

Arnbrook Primary School

Accessibility Plan 2017

Accessibility plan. The building.

Arnbrook Primary School lies geographically just inside the boundaries of Nottinghamshire County Council, in the borough of Gedling.

The site occupies a single storey throughout and accessibility across the site is good. The grounds have been adapted over the years to allow ramped access to all areas. There are some areas where there are small steps to gain access but all of the areas affected can be accessed via other entrances nearby.

When new work is undertaken it is always a priority to take measures to reduce access problems when possible, for example, a new building on the site is due to be completed at the end of 2017 and this will be fully compliant with the Equality Act.

The curriculum.

All Staff are trained at the beginning of the school year in supporting children with ASD, EBD, Dyslexia etc and these are included in the induction of any new staff who are engaged by the school. Training is also conducted so that staff are aware of SEND issues for individual children.

Parents are informed and supported so that they know who should be approached should they have any SEN concerns regarding their child. This information is included in the school prospectus, and the SEND leader at the school is introduced to parents. A SEND questionnaire is issued to parents.

CHECKLIST - Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and the layout of areas –including all academic, sporting, play, social facilities; the assembly hall, canteen, library, gymnasium and Outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	Y	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Y	
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	Y	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	Y	
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		N
Are areas to which pupils have access well lit?	Y	
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room’s acoustics and noisy equipment?		N
Is furniture and equipment selected, adjusted and located appropriately?	Y	

