



Acton Gardens Primary School

Aspire • Grow • Persevere • Succeed

Accessibility Plan

Date of last review: November 2022

Date of next review: November 2023

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ACCESSIBILITY PLAN: ACTON GARDENS PRIMARY SCHOOL

AUTUMN 2022

'A' Approach and car parking

No.	Question	Y	N	Comments
1	Is the school premises within convenient walking distance of:			
	a) a public highway?	x		Yes: 10 minutes to Acton Town station; 10 minutes walk Acton High Street
	b) public transport?	x		buses on High Street 10 mins walk; tube station 10 minutes walk; local buses
	c) car parking?	x		school staff have car park; limited local parking-restricted timings
2	Is the entrance route clearly marked/found?	x		Yes- signage clear across all 3 sites
3	Is the surface smooth and slip resistant?	x		yes, on slight incline; Wheelchair ramps in situ on all 3 sites
4	Is the route wide enough?	x		yes, though South building gate too narrow
5	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	x		Yes- all building entrances unobstructed
6	Is it adequately lit?	x		Yes- at fronts of buildings outside lighting plus street lighting
7	Is it identified by visual, audible and tactile information?		x	only visual
8	Is there car parking with people for reduced mobility?		x	In infant car park on Castle Close W3 8RN
	a) is it clearly marked out, signed, easily found and kept free from misuse?	x		Yes, clear markings
	b) is it as near the entrance as possible?	x		Yes
	c) is it suitably surfaced?	x		yes
10	Is the route to the building kept free of snow, ice and fallen leaves?	x		Yes- caretakers clear access points regularly and grits car park- main thoroughfare
11	Is the route level (ie. No gradient steeper than 1:20 and no steps)?	x		gradient on slope North Building is less than 1:20, other sites minimal incline

'B' Routes and external level change. Including ramps and steps

No.	Question	Y	N	Comments
1	Is there a ramp, with level surface at -			
	a) top	x		Yes in North and South buildings, infant building has level entrance
	b) intermediate	x		intermediate turning surfaces North building

	c) bottom	x			Yes
2	Is it wide enough and suitability graded?	x			Yes- all buildings, wide and suitably graded for wheelchair access
3	Is the surface slip resistant?	x			yes
4	Are there kerbs and are there edges protected to prevent accidents?	x			protected by metal railings
5	Are there handrails to one or both sides?	x			All sides of all buildings
6	If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?				N/A
7	Are landings of adequate size and are they provided at intermediate levels in long flight?	x			adequate to turn wheelchair
8	Are there (alternative) steps?	x			Yes- north and south buildings have steps Infants level ground
9	Identified by visual/tactile information?		x		visual- lights as door opens; audible- beeping sound as gates open
10	Are there handrails to one or both sides?	x			both sides in north and south buildings
12	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative?		x		
'C' Entrances, including reception					
No.	Question	Y	N		Comments
1	Is the door clearly distinguished from the facade?	x			Yes- signage clear
2	If glass is it visible when closed?			x	yes
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	x			yes- wide enough for wheelchair, double buggy
4	Does it have a level or flush threshold and a recessed mat well ?		x		level threshold, no recessed doormat with dip or raised area- surface flat
5	Is there visibility through the door/way from both sides at standing and seated levels?		x		Reception doors are glass in infant and junior buildings, clear visibility, other entrance doors are solid, no visibility through them
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?				yes
7	Can the door furniture be used at both standing and seated height?	x			Yes- levers operated at wheelchair height
8	If the door has a closer mechanism does it have:				
9	(a) Delayed closure action?	x			
	(b) Slow-action closer?	x			
	(c) Minimal closure pressure?				no

10	If the door is power-operated does it have visual and tactile information?			x	yes- buzzer
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		x		yes- accessible at wheelchair height
12	If there is a lobby, do the inner and outer doors meet the same criteria?				Yes
13	Do lobby layouts enable all users to clear one door before going through the next?	x			yes
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		x		glass sliding window to office at suitable height for wheelchair users
15	Does the lighting installation take account of the needs of visually disabled people?		x		yes
16	Are the floor surfaces:				
	a) slip-resistant, even when wet?	x			yes
	b) firm for wheelchair manoeuvre	x			yes
17	Do junctions between floor surfaces present tripping hazard or cause visual confusion?		x		flat surfaces
18	Is any reception point suitable for approach and use from both side by people in standing and seated positions	x			yes- at suitable height for seated users
19	Is it fitted with an induction loop?		x		
20	If public telephone is available (is it, and its instructions):				
	(a) at a height suitable for all users?				N/A
	(b) Equipped with inductive coupling?				n/a
21	For those progressing to other parts of the building is information providing by signs, supported by tactile information such as a map or model?		x		
'D' Horizontal movement and assembly					
No.	Question	Y	N		Comments
	Is any corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	x	x		No - back corridors too narrow in junior buildings Yes - Infants have wider corridors
	Is any corridor, etc., free from obstruction wheelchair users and hazards to people with impaired vision?	x			Kept free of clutter
	Do any lobbies allow users, (inc, wheelchair users) to clear one door before approaching the next with minimal manoeuvre?	x			yes, lobbies recently extended to permit easier access and turning
	Is turning space available for wheelchair users?	x			
	Do natural and artificial lighting avoid glare and silhouetting?	x			
	Are there visual clues for orientation?		x		

7	Do floor surfaces:				
	(a) Allow ease of movement for wheelchair users?	x			all surfaces either wooden flooring or lino type surface/ corded carpet
	(b) Avoid light reflection and sound reverberation?	x			
8	Do textured surfaces convey useful information for people with impaired vision?		x		
9	Are direction and 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?	x			yes- at appropriate levels
10	Are there tactile signs and information for those with impaired vision?		x		
11	Is the maintenance of these item checked regularly?	x			
12	Is lighting designed to meet a wide range of needs?	x			
13	Is sufficient circulation space allowed for wheelchair users?	x			in main areas eg Lobby North building
14	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	x			
15	Are seating arrangements/spaces suitable for use by people with visual disabilities?	x			brightly lit and open with space for wheelchair access
16	Are all areas for assembly/meeting equipped with an induction loop system?	x			main halls
17	If the use of an induction loop system is precluded is an infra-red system checked regularly?		x		
18	Is the functioning and operation of the induction loop or infra-red system checked regularly?			x	
19	Are telephones fitted with inductive loop couplers?		x		
20	Is a minicom available for use by people with hearing disabilities			x	
'E' Vertical movement and internal level change					
No.	Question	Y	N		Comments
1	Is the location of any step/stairs/ramp clearly indicated by use of -				
	a) sign			x	
	b) colour			x	
	c) contrast			x	
	d) lighting	x			

2	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?	x			
3	Is any level change clearly lit?	x			
4	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are no signs clearly identifiable?	x			Yellow signs on edges of internal steps
5	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?		x		not accessible to wheelchairs- no internal lifts in junior buildings is lift in infant building
6	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		x		
7	Does any ramp pitch exceed 1:12/1:16/1:20 ?		x		
8	If a permanent ramp cannot be provided (perhaps a Listed Building) can a moveable ramp be made available?			x	
9	Are steps available as an alternative to any ramp or ramped surface?	x			
10	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)	x	x		In infants only
11	Platform Lift				
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels?				
	(b) Is the platform adequate for wheelchair use and manoeuvre?		x		see above
	(c) In the event of a power failure does the platform return to lower level?				N/A
	(d) Is the equipment maintained and its operation checked regularly?	x			
12	Stairlift				
	(a) Are the controls at all levels identifiable and reachable from sitting and standing levels?				No stair lift in school
	(b) Is the platform adequate for wheelchair use and manoeuvre?				
	(c) Is approach convenient and safe at all appropriate landings?				
	(d) Does the stairlift have a 'Soft-start' action?				
	(e) When not in use is the platform powered to fold away to avoid obstruction?				
	(f) In the event of a power failure does the platform return to lower level?				
	(g) Is the equipment maintained and its operation checked regularly?				
13	Lift				

	(a) Is the lift's location clearly defined by visual and tactile information?	x			
	(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?	x			
	(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?	x			
	(d) Does the lift door open widely enough for wheelchair user access?	x			
	(e) Does door operation allow slow entry and exit?	x			
	(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer ?	x			
	(g) Does the car have appropriate support rails?	x			
	(h) Are the lift car controls, inc. emergency call, located within reach of all users and with visual and tactile information?	x			
	(i) Is there audible floor indication?	x			
	G) Is the lift an ' Evacuation Lift '? (see K3)	x			
	(k) Is the lift regularly maintained and its functional operation routinely checked?	x			
'F' Doors					
No.	Question	Y	N		Comments
1	Can they be readily distinguished?	x			
2	If glass, are they visible when shut?	x			clear glass panels into North site
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	x			
4	Does the clear opening width permit wheelchair access?	x			double doors
5	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?				
6	Is any door furniture/handle at a height for standing/sitting use?	x			
7	Are door/handles clearly distinguished?	x			
8	Can the door furniture/handles be easily operated/grasped ?	x			
9	If door closers / mechanisms are fitted do they provide the following:				
	(a) security linkage?				
	(b) delay-action closure?	x			
	(c) slow-action closure?				
	(d) minimum closure pressure?				
10	Is door/mechanism function checked regularly	x			

'G' Lavatories					
No.	Question	Y	N		Comments
1	Is WC provision made for people with disabilities?	x			both buildings have disabled lavatories on the ground floor
2	Do all lavatory areas have slip-resistant floors?	x			
3	Are they easy to distinguish by colour contrast from walls?	x			white walls/ blue floors
4	Are all fittings readily distinguishable from their background?	x			
5	Are all door fittings/locks easily gripped and operated?	x			
6	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	x			
7	Is provision made for wheelchair users ? If so:	x			
8	Is wheelchair approach free of steps / narrow doors / obstructions , etc?	x			
9	Is the location clearly signed?			x	
10	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	x			
11	Are the door fittings/locks and light switches easily reached and operated?	x			
12	Is there an emergency call system and is someone designated to respond?	x			red cord
13	Can the emergency call system be operated from floor level?	x	x		
14	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal / lateral/angled / backward transfer, with or without assistance?	x			
15	Are the fittings arranged to facilitate these manoeuvres?	x			
16	Are hand washing and drying facilities within reach of someone seated on the WC?	x			
17	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	x			lever operated taps in disabled lavatories
18	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	x			handrails next to lavatories
19	Is the manoeuvring area free of obstruction, eg boxed-in pipe work / radiators / cleaner's equipment / disposal bins / occasional storage , etc., and is a difficulty caused by the activity of service contractors ?	x			
'H' Fixtures and fittings					
No.	Question	Y	N		Comments
1	Is any servery / counter accessible to all users, including those with hearing impairments?		x		
2	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?				N/A
3	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?				N/A
4	Are all fittings readily distinguishable from their background?	x			

5	Where there are display stands, etc. are they visible / reachable / accessible by people with disabilities?	x			
6	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	x			
7	In any staff accommodation is it suitable for use by people with disabilities, including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?				N/A
8	Are all relevant locations clearly signed?	x			
'I' Information					
No.	Question	Y	N		Comments
1	Is the building equipped to provide hearing assistance?	x			induction loops in one class per year group and in halls north building
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	x			new lighting brighter
3	Is there a tactile plan or diagram of the building?		x		
4	Are there large-print versions of information about the building / activities available?		x		
5	Is there 'Braille' information available for people with visual disabilities?		x		
6	Is there an 'audio' version of information about the building available?		x		
7	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			x	N/A
8	Are all relevant locations clearly signed?	x			Evacuation Diagrams depict relevant locations
'J' Means of escape					
No.	Question	Y	N		Comments
1	Is there a visible as well as audible fire alarm system?		x		audible alarm
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	x			
3	Is evacuation from upper and lower levels possible using an evacuation lift / platform lift with a protected power supply?		x		There are no lifts in juniors Is a lift in infant building
4	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		x		
5	If refuges are available are they equipped with 'carry chairs'?			x	
6	Is there a 'management evacuation strategy' for staff, congregation and visitors, and are staff trained in evacuation procedures?			x	

7	Is the evacuation strategy checked regularly for its effectiveness?	x			regular checks carried out termly
8	Are evacuation routes checked routinely and regularly for freedom from combustible materials / obstacles / locked doors?	x			
9	Are all fire warning devices and detectors checked routinely and regularly?	x			weekly

We also routinely carry out risk assessments on staff and pupils who have disabilities/needs. The SENCO/Deputy Head is responsible for the needs of pupils and the Head teacher carries out risk assessments which relate to staff personal needs. They will then liaise with the Governors Premises Committee to ensure that any additional implications have been discussed. LEA advice is sought as appropriate.

Possible disability equality	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Curriculum	We endeavour to avoid choosing texts or presenting scenarios which discriminate or condone or portray stereotypes.	Improve consistency in provision for staff and pupils with any disabilities e.g. Consistently use	Annually	Pupils and all staff	Curriculum DHT SENCO at reviews
Behaviour	We challenge stereotypes across the curriculum and encourage pupils to be open minded in their attitudes to disability specific portrayals.	Enlarged fonts Yellow paper, black print; Ensure that reasonable adjustments are made for pupils who present challenging behaviour (behaviour policy) e.g. additional staffing for PE, adjusted groupings and buddies, self-esteem groups PSHE lessons, circle time discussions, assemblies, Rights Respecting guidance	Ongoing with annual review	Whole school community	SLt/Governors
Achievement of pupils	Dojo/stars of the week/praise postcards Attendance Awards Head Teacher Awards End of year awards Introduction of metacognition/Solo Taxonomy to encourage independent learning and self-reflection Enquiry based learning introduced	Continue to use INSIGHT gap analysis and other assessments to inform planning. Continue to provide additional support/ intervention. Continue to develop self-directed learning and EBL across school	Weekly Half termly Termly	Teachers and LSAs	Target getting meetings/HT/DHT/AHT/SENCo
Sports	We promote inclusion. All pupils are given an equal opportunity to participate in sports. We offer differentiated levels of activities and support if appropriate.	Continue to offer sports to all pupils. Continue to monitor pupil participation in sports	ongoing	Teachers and LSAs and external coaches	List of pupil participants AHT PE/ teachers monitor
After school and lunchtime Clubs	We promote inclusion. All pupils are given an equal opportunity to participate in all clubs on offer	Continue to offer after school & lunchtime clubs to all pupils. Continue to monitor attendance and participation in extracurricular activities	Ongoing	Teachers and LSAs/After School Club	AHT/ PE Coordinator PE Teacher/PE Apprentice/Teachers

Staffing - Recruitment	All positions advertised are open to any applicant. Applications are judged strictly on merits according to the LBE recruitment guidance. Candidate's applications and their interviews are scored against relevant criteria.	Continue to ensure that all applications are judged on merit and follow safer recruitment protocols	Ongoing	Governors/HT/DHT/AHT	Governors/HT/DHT
Staffing -Pay	All employees are paid in line with the schools pay policy	Ensure that all staff are subject to pay and appraisal policies in line with school and individual targets	Ongoing	HT/ HR/Bursarial	HT/Bursarial
Use of supply staff	We use agencies which supply suitably qualified teachers. Any choice is based on the teacher's relationships with pupils, ability to follow school policies and teaching ability.	Ensure appropriate supply cover is obtained which promotes continuity and progression in pupil learning and follows all safeguarding procedures	Ongoing	HT/DHTs/ Bursarial	DHT/HT
Students including work experience	Placements are encouraged from all students/ trainees. We support local universities and colleges as well as high school students	Ensure that all students receive appropriate support and that trainees promote continuity and progression in pupil learning	Ongoing	Teachers	AHT/DHT/HOYs
Outside agencies	All staff are equally welcome in our school. We have a multidisciplinary approach and maintain good working relationships to ensure our children receive optimum support	Ensure that all pupils have access to appropriate support through collaborative working	Ongoing	HT/SENCo/DHT/AHT/HOYs/Subject Leads	SLT/SENCO Monitor performance
Governors	Positions are open to all. We encourage local people to become Governors as well as individuals with specific skills	Ensure good quality governance to ensure the school flourishes	Ongoing	HT/ Chair of Governors	Governor annual self-evaluation
Policies	School policies are regularly reviewed. We adopt LBE policies and procedures related to employment.	Ensure that all policies are considered (consultation with necessary parties) and meet any statutory duty or guidance. A rolling programme is used to review policies within allocated timescales	Ongoing	Governors/HT/ DHT/AHT Subject coordinators	Governors policy reviews
School Improvement Plan	Issues related to disability are included where they are school priorities.	Ensure the plan refers to equality objectives as appropriate.	Ongoing	Governors/HT/SLT	Governors
Contact with parents	The building is fully accessible for parents and easy access rooms can be used for meetings as needed. Newsletters are given to every child. We are able to offer signed or similar support if appropriate.	Continue to strive to involve both parents in every pupil's education. Extend our use of community languages to meet the needs of our changing community Further develop the school website to provide alternative means of access to school information	Ongoing	HT/ Admin team/ Teachers/DHT/AHT	SLT
Uniform	Our uniform policy promotes inclusion of all groups.	Provisions made accordingly	ongoing	All staff	SLT

Bullying	We challenge any pupil who espouses the view that people with disabilities are inferior in any way. This is challenged within our anti bullying policy. Pupils are taught about the importance of respecting other people and how to relate positively with people of all backgrounds.	Monitor behaviour records and adapt PSHE curriculum and assembly content if necessary to challenge disability discrimination and teach ways of demonstrating equality. (EMERGE)	Half Termly	All staff	HT/DHT/AHT
CPD	All staff are given opportunities to take part in CPD as well as receive CPD regarding pupils with specific learning needs.	Continue to look at CPN providers and monitor impact	Ongoing	All staff	SLT/SENCO