

Royston St John Baptist CE Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives State short, medium, long term.	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All staff attend appropriate CPD for children with additional needs e.g. autism, hearing impairment, thrive.</p> <p>Appropriate staff trained for administering medicines/ managing medical conditions</p> <p>SENCO leader training (Trust and LA)</p>	<p>Ensure additional support is given to children with hearing impairment - short</p> <p>Thrive Room is fit for purpose and meets children’s needs – medium</p>	<p>Purchase additional hearing impairment device used in class</p> <p>Re-launch Thrive Room to support children with additional needs. Ensure all displays are current and up to date.</p>	SENCO	December 2018	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes: The approach and car parking is convenient, routes are wide enough and visual signage is clear.</p> <p>The building is within convenient distance of a highway, public transport and convenient car parking.</p>	<p>The school carpark can be congested at times. Long term-Parents to be reminded at least annually to use the alternative carpark at the end of the road.</p>	Ongoing reminders about parking on newsletters.	<p>Headteacher</p> <p>Sarah Fogg</p>	<p>ANNUAL</p> <p>March 19</p>	

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	<p>There are two designated accessible parking bays.</p> <p>To access the main entrance and reception visitors can access the ramp through the front pedestrian gate.</p> <p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use.</p> <p>Entrances including reception have doors that are clearly distinguishable, permit passage for both double buggies and wheelchair users.</p> <p>Door furniture can be used at both standing and seated height and can be easily grasped.</p> <p>Floor surfaces are slip resistant and firm for wheelchair manoeuvre.</p> <p>Reception is suitable for approach from both standing and seated positions.</p>	<p>Although two bays are allocated these are not clearly marked. Medium term – Accessible bays to be marked out clearly.</p> <p>None</p> <p>To allow wheelchair users to comfortably enter the main school building through the reception area. Short term- The reception desk need to be relocated to the office.</p>	<p>Quotes to mark up accessible car parking space.</p> <p>None</p> <p>Relocate the reception desk.</p>	<p>N/A</p> <p>Caretaker</p>	<p>N/A</p> <p>Oct 18</p>	
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	<p>Horizontal movement and assembly- Corridors are wide enough for a wheelchair user to manoeuvre.</p> <p>They are free from obstruction and this is visually checked daily.</p> <p>Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre.</p> <p>Directional fire escape signage is in place and can be seen from both sitting and standing levels.</p> <p>Doors are readily distinguished and serve both a functional and safety purpose.</p> <p>Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated.</p> <p>Door mechanisms are checked regularly.</p>	<p>None</p> <p>The doors to the hall require acoustically triggered fire door holders. At lunch time they are required to be wedged open to allow pupils to enter and exit with ease. Short term- Fit acoustically triggered door holders.</p> <p>None</p>	<p>None</p> <p>Fit acoustically triggered fire door holders.</p> <p>None</p>	<p>N/A</p> <p>Sarah Fogg</p> <p>N/A</p>	<p>N/A</p> <p>Dec 18</p> <p>N/A</p>	
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	<p>Lavatories- WC provision is made for people with disabilities.</p> <p>The accessible WC has a slip resistant flooring which is easily distinguished from its background.</p> <p>Ambulant disabled people can manoeuvre and raise themselves in standard cubicles.</p> <p>Wheelchair approach is free of steps/narrow doors and obstructions.</p> <p>Fittings and light switches are easily reached and operated, hand washing and drying facilities are within reach of someone seated on the W.C.</p> <p>Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p>					
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	<p>A management evacuation strategy is in place and staff are trained in evacuation procedures.</p> <p>Fire warning devices and detectors are routinely and regularly checked.</p>					
<p>Improve the delivery of Information to pupils with a disability</p>	<p>Lighting throughout school is adequate for the needs of all.</p> <p>Large-print versions of information can be made available if needed.</p> <p>Numerous members of staff onsite hold Makaton training qualifications.</p>	<p>There is no braille information available for people with visual disabilities.</p> <p>The building is not equipped to provide hearing assistance.</p>	<p>This can be purchased through an outside agency as and when required.</p> <p>An induction loop could be fitted as and when required.</p>	<p>Headteacher</p>	<p>As required</p>	