



Underley Garden

Accessibility Plan for Underley Garden

Policy Number	
Created	August 2016
Last Review Date	September 2018
Next Review	September 2019
Owner-Name	Ann Henderson
Owner- Job Title	Principal

✓ Document Purpose

This policy reflects the values and philosophy of Underley Garden in relation to accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF. Underley Garden caters for pupils with Autism and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

- we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Underley Garden plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy; The school recognises its duty under the DDA (as amended by the SENDA)
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

✓ Audience

This policy is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available in the Head Teacher's Office and is available for:

- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

✓ Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

✓ Key Objective

Underley Garden will continue to develop the school with the following objectives in mind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In performing their duties, management and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Underley Garden Accessibility Plan

Recommendations from assessment carried out on August 3rd 2016

Item	Activity/Item	Timescale	Note
A - APPROACH and CAR PARKING	<p>Car parking surface uneven but spaces near to the main entrance are more even and are identified for visitors</p> <p>Clear speed restrictions and passing places are well signposted along the driveway.</p> <p>Safe walking route needed between the hall and the upper site</p>	<p>Additional car parking spaces and tarmac planned for early 2019 and budget identified in the capex development plan</p> <p>Safe walking route being developed during early 2019 and money identified in budget</p>	
B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS	<p>High vis paint on steps - handrails</p> <p>Clear signage for VI child re route to school.</p> <p>Ramped access to dining hall and smoothing uneven cobbles for wheelchairs</p>	<p>Completed 2018</p> <p>Completed August 2018</p> <p>Planned for November 2018</p>	SW to organise
C – HORIZONTAL MOVEMENT AND ASSEMBLY	<p>Loop system for admin meeting room and training room</p>	<p>Completed Summer 2017</p>	SW to organise
D – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE	<p>Tape to be installed on stairs</p> <p>Review of hand rail on steps</p> <p>Ramped access to Holly</p>	<p>Completed 17</p> <p>New handrail installed 2018</p> <p>Work to commence Jan</p>	<p>SW to do regular checks and maintain visibility</p> <p>An interim ramped access</p>

	Trees School to be installed in main corridor	2019 and budget identified.	is available but not the most suitable route into school.
E - DOORS	Doors in Holly Trees are too heavy for young children to use independently and we are installing door magnets which work with the fire alarm system to close fire doors in the event of a fire	December 2018	Sw to action with school H&S officer.
F - LAVATORIES	Grab rail to be installed in main school	asap	SW
G – FIXTURES AND FITTINGS			
H - INFORMATION	All of our information is accessible electronically and so can be enlarged on screen.	If required, we can provide enlarged print versions of any materials published	We should have a note on our website which encourages people to ask if they require adapted versions or easier read versions
I– MEANS OF ESCAPE			

Date of survey...August 2018

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	✓		0.4 miles to B-road that links with local towns
A02. Is the building within convenient distance of public transport?	✓		1.2 miles to Kirkby bus stop – linking to local towns/city 10 miles to Oxenholme train station, Local taxi service available
A03. Is the building within convenient distance of car parking?	✓		Allocated disabled, taxi, delivery spaces
A04. Is the route clearly marked/found?	✓	✓	Signage on local B-road and at front gates to school. Also clear signage between schools <i>A issue that arises is sat nav taking you through the Underley estate which has no access to the school</i>
A05. Is the route free of kerbs?	✓		Though this is no issue as kerb has drop access and distinguishes between pavement and car park
A06. Is the surface smooth and slip resistant?		✓	Some work has occurred though some areas need resurfacing.
A07. Is the route wide enough?	✓		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		Area towards end of car park has all industrial bins. This is the only appropriate space for them to be housed and collected
A09. Is it adequately lit?	✓	✓	Driveway from B-Road to school gates has no lighting though this is not owned by the school. Driveway up to school has 4 Streetlights and carpark is adequately lit
A10. Is it identified by visual, audible and tactile information?		✓	Visual information however Subject to further review
A11. Is there car parking for people with reduced mobility?	✓		Parking bay closest to reception
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		

A13. Is the car parking as near the entrance as possible?	✓		
A14. Is the car parking area suitably surfaced?		✓	½ of the car park requires tarmac; currently loose stone
	✓		Area with parking bays is suitably surfaces
A15. Is the route to the building kept free of snow, ice and fallen leaves?	✓		Maintained dependant of season, out of hours emergency procedure in place in event of adverse weather
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	✓		Drive accessible, low speed limit

Date of survey...August 18

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)		✓	Orchard site is accessible Walled garden site isn't accessible Ramp required to access reception Café – door not accessible to put ramp All other areas are accessible within the school environment
B02. Is it wide enough and suitably graded?	✓		
B03. Is the surface slip resistant?	✓		
B04. Are there kerbs and are there edges protected to prevent accidents?		✓	Need constantly reviewing and re painted
B05. Are there handrails to one or both sides? (delete)		✓	Front door requiring one Ryton wood also
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	✓		
B07. Are there (alternative) steps?	✓		Currently just one step into reception
B08. Identified by visual/tactile information?		✓	Brail sign for entrance

B09. Are there handrails to one or both sides? (delete)		✓	
B10. Are ramps and steps adequately lit?	✓		Light in the porch
B11. Are treads and risers consistent in depth and height?	✓		
B12. Are all nosings marked and/or readily identifiable?		✓	
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9		✓	

Date of survey...August 18

C – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		Orchard school accessible Main school limited down both corridor areas Children home passageways restricted – one house all doors widened to accommodate July 2018
C02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
C03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		

C04. Is turning space available for w.ch. users?	✓		Space in classrooms and dining room. Possible limited space initially in both corridors though turning can occur further down corridors
C05. Do natural and artificial lighting avoid glare and silhouetting?	✓		
C06. Are there visual clues for orientation?	Y		
C07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
C08. Do textured surfaces convey useful information for people with impaired vision?		✓	
C09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		Signs are visible
C10. Are there tactile signs and information for those with impaired vision?		✓	
C11. Is the maintenance of these items checked regularly?			Currently N/A
C12. Is lighting designed to meet a wide range of needs?		✓	Review lighting in schools regularly with OT dependent on individual children and staff needs.
C13. Is sufficient circulation space allowed for wheelchair users?	✓		
C14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		Corridors, pathways/walkways, clear from hazards
C15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
C16. Are all areas for assembly/meeting equipped with an induction loop system?	Y		Meeting room equipped with a loop system and training room to be installed as we develop this room.
C17. If the use of an induction loop system is precluded is an infra-red system in place?			NA
C18. Is the functioning and operation of the induction loop or infra-red system checked regularly?	Y		
C19. Are telephones fitted with inductive loop couplers?		✓	
C20. Is a minicom available for use by people with hearing disabilities?		✓	

Date of survey .. August 2018

D – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting?	Y		Tape on all lead steps for internal stairs
D02. Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	Y		Handrails on all steps where possible to install
D03. Is any level change clearly lit?	✓		
D04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?	✓		White nosing's on green carpet
D05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?		✓	
D06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		✓	N/A
D07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	✓		
D08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	✓		
D09. Are steps available as an alternative to any ramp or ramped surface?	✓		
D10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)		✓	Ramped access to be installed in Holly Trees School.
D11. Platform Lift			N/A
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre.			N/A N/A
(c) In the event of a power failure does the platform return to lower level?			N/A N/A
(d) Is the equipment maintained and its operation checked regularly?			N/A N/A

D12. Stairlift (delete)			Reviewed and determined that ramped access more suitable.
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			N/A
(b) Is the platform adequate for wheelchair use and manoeuvre?			N/A
(c) Is approach convenient and safe at all appropriate landings?			N/A
(d) Does the stairlift have a 'Soft-Start' action?			N/A
(e) When not in use is the platform powered to fold away to avoid obstruction?			N/A N/A
(f) In the event of a power failure does the platform return to lower level?			N/A N/A
(g) Is the equipment maintained and its operation checked regularly?			N/A
D13. Lift			N/A
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			N/A N/A
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			N/A N/A
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			N/A N/A
(d) Does the lift door open widely enough for wheelchair user access?			N/A N/A
(e) Does door operation allow slow entry and exit?			N/A
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			N/A N/A
(g) Does the car have appropriate support rails?			N/A
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			N/A N/A N/A
(i) Is there audible floor indication?			N/A

(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			N/A N/A
(k) Is the lift regularly maintained and its functional operation routinely checked?			N/A

Date of survey...August 2018

E - DOORS			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity • Visual • Auditory • Comprehension 			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
E01. Do the doors serve a functional/safety purpose?	✓		
E02. Can they be readily distinguished?	✓		
E03. If glass, are they visible when shut?	✓		
E04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?		✓	Orchard school classrooms, Corridor doors in Main school Kitchen door are all high glass viewing panels Rest of doors have full length glass panels
E05. Does the clear opening width permit wheelchair access?	✓		
E06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?		✓	Review of doors but listed building status limits some door adaptations.
E07. Is any door furniture/handle at a height for standing/sitting use?	✓		
E08. Are door/handles clearly distinguished?	✓		
E09. Can the door furniture/handles be easily operated/grasped?	✓		
E10. If door closers/mechanisims are fitted do they provide the following:			
(a) security linkage?		✓	
(b) delay-action closure?		✓	

(c) slow-action closure?	✓		
(d) minimum closure pressure?	✓		
E11. Is door/mechanism function checked regularly?	✓		

General notes to block:

For the purposes of independent movement fire doors in Holly Trees need to be held open as they are too heavy for some of our students to operate. We need to install door magnets that work with the fire alarm system.

Date of survey...August 2018

F - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Is WC provision made for people with disabilities?	✓		
F02. Do all lavatory areas have slip-resistant floors?	✓		
F03. Are they easy to distinguish by colour contrast from walls?	✓		
F04. Are all fittings readily distinguishable from their background?	✓		
F05. Are all door fittings/locks easily gripped and operated?	✓		
F06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
F07. Is provision made for wheelchair users? If so:	✓		
F08. Is wheelchair approach free of steps/narrow doors/obstructions, etc?	✓		
F09. Is the location clearly signed?	✓		Signage on door
F10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
F11. Are the door fittings/locks and light switches easily reached and operated?	✓		
F12. Is there an emergency call system and is someone designated to respond?	✓		Yes in Orchard School Not in Main School
F13. Can the emergency call system be operated from floor level?	✓		

F14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
F15.	Are the fittings arranged to facilitate these manoeuvres?	✓		
F16.	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
F17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		Yes in Orchard School Not in Main School
F18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		Yes in Orchard School Not in Main School Grab rail to be put in main school
F19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	✓		
F20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		✓	

General notes to block:

For our young people because of their needs we do not need an emergency alarm pulley in the toilets as they are supervised at all times and so we would be alerted if something was wrong as we would be outside the door.

Date of survey...August 2018

G – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
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G01. Is any servery/counter accessible to all users, including those with hearing impairments?		✓	Reception is accessible School dining room serving hatch is visible and we can adapt the way we present food to students in wheelchairs to make choices.
G02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	✓		
G03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	✓		We only have water dispensers
G04. Is it possible for people with disabilities to serve as volunteers?	✓		Need to be enhanced DBS checked
G05. Are all fittings readily distinguishable from their background?	✓		
G06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		Support would be required to reach top shelves in library
G07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
G08. In any staff accommodation is it suitable for use by people with disabilities including wheel chair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	No reduced level kitchen units or sinks,
G09. Are all relevant locations clearly signed?		✓	See H08

General notes to block:

Date of survey August 2018

H - INFORMATION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is the building equipped to provide hearing assistance?	Y		Loop in place
H02. Does lighting installation of the building take into account the needs of people with visual disabilities?		✓	
H03. Is there a tactile plan or diagram of the building?		✓	
H04. Are there large-print versions of information about the building/activities available?	Y		Can be adapted but need to advertise this
H05. Is there 'braille' information available for people with visual disabilities?		✓	
H06. Is there an 'audio' version of information about the building available?		✓	There is audio information on the website about the school in films which have been developed.
H07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	✓		
H08. Where a payphone is provided does it have a hearing aid coupler?			No payphone
H09. Are all relevant locations clearly signed?	Y		

General notes to block:

Can do more to advertise how we can adapt information in large print, and provide an audio recording of the school prospectus if required.

Date of survey...August 2018

I – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is there a visible as well as audible fire alarm system?		✓	Audible only SW to look at linking to lighting
I02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		Only 1 fire door may require a ramp
I03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply?			Will only have ramped access so suitable during a fire or when power supply cut.
I04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			N/A
I05. If refuges are available are they equipped with 'carry chairs'?			N/A
I06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
I07. Is the evacuation strategy checked regularly for its effectiveness?	✓		Through fire drills
I08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓		Fire walk round on a Wednesday
I09. Are all fire warning devices and detectors checked routinely and regularly?	✓		Refer to fire Logs

General notes to block:

Fire safety audit completed bi annually by an independent company and any recommendations completed.