

**Accessibility Plan for Bothal Primary School
January 2019 - January 2022**

Areas	Recommendation	Priority	By When	By Who
APPROACH TO SCHOOL Upper & Lower	Continue to remind parents via newsletters and social media to park safely at drop off and collection times.	OG		
	Paint gate handles and gate stanchions to contrast with gates.	D		
Upper	Install zebra crossings where the children cross the line of traffic.	B		
CAR PARK Lower	Put information about booking the disabled car parking spaces on the contact page of the website.	C		
EXTERNAL RAMPS & STEPS Upper & Lower	Mark tape at the start and end of every ramp and handrail. Paint the handrails in a contrasting colour.	D		
	Paint nosings in a contrasting colour on all outside steps where necessary and where there is no tactile paving. Re-paint at the first sign of wearing.	C		
	Consider installing ramps where steps exist under a scheduled maintenance programme. At least one entrance should be ramped if a disabled pupil is admitted.	C		
Lower	Install additional handrails where there is only 1 in place.	B		
ENTRANCE DOORS Upper & Lower	Because manual door closers are fitted to the doors adjust to provide the minimum force necessary to open or close the doors.	A		
Lower	Replace handle on main door. Provide contrast on some of the doors by either fitting door panels or painting the handles.	C		
Upper	Provide contrast on some of the doors by either fitting door panels or painting the handles.	D		
RECEPTION AREA Upper & Lower	Chairs with arms may help some less agile visitors both sit and stand up more easily: chairs without arms may be easier for some visitors to sit into.	D		
	Fit an induction loop in the reception areas.	C		
WAYFINDING & SIGNAGE Upper & Lower	Incorporate tactile signage in all your future signs. Ensure all signs are in lower case.	D		
CLASSROOM AND FACILITIES Upper & Lower	Ensure that at least one PC is accessible to a wheelchair user.	OG		
	Provide a high-backed chair with arms in the library, dining room and staffroom.	D		

Areas	Recommendation	Priority	By When	By Who
INTERNAL STAIRS Upper & Lower	Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. Make the stairs plain in colour to assist the visually impaired.	D		
	Suggest a portable ramp if the need arises.	D		
Lower	The sloping corridor at Reception needs to be highlighted at either end.	B		
INTERNAL DOORS Upper & Lower	Mark propped open doors with well contrasting markings along their narrow edges. Remove posters obscuring the vision panels.	B		
	Replace non-compliant door handles with D fittings.	C		
	Make frequent checks on all door closures to reduce noise and adjust when necessary.	OG		
WC Upper & Lower	Replace non-compliant taps with push button or lever fittings.	B		
ACCESSIBLE TOILETS Upper & Lower	Provide signage showing the location of the accessible toilets.	C		
Lower	Both toilets require the walls to be painted a contrasting colour and the coat hooks to be lowered.	B		
	DT1 - remove the rubbish, uncover the mirror and ensure the cord is not tied up.	B		
	DT2 - fit alarm and grab bar.	B		
Upper	DT1 – paint wall a contrasting colour – paint door to contrast with handle – lower the coat hook.	B		
	DT2 Sports Hall paint walls to provide a contrast and ensure alarm cord not tied up.	B		
	DT3 TLDC – remove clutter from toilet – lower coat hook.	B		
	DT4 First Aid Room – paint the walls in a contrasting colour and tidy up the room.	B		
MEANS OF ESCAPE Upper & Lower	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.	A		
	Continue with disability awareness training and basic manual handling training for newly appointed members of staff.	OG		
	Continue to provide wheelchair handling training to newly appointed staff.	OG		
OUTDOOR SPACES Upper & Lower	Provide picnic table suitable for wheelchair user.	D		
	Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents' needs are ascertained prior to such an event and information in relation to visitors' special needs should be sought at the time invitations to sports days and similar events are made.	D		

SUMMARY

The Main Priorities In The School's Plan	
Increasing the extent to which disabled pupils can participate in the school curriculum:	
<p>Training for teachers and support staff and differentiating the curriculum. All out of school activities are planned and risk assessed to ensure participation for all. Training for Awareness. Raising of Disability issues. Information to know your pupils' needs.</p>	
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:	
<p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils. Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.</p>	
Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:	
<p>Availability of written material in alternative formats as required. Raise the awareness of adults working at or for the school on good communications. If required, arrange for visual impaired students to be able to access documentation. Review all policies to ensure that they do not discriminate the needs of staff, pupils or visitors.</p>	

PRIORITY RATINGS

Priority A:	Where there are potential health and safety risks or where failure to implement changes may attract legal implications. Immediate action is recommended to put changes into effect (i.e. within 3 months).
Priority B:	Where action is recommended within the short term (i.e. between 3 – 12 months) to alleviate an access problem or make improvements that will have a considerable impact.
Priority C:	Where action is recommended within 12 - 24 months to improve access.
Priority D:	Where the recommendation should be implemented as part of a long-term plan, possibly involving excessive costs or non-serious issues.
Priority OG:	Ongoing