

## Accessibility Information for Bournmoor Primary School 2019/2020



BUILDINGS AND GROUNDS:		
Accessibility Issue	How We Address This	Further Action Needed/Additional Information
Are we a <b>convenient distance</b> from public transport?	There is no bus stop in the vicinity but it has to be accessed through the local estate to the main road.	Bus stops will not be added near to school as we are at the end of a drive way and not on a bus route. We can support by providing information to visitors who request bus timetables if required.
Is the route free of <b>kerbs</b> ?	Some paths around school have drop kerbs and can be accessed with a wheelchair.	Drop kerbs could be investigated if the need is identified.
Is the route free of <b>hazards</b> such as building features, litter bins?	At times parked vehicles can obstruct foot paths and due to local parking issues this can be difficult to clear.	Work with local police to ensure safe access to school is available for emergency services and report any issues raised by the public in terms of access.
Is there a <b>dropping off</b> area?	The school car park is very small and to be used by Durham County Council employees and official visitors only for safety.	Parents are asked to use the Church Car Park.
Is there a designated area for coaches/minibuses to <b>load and unload</b> ?	Due to the small car park coaches and minibuses cannot turn or safely use the space.	Coaches are asked to load/unload at the Church car park.
Are there <b>designated car parking</b> spaces for people with disabilities?	The car park is currently overused but a member of staff would move their car for any visitor with disabilities as and when needed.	The car park has been marked out with white lines to designate clear parking spaces. We could look into providing two designated parking bays marked with sign posts on.

Are the <b>routes</b> from the car park area to the buildings unobstructed and accessible?	There is a clear route but currently there is no drop kerb.	Investigate providing a drop kerb for disable access.
Is the <b>route</b> clearly marked and found?	The route from the car park is not a designated public access but has clear signs to show which way is the main entrance from there and from the footpath access.	New school signs have been installed in September 2015 which detail 'Reception' entrance on the sign. In August 2017 a further sign was added to the left of our main entrance to point towards the Reception to help visitors locate the entrance. In 2019 a signpost was installed in the estate to ensure that visitors can locate school once on the estate.
Is the route <b>level</b> ?	The access path to school has a rise up to the main reception.	We will erect a sign advising people that assistance will be provided if necessary by contacting our school office.
Is the route free of <b>hazards</b> such as building features, litter bins?	Access to school via the main entrance is not blocked with hazards and there is one gate onto the school yard which has no steps to access the area. A ramp can also be used to access the school yard.	No action needed as two approaches to school are available and a ramp.
Is the <b>ramp</b> wide enough and if the gradient suitable?	Yes as it is a pedestrian path. It is 1800mm wide/15m going approximately 1500mm rise/1:10 and no means of altering this.	Review which support we can offer parent or pupil to access the playground if needed.
Are adequate <b>handrails</b> provided to both sides, including tapping rails?	There is a metal fence on either side of the path.	There is no current identifiable need.
Are the <b>nosings</b> readily identifiable and unlikely to create trip hazards?	Nosings are repainted to contrast them.	The re-painting is completed when the nosings are less visible due to use.
Are visual and tactile <b>warning signs</b> provided at the top and bottom of the steps?	There is no current warning paving and signs to top and bottom.	Ongoing review - will provide as and when necessary.

Do <b>entry</b> phones and security systems allow use by people with sensory or mobility impairments?	The main entrance has a bell which can be accessed to allow entry.	It is currently at 1650mm height and could be lowered to provide easier access.
Is there a <b>reception</b> area?	Yes a reception area has been created which has adequate turning area for wheelchairs.	The main entrance door is wide enough to allow wheelchair access and the two internal doors from the reception area can be opened to provide full wheelchair access.
Are tactile <b>signs</b> available for people with impaired vision?	There are currently no tactile signs.	Consider this option for school and provide as and when necessary.
Are junctions between <b>floor surfaces</b> formed to prevent tripping hazards or visual confusion due to bold colours?	In August 2009 junctions strips between the weather mat and vinyl tiles was installed.	There is no current identifiable need.
Do <b>inner doors</b> meet disabled access criteria?	All new doors installed in school classrooms comply with disabled access criteria.	There is no current identifiable need but review and comply as need arises.

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Are <b>floor surfaces</b> slip resistant?	In August 2009 slip resistant flooring was provided to replace vinyl tiles. In July 2006 slip resistant flooring was provided in the toilets.	There is no current identifiable need but review and comply as need arises.
Are <b>floor surfaces</b> firm for wheelchair manoeuvre?	In August 2009 slip resistant flooring was provided to replace vinyl tiles which improved wheelchair surfaces provided.	There is no current identifiable need but review and comply as need arises.
Are <b>signs</b> provided and positioned to inform all disabled people?	Tactile signs can be provided as the need arises e.g. in coat peg area.	There is no current identifiable need but review and comply as need arises.
Are <b>seating arrangements</b> /spaces suitable for use by people with disabilities?	We have standard chairs and tables which are movable to allow access/space.	There is no current identifiable need but review and comply as need arises.
Are all areas in assembly equipped with an <b>induction loop</b> and signage?	Portable induction loops can be investigated and installed if required.	There is no current identifiable need but review and comply as need arises.
Are fixtures and fittings within easy reach?	Shelves can be adjusted to allow access to resources. Trays are used in class for resources so alteration of heights is very easy to complete.	There is no current identifiable need but review and comply as need arises.
Are outlets, <b>switches</b> and controls easily reached?	Generally they are within reach but we would allow for adjusting some switches and sockets if the need arose.	There is no current identifiable need but review and comply as need arises.
Is the <b>WC door</b> easily negotiated?	A 670mm wide metal frame on the doors made it difficult to widen as it is part of the building structure.	We worked with Durham County Council to install an accessible toilet which can be used by staff, children and visitors. This was installed in August 2016.
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard	We can provide rails to one side of the cubicle if the need arises.	We worked with Durham County Council to install an accessible toilet which can be used

<b>WC cubicle?</b>		by staff, children and visitors. This was installed in August 2016.
Is the <b>kitchen</b> provided with fittings suitable for use by people with disabilities?	We can allow for adjusting some units when the need arises.	There is no current identifiable need but review and comply as need arises.
Are <b>work surfaces</b> adequate?	We can allow for adjusting when the need arises.	There is no current identifiable need but review and comply as need arises.
Are outlets, <b>switches</b> and controls easily reached in the kitchen?	Generally they are within reach but we would allow for adjusting some switches and sockets if the need arose.	There is no current identifiable need but review and comply as need arises.
Is the <b>audible alarm</b> supplemented by a visual system?	In March 2006 a new alarm with an audible and visual warning was installed.	There is no current identifiable need but review and comply as need arises.
Are the ground floor <b>exit routes</b> as accessible as entrance routes?	The fire door was replaced by a wide door in classroom 010 and access is available from the kitchen via ramped field.	There is no current identifiable need but review and comply as need arises.
If people with disabilities cannot completely <b>evacuate</b> the building, can they reach places of safety or refuge and are there signs designating?	A full fire risk assessment was obtained – people with disabilities would be able to evacuate the building.	There is no current identifiable need but review and comply as need arises.
Is there a personal <b>egress plan</b> in place for any member of staff who may require assistance?	Risk assessments are carried out to support staff and pupils so advice would be sought when this is necessary through Durham County Council and through a fire risk assessment.	There is no current identifiable need but review and comply as need arises.
Is the <b>fire exit</b> signage and signs to places of safety within the building adequate?	In February 2009 fire exit signage and signs to place of safety were checked by LA Health and Safety Officer. In addition to this the HT and safeguarding governor complete inspections of the building together which show compliance.	There is no current identifiable need but review and comply as need arises e.g. ensure that any new doors or exits are clearly marked once installed.

ACCESS TO THE CURRICULUM		
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Do we ensure that teachers and teaching assistants have the necessary <b>training</b> to teach and support pupils with disability?	Key staff have had training in specific areas as required e.g. autism spectrum disorders, visual impairment, speech, language and communication, physical disabilities, attachment disorder	Training to be organised to meet needs of pupils as identified by class teachers and SENCO. This is ongoing and CPD/training records reflect this Autistic Spectrum Disorder Training with a member of the Durham ASD team and PECS training. Training for a TA working with children with ASD provided by a specialist teacher to ensure effective support and interventions.
Are <b>classrooms</b> optimally <b>organised</b> for disabled pupils?	Advice from specialists is sought as the need arises to ensure pupils are fully included in the learning.	Advice to be sought to meet needs of pupils as identified by class teachers and SENCO.
Do <b>lessons</b> provide opportunities for all pupils to achieve?	Lessons are structured flexibly to include individual, pair, group and whole class work with consideration of the needs of pupils with disabilities. Lessons are delivered to take account of a wide range of learning styles and needs.	Teaching to be organised to meet needs of pupils as identified by class teachers, external agency advice and SENCO.
Are all pupils encouraged to <b>take part</b> in music, drama and physical activities?	All children have equal access to all areas of the curriculum and all children are encouraged to take part in extra-curricular activities. In addition pupils are encouraged to share their 'good news' with the whole school in our assemblies and this can include out of school activities.	Reflect on pupil voice discussions and School Council suggestions to see what else we can offer pupils.

Do staff recognise and allow for the considerable <b>effort</b> expended by some pupils with disabilities to access the curriculum?	Pupils are praised for their output and staff acknowledge the time taken by pupils and the effort to complete the tasks.	Use whole school reward systems to recognise accomplishments of SEND pupils.
Do staff recognise and allow for the <b>additional time</b> required by some pupils with disabilities to use equipment in practical work?	Pupils can have extra time in Key Stage 2 SATs and extra time in class assessments to allow them to show their full potential.	Ensure that planning/lesson structure allows time for pupils to complete tasks. The Headteacher will apply for additional time for SATs for those pupils with identified needs.
Have we considered the impact of the <b>timetable</b> on pupils with disabilities?	As a school we strive to be fully inclusive so adjustments to timetables to be made as needed.	Staff to have flexibility in how they teach across the week to allow all pupils to fully access the timetable.
Is provision made for pupils with disabilities who cannot engage in particular <b>events</b> ?	School would look at how to accommodate every child into events e.g. by large print for assembly songs to allow visually impaired children to participate.	Staff and support workers to have flexibility in how they approach events to ensure we continue to offer full inclusion.
Do we provide a range of I.T. <b>access aids</b> and adaptations?	We work closely with Durham I.T. service and take support from Durham SEN team. Advice would be sought on how to best support a pupil through I.T. as needed e.g. software to support SEN pupils. We also can seek advice from advisory teachers.	Staff to have flexibility in how they teach across the week to allow all pupils to fully access the timetable. Use the laptops to ensure pupils with additional needs can engage in the curriculum e.g. through Mathletics, Phonics Play and SPAG.com.
Do all pupils have access to the wider curriculum including <b>extra-curricular</b> activities?	All pupils have access to activities and we offer a range of clubs to suit a variety of interests and needs.	Ensure we continue to offer a wide range of extra-curricular activities and also celebrate pupil's achievements outside of school that they tell us about. Listen to pupil voice to offer the extra-curricular activities they would like.
Are there <b>high expectations</b> of all pupils?	Pupils are appropriately grouped and seated according to their academic ability and all pupils are supported and encouraged to reach their full potential.	Continue to closely monitor pupil attainment and progress to ensure all pupils, including those with SEND, to ensure they are given high expectations.

<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of <b>printed information</b>?</p>	<p>Large print materials can be provided for children with visual impairment. Advice can be taken from advisory teachers for the visually impaired and other adaptations made if necessary.</p>	<p>Ensure we seek advice from advisory teachers to ensure pupils with additional needs are able to access information.</p>
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Date for Review

October 2020

*Mrs L. A. Snowden*

Headteacher

Mrs T Bell

Chair of Governors