



Chandag Infant School

DISABILITY ACCESSIBILITY PLAN

Chandag Infant School should be accessible to all children. This is the principle which informs our approach to planning for disability provision.

- We believe that supportive inclusive attitudes are crucial to ensuring that people with a disability flourish at school.
- We will conform to Bath and North East Somerset's policy admissions policy
- Parents of children with disabilities will be welcomed to make a preliminary visit to the school to discuss provision.
- SENCO will seek advice from BANES to ensure provision is suitable and we have the best resources available for our children with disabilities

This plan should be read in conjunction with the policies for *SEN* and *Equal Opportunities*.

The following improvements could be made should a child with specific need be admitted. **The items highlighted in bold print are already partially or completely in place.**

Suggestions to improve Accessibility in School - Physical, Visual, Hearing Impairment, Learning impairment eg speech and language disability, social communication disorder.

- **If there are kerbs on the approach to a school, they should have graded drops.**
- **Flat or ramped access to buildings.**
- **Ramps should have handrails on both sides, be of appropriate width and gradient and have a non-slip surface.**
- **Handrails should be colour contrasted so that they stand out.**
- **Tight turns on ramps should be avoided.**
- Width of doors should allow access to an independent wheelchair user.
- Weight of doors – or how they are hung. Slow closers should be slackened where necessary.

- **Glass panels on doors should enable users on each side, whether seated or standing, both to see each other and to be seen.**
- Easy to use and colour contrasted door handles – not knobs. The height of handles is also important and should be accessible to a wheelchair user.
- Security systems such as intercoms, should be mounted at a height appropriate to all, whether seated or standing, and be clearly labelled.
- Reception desks and the hatches in Canteens or Halls used for dining should be accessible to all and labelled at an appropriate height.
- Colour contrast:
 1. Between doors and their frames.
 2. Between handles and doors.
 3. Between furniture and the floor covering and walls.
 4. Between basins and their tiles.
- Clear labelling – well contrasted labels with contrasting borders and mounted at a height appropriate to all users whether seated or standing.
- Circulation space in corridors, classrooms and WC's. Ambulant disabled people should be able to raise and lower themselves in a standard cubicle.
- Floor surfaces should be non slip and non glare.
- **Soft surfaces (especially for people with a hearing impairment), carpets and curtains.**
- **Separated rooms with fairly low, even ceilings.**
- **Current approved level of diffused lighting.**
- **Absorbent or acoustic ceiling tiles (down walls too if possible).**
- **Blinds and curtains to cut down/out glare. This should include corridors and stairwells where there is almost always a lot of glare.**
- Any steps or stairs should have the top and front edges of their treads highlighted in yellow or white – burned on where there is a lot of traffic.
- At least one wheelchair users' WC. This should, wherever possible, be centrally installed and so approachable from either side or the front. This is important for users who either are paralysed on the "wrong" side, who need to approach the pedestal from the front or who need two helpers to put them on the pedestal.

Action: Install disabled WC in school done 2012

- **White boards give a better level of contrast than black ones.**

- Sinks should be accessible – ie low enough and hollow underneath. Equally, some people will need to stand at sinks.
- **Power sockets should be accessible to seated users – over benches are not accessible but sockets can be put on the front or end of benches.**
- **Children (and adults) need a range of seating and work surface height.**
- Storage and equipment should be accessible to people with physical or visual impairment (ie at a height appropriate to all, whether seated or standing and clearly labelled).

Learning disability – all stakeholders

- **Children will have work set at the correct level for their ability.**
- **ICT will be used where appropriate to ensure that all children have equal access to the curriculum eg text to speech software.**
- **If the parents have a learning disability (and the school are aware of the disability) then information will be passed to them in a way they can access eg verbally, pictorially.**
- **The school will liaise with outside agencies to ensure that the children have the appropriate support within the school.**

When new building work or decoration takes place, these suggestions will be given consideration in order to improve access at school.

Reviewed July 2012 by GC
To be reviewed 2015