



**GOLDTHORN PARK**  
Primary School

# **Goldthorn Park**

# **Accessibility Policy**

**Heads of School: Mrs J Hemmings & Mrs R Purshouse**  
**SENDCo - Miss J Clapp**  
**Site Manager: Mr M Thomason**

**Updated November 2019**  
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## **Goldthorn Park Accessibility Plan**

Goldthorn Park Primary School has adopted this accessibility plan in line with the school's Special Educational Needs (SEN) policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEND policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objective(s) explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our SEND policy for an outline of the full provision that our school has in place to support pupils with SEND.

### **Definition of Special Educational Needs:**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

### **1. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Heads of School together with the SENDCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

## **2. Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.

## **3. Reasonable adjustments**

We will also make reasonable adjustments for individual children who need extra provision than that which is already in place to make sure that all children are involved in every aspect of school life, and that all barriers to learning are removed.

These may fall under the following headings:

### **The building and grounds:**

- audio-visual fire alarms
- assistance with guiding

**Teaching and learning:**

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service

**Methods of communication:**

- a piece of equipment

**Current school situation regarding accessibility**

- Goldthorn Park Primary School is within easy reach of the main road networks.
- There is a public bus stop nearby and shops within easy walking distance. The school and grounds are well maintained. There is plenty of playground space and children are given their own designated play areas. The school has a large playing field at the back of the school. The school was built in the 1946 and there have been further extensions and improvements added over the years. There has been a new roof on part of the school and windows. Safeguarding is excellent.
- The school can be approached from the front of the premises, Ward Road or alternatively, from the back gate – Pencombe Drive.
- There are dropped kerbs at the main entrance which are level and suitable for a wheelchair user and a sight impaired person.
- The pedestrian entrance at the back of the school also has completely level access and is suitable for a wheelchair user and a sight impaired person.
- The routes to all the entrances are wide enough and are well maintained.
- The routes to the school building are free from hazards and easily accessible and are also well lit. The routes are free from shadows and would not cause a problem for the partially sighted.
- External street lighting is provided throughout and is available on approach to the site. Adequate lighting is essential for all visitors and staff not just the disabled.
- The carpark for school staff is placed behind the school bungalow and a small number of parking spaces are situated in the middle of Key Stage 1 building and Key Stage 2 building for visitors. Spaces are marked out.
- The entrance to the staff carpark is via an electronic gate from Ward Road. There is a pedestrian gate with an intercom which links to the main school reception.
- There are two accessible bays provided close to the school entrance for motorists with disabilities.
- The route from the school carpark to the Main Reception entrance is easy to locate as the school building is visible from the carpark and there is a clear sign.
- Surfaces are mainly smooth, slip-resistant, firm, level, well-drained and free from loose stones. They are wide enough and free from all hazards including windows opening outwards.
- The main entrance is easy to locate. It is clearly distinguishable from the building front. There is a sign indicating that this is the entrance and reception. It is well lit and free from shadows. The doors are partly constructed of glass and people either side of the door, can see each other and be seen. The threshold weather mat in Key Stage 1 entrance

is of firm texture, flush with the floor, and does not pose a hazard. This entrance is also a fire-exit door.

- There is a covered area provided at the entrance to provide weather protection to people who may have to pause before entering the school.
- The main school entrance leads into a reception area and signing in for visitors. There are a further set of locked doors which then lead into the school and there is a further seating area. All visitors are asked to sign in before entering the school.
- The school is fully accessible for all the pupils, staff and visitors. The main building is on a level site and can be accessed from several entrance points. The building is laid out in order that central areas can be accessed by all.
- There is a clear view into the reception area from outside and signs are designated and positioned to inform the visually impaired and wheelchair users with reduced eye level.
- The reception desk is easily identified once you have entered the reception area. The reception area is manned during school hours and help is available.
- The reception desk is set at a height of 750mm and sliding glass doors are present.
- At the entrance, the floor and wall finishes contrast in colour to assist disabled visitors to distinguish between surfaces and objects placed on them such as switches. The floor surface is firm for wheelchair manoeuvre.
- The corridors and hallways in the school buildings are wide enough for a wheelchair user to manoeuvre and for other people to pass.
- Both the natural and artificial light avoids reflection, glare, shadows and silhouette.
- The lighting in the corridors is good and there is contrast between the walls and the floors. The combination of colour, tonal and visual contrasts between surfaces and objects placed on them such as switches and litter bins is good and ceilings are finished in light colours. Signage is generally good to aid orientation with each area being very clearly signed. All the floor surfaces are suitable and easy for a wheelchair to manoeuvre.
- The means of escape are clearly visible from both a standing and seated position.
- Finishes and floor finishes contrast to avoid visual confusion. Classrooms are mostly carpeted to reduce echo levels and blinds are present to avoid bright sunlight. Classrooms are equipped with Smartboards to aid interaction and to improve the teaching experience for the hearing impaired.
- All classrooms have good lighting. The colour schemes are good and contrast with the floors. The school has tried to keep a similar colour scheme throughout and it works well.
- Classroom doors are wide enough and all desks and chairs are moveable allowing a wheelchair user to be fully inclusive.
- There is a fully equipped and fully accessible library in the school.
- The school has one hall, in Key Stage 1 and it is fully accessible and used for assemblies, P.E. and school lunches.
- The Nursery and Reception area are well laid out and have their own toilets, playgrounds and entrances.
- There has been a programme of continuous improvement and updating of classrooms in this school and the interior and exterior parts of the building are well maintained.
- People can see each other either side of the doors. They are all distinguishable from their surroundings. The glass doors are clearly visible when closed. The openings of the doors are sufficient width for wheelchair users in the school. There is adequate space alongside the leading edge of the doors for a wheelchair user to pass through.

- Door controls are at a suitable height. All the door closers are BS compliant.
- All the toilets entrances were checked and all have easy access. All have slip resistant floors throughout. The fittings are all easily distinguishable from their background and are suitable for children with hand mobility problems.
- The school has two disabled toilets – one in Nursery and the other in Key Stage 2 building. The compartment of the main disabled toilets are large enough to allow manoeuvring of a wheelchair and the floor is slip resistant and safe when wet and dry. The door fittings and locks are easily reached and easy to operate. The doors open fully. The door fittings comply. The hand washing and drying facilities should all be within easy reach of someone seated on the WCs. A person should be able to wash their hands before transferring back on the wheelchair from the WC. The basin fittings should all be suitable for people who cannot grip.
- Dining facilities at the school are accessible and there is a designated dining hall. Lunches are cooked on site in a fully equipped kitchen.
- The staffroom is spacious and accessible. There is a range of seating available.
- There are audible alarms provided within the school.
- People with disabilities can evacuate the building, and reach places of safety or refuge.
- Alarm systems are regularly checked by a qualified engineer.
- Fire doors are regularly checked by a qualified engineer.
- All fire doors are regularly maintained and the escape routes are clearly signed.
- Staff members are trained in helping mobility impaired people evacuate.
- The places of refuge are large enough for the projected number of people likely to need them as the school has large playgrounds.
- The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow.
- Windows, blinds and lamps are clean and in working order.

### **Maintenance and renewal:**

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Manager.

### **Individual needs:**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENDCO – Miss J Clapp and Heads of School – Mrs J Hemmings & Mrs R Purshouse and Site Manager Mr Mark Thomason.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Date of next review: Autumn term 2022.