the school.
Medium term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Ongoing	Success of disabled pupils in examinations.
Medium term	Maintain commitment to a well-trained and qualified Learning Support team to support all pupils with disabilities	Maintaining budgets and training of specialist staff.	Staff have a qualified team to consult and to help to deliver education to disabled pupils.	Ongoing	Success of pupils

### **Improving access to the School's physical environment (buildings and grounds)**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>MAIN BUILDING</b>					
Short term	Improve visibility visually impaired	Repaint nosings on stairs by M8	Improved safety for disabled around site	Annual	Annual Maintenance

Medium term	Improve visibility for visually impaired	Provide tactile and visual identification signage to reception	Improve notification for visually impaired	2015-16	
Medium term	Demonstrate disabled access	Add additional signs to highlight Ramp at main school entrance	Improve notification of disabled access	2015-16	
Medium term	Improve disabled access to premises	Modify the disabled car parking bay to be 3.2m wide	Improve disabled access	2015-16	
Medium term	Improve visibility for visually impaired	Upgrade the flood lighting of car park area between Cottage and Main Building	Improve notification for visually impaired		
Medium term		Fit a permanent induction loop in the Reception area			
Medium term	Improve visibility for visually impaired	Provide tactile warnings at the top and bottom of each of the three staircases	Improve notification for visually impaired		
Medium term	Improve visibility for visually impaired	Fit additional light over stairs by M8	Improve notification for visually impaired	2015-16	
Medium term	Improve disabled access to lower ground floor classrooms	Consider a ramp outside M8 removing part of the stair	Provide access to lower ground floor classrooms		October 2013 ramp installed at exit of boys' toilets to enable access to lower ground floor class rooms and playground.
Medium term		Provide voice announcements to the lift car			
Long term		Provide one permanent induction loop in the main hall and one mobile induction loop for use around the entire school complex, and supply appropriate signage at the hall to indicate to hearing aid users that an induction loop is available			

SCIENCE BLOCK					
Medium Term	<p>Improve disabled access to premises</p> <p>Improve visibility for visually impaired</p>	<p>Replace entrance door with single timber door with a minimum clear opening width of 900mm, upper and lower vision panels and D-shaped handles to BS recommendations at a height suitable for use by both seated and standing visitors</p>	<p>Improve disabled access</p>	2015-16	
Medium Term	<p>Improve visibility for visually impaired</p>	<p>Fit a tactile warning to bottom of internal stairs</p>	<p>Improve notification for visually impaired</p>		
Medium Term	<p>Improve disabled exit from premises</p>	<p>Modify the external paving outside each of the four classroom fire exits to permit level entry/exit for wheelchair users. Regrade the thresholds to provide access at a gradient shallower than 1:20</p>	<p>Improve disabled means of escape</p>		
Long Term	<p>Improve disabled access to premises</p>	<p>Adapt existing ramped entrance to provide accompanying steps with tactile paving top and bottom, suitable handrail each side extending 300mm beyond top and bottom and intermediate nosings.</p>	<p>Improve disabled access</p>		
COTTAGE					
Medium Term	<p>Improve visibility for visually impaired</p>	<p>Paint the internal doors and/or frames in a contrasting colour to their surroundings</p>	<p>Improve notification for visually impaired</p>	2015-16	
Long Term	<p>Improve visibility for visually impaired</p>	<p>Replace the existing door and frame with a new door to have a minimum clear opening width of 900mm, vision panels top and bottom and D-shaped handles to BS recommendations</p>	<p>Improve notification for visually impaired</p>		

		at a height suitable for use by both seated and standing visitors.			
Long Term	Improve disabled access to premises	Replace all internal doors with new timber doors complete with vision panels and lever furniture, with a minimum clear opening of 800mm and reverse hang as required to ensure wheelchair space available adjacent to leading edges. (5 doors)	Improve disabled access		
Long Term	Improve disabled access to premises	Replace the existing exit door with a minimum clear opening with of 900mm, with D-shaped handles or push bars at a height suitable for use by both seated and standing visitors, upper and lower vision panels and a closer to BS recommendations.	Improve disabled access		
<b>GYM</b>					
Medium Term	Improve visibility for visually impaired	Provide tactile warning to the top and bottom of the entrance steps	Improve notification for visually impaired		
Medium Term	Improve disabled access to premises	Provide additional handrail to the entrance steps	Improve disabled access		
Medium Term	Improve visibility for visually impaired	Provide additional bulkhead lighting to the main entrance	Improve visibility for access	2015-16	
Medium Term	Improve visibility for visually impaired	Provide clearly identifiable nosings to the entrance steps	Improve notification for visually impaired	Annual	Annual Maintenance
Medium Term	Improve visibility for visually impaired	All internal door architraves to be redecorated in a contrasting colour to the doors and	Improve notification for visually impaired	2015-16	

		surrounding walls			
Medium Term	Improve notification of fire alarm	Fit a visual fire alarm in the WC area	Improve notification for hard of hearing		Completed August 2014
Medium Term	Improve disabled access to premises	Construct a removable wooden ramp for access into the Gym Office rooms to allow wheelchair access	Improve disabled access		
Long Term	Improve disabled access to premises	Remodel entrance steps to provide a landing large enough to include the door opening and a clear opening space of 1.2 m beyond and construct a suitable ramp.	Improve disabled access		The school has applied to ACMF for a replacement of the gym however this has so far been unsuccessful
Long Term	Improve disabled access to premises	Replace the entrance doors with 11/2 leaf type door design with minimum clear opening of 900mm with vision panel and door furniture to BS recommendations at a height suitable for use by both standing and seated visitors.	Improve disabled access		
Long Term	Improve disabled access to premises	Replace the internal doors with doors with a minimum clear opening width of 800mm with upper and lower vision panels and D-shaped handles to BS recommendations at a height suitable for use by both seated and standing visitors	Improve disabled access		
Long Term	Improve disabled access in premises	Reconfigure existing internal layout to provide a WC to replace existing standard cubicle, to include a floor length emergency panic alarm with external light.	Improve disabled access and safety to, and in, WCs on premises		The school has applied to the CIF for a replacement of the gym however this has so far been unsuccessful
<b>SPORTS HALL</b>					
Short Term	Improve disabled	Relocate the door handles on the	Improve disabled access	2015-16	



	access to premises	entrance doors to a height more suitable for persons standing and seated	Doors need re-painting too.		
Short Term	Improve visibility for visually impaired	Provide contrasting wall colour behind both WC fittings	Improved safety for disabled in WCs	2015-16	
Medium Term	Improve safety for disabled on site	Install an emergency alarm in the disabled toilet with an indicator externally over the door	Improved safety for disabled in WCs		
Long Term	Improve notification of fire alarm	Provide visual fire alarm in both WCs	Improve notification for hard of hearing		Completed August 2014
<b>EDWARDS CENTRE</b>					
Medium Term	Improve visibility for visually impaired	Provide voice announcements to the lift car	Improve notification for visually impaired		
Medium Term	Improve visibility for visually impaired	Provide tactile warnings at the top and bottom of the staircase	Improve notification for visually impaired		
Medium Term	Improve safety for disabled on site	Install an emergency alarm in the disabled toilet with an indicator externally over the door	Improved safety for disabled in WCs		
Medium Term	Improve notification of fire alarm	Provide visual fire alarm in WC	Improve notification for hard of hearing		Completed August 2014
<b>PE BLOCK (LOG CABIN)</b>					
Medium Term	Improve lighting to building	Assess the external lighting at the main entrance and the area between the main buildings and the PE Block	Improved access to PE block from main building for visually impaired.		Completed August 2015
<b>NEW BUILDING</b>					
Medium Term	Improve lighting to building	Assess the external lighting at the main entrance and the area between the main buildings and the PE Block	Improved access to new building from main building for visually impaired.		Completed August 2015
<b>EXTERNAL ACCESS AND MOVEMENT</b>					
Short Term	Improve disabled access to premises	Remove the small temporary access gate at the bottom of the playground and close gap with spare metal fence panel.	Improve disabled access		New small pedestrian access gate created with steps to path to Three Hills

		Provide access to the playground via the permanent double gate, modifying it so it does not obstruct the SDC access track.			Sports Park. Larger vehicle and disabled access gate onto SDC track. Completed August 2015
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### **Improving written information for disabled students**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
Short term	Provide text books in an easy to read format or larger print	If required, elements from books can be made available in large format by teachers and / or Learning Support Managers for pupils with difficulty reading	If required, pupils with reading difficulties can access different types of learning material through Learning Support	Ongoing for current pupils	Good outcomes for disabled pupils in exams
Short term	Ensure information in lessons can be read on the board and teachers voice can be heard	Ensure light and sound is optimised on interactive whiteboards and speakers	All pupils can see and hear lessons to be able to get the best out of them	Immediate to optimise all pupils	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
Medium term	Provide prospectus or admissions information in a larger typeface or with read aloud technology	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.		Delivery of information to disabled pupils is improved.