

Eaton Bray Academy



ACCESSIBILITY OF PREMISES POLICY

V9.0

Headteacher: Mrs. Hounslow
Address: School Lane
Eaton Bray
Bedfordshire
Tel No: (01525) 220468

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Accessibility of Premises Policy

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AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	04/01/2005	Initial draft
V0.2 V1.1	SH	02/06/2006	Distributed for further consultation
V0.3 V2.0	SH	03/07/2008	Updated
V0.4 V3.0	SH	20/09/2010	Updated
V0.5 V4.0	SH	15/03/2011	Academy update
V0.6 V5.0	SH	20/09/2012	Updated for Equality Act
V0.7 V6.0	SH	6/10/2014	Update
V0.8 V7.0	SH	19/05/2015	Updated after Estates survey of grounds
V0.9 V8.0	SH	16/09/2018	Updated with lockdown procedures
V9.0	SH	17/01/2019	Updated for 2019 (note new numbering system)
V10.00	LAM	20/11/2020	Updated with change of Head



Introduction

The Staff and Governors of Eaton Bray Academy recognise that the physical environment of the school can be a major factor in allowing access to education and the wider life of the school community. The school supports the view which “recognises the importance of improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services”.

Mrs. L. Mercer
Headteacher



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1 AUDIT OF PROVISION

In September 2015, the school carried out a survey of provision for disabled pupils. The findings of this survey are detailed in the sections that follow.

2 GETTING TO SCHOOL

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcomes/ comments
The pedestrian access to the site is clearly signed	Yes			
Paving slabs, gratings, channels and manholes are flush with the paving surface.	Yes			
Routes are well lit for safety	Yes			All bulbs in lights have been replaced. Emergency lighting has been improved.
Controlled crossings are provided	N/A			The school is situated on a lane with no through traffic. Most children come by car, walk with parents, or walk across the park.
Drop-kerbs are in place	Yes			
Accessible parking	Yes			Permission to use the PC car park next to the School. People with disability use the School car park
Accessible car parking spaces have been identified	Yes			The section of the school drive near the pedestrian access has been identified as the space that would provide greatest



				accessibility for people with disabilities. This is less than the optimum travel distance identified (45m) and had drop pavements
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3 CLASSROOMS

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcomes/ comments
Can children with hearing impairment hear well enough in busy classroom	Sound field (Badgers) fitted not currently used.			
To reduce sound and noise, all Main School classrooms are carpeted.	Yes			Classrooms in the main building have carpets, External classrooms have rugs
There is sufficient circulation space to enable wheel chair access	Yes			
There is a space available for storage of a wheel chair	Yes			Cupboard near main office area.
Commonly used reference books, equipment and stationary are in places where wheel chair users can access them.	Yes			Library area Classroom arrangements
Lighting in most areas can be increased by 25%	Yes		21/11/2019 07/12/2018	
Lighting avoids glare	Yes			Improvements in the ICT lab



				provided CAD Lighting
Tables are movable to allow flexibility of room layout	Yes			
Tables are at an appropriate height for the children	Yes			

4 FACILITIES

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome
Toilets are located in accessible routes and are clearly signed.	Yes			
The toilet areas are not obstructed by bins, pipes etc.	Yes			
Toilet suitable for disabled users is available.	Yes			The toilet for the disabled is situated in the corridor near the office area.

5 GETTING IN AND OUT

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome
Entry system is easy to find	Yes			
The system is unobstructed and situated at a height		Spring 2010	Spring 2010	Installed an additional electrical bell at lower height.



that is suitable for seated and a standing position				
The staff can be alerted to the presence of a caller without the need for verbal communication.	Yes			Buzzer rings throughout the school. CCTV installed. Screen is situated near the library.

6 RECEPTION AREA

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome/ comments
Waiting Areas are uncluttered	Yes			
Reception desks are at two heights	No			The office staff can speak to staff for non-confidential issues in the entrance area. The school staff room is available when more sensitive issues need to be discussed. It would be difficult to provide a reception table at two heights without cluttering the entrance area and therefore hindering wheelchair use.
Ramps	Yes			Entrances are sloped or flush with outside



7 EMERGENCY PROCEDURES

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome/ comments
Fire procedures clearly understood by all staff.	Yes	Recorded for monitoring purposes and aim to improve	On-going	Fire practices are held at different times of the school day. Children are well drilled and any issues dealt with immediately.
Fire procedures are part of the induction process for new staff	Yes			Part of Induction policy and staff handbook.
Fire procedures are displayed throughout.	Yes			
Fire procedures are in different formats	Yes			
Alarm systems. There is a mechanism for alerting children with hearing impairments.	Yes			This would come through the supervision within the classroom. Some TAs are specifically allocated to children with special needs.
Fire fighting equipment. Staff are aware of where extinguishers are positioned.	Yes			
Fire fighting equipment is correctly mounted and not obstructed.	Yes			



All fire doors are kept clear.	Yes			
Lockdown procedures clearly understood by all staff.	Yes	On-going	Sounders checked after each alarm	Lockdown practices are held at different times of the school day. (Where possible this takes place shortly after a fire drill to ensure everyone is aware of the different sounds). More sounders
Lockdown alarm systems. There is a mechanism for alerting children with hearing impairments.	Yes			This would come through the supervision within the classroom. Some TAs are specifically allocated to children with special needs.

8 MOVING AROUND THE INSIDE OF SCHOOL

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome/ comments
Corridors are kept clear of obstructions or projections as far as is practical	Yes			
Notices are at a height where a person in a wheel chair can see them.	Yes			
Lighting All areas should have blinds or some method of shading	Yes			Not practical for Velux windows



Routes are well lit	Yes			
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9 MOVING AROUND OUTSIDE

Concern	In place	Target date for improved provision	Date achieved	Goal achieved/ outcome/ comments
Pathways on main access routes should be 1800 mm wide	Yes 2.5m			
Pathways not on main access routes should be a minimum of 1500mm wide.	No Access to Nursery 1000 – 1250mm	31/08/2019		
Pathways and access routes are kept free of obstacles.	Yes			
Foliage is kept cut back to avoid obstruction for people with visual impairments.	Yes			
There are no uneven pavings or manholes	Yes			
Outdoor stage area not easily accessible to wheelchair user.	Yes		New slope fitted 2015	