



Field Lane J, I & N School

Accessibility Policy

Approved by: Local Governing Body

Reviewed by: Senior Leadership Team

Last reviewed: April 2024

Next Review by: September 2025

1. Introduction

Field Lane J I & N School is committed to the provision of a broad and balanced curriculum which offers equal access for all pupils, and enables every pupil to achieve his/her full potential. Field Lane J I & N School aims to provide excellent and enjoyable quality first teaching for all pupils.

Disability and the Equality Act 2010

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Public Sector (Disability) Equality Duties continues to apply.

Equality Act 2010

The Equality Act 2010 aims to protect disabled people, prevent disability discrimination, and hate crimes against disabled people. It provides legal rights for disabled people in the areas of:

- Employment
- Education
- Access to goods, services and facilities including larger private clubs and land based transport services.
- Buying and renting land or property.
- Functions of public bodies, for example the issuing of licences.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a personal assistant or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website.

The definition of 'disability' under the Equality Act 2010 and Special Educational Needs and Disability Act 2001

In the Acts, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
- Mental health problems;
- Chronic illness (e.g. Asthma, epilepsy, diabetes);
- Medical conditions which may cause pain or other symptoms which affect your learning (e.g. Side effects of treatment, poor attention, poor concentration);
- Asperger's syndrome/autism spectrum disorder;
- Specific learning difficulties (e.g. Dyslexia, dyspraxia);
- Any other condition which has a significant effect on your ability to study.

For the purposes of the Equality Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping, but not work related items.

People who have had a disability in the past, that meets this definition, are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Acts from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Where to get more guidance on the definition of disability

The Government has published statutory guidance, to assist adjudicating bodies like courts and tribunals in deciding whether a person is a disabled person. This guidance is called "Guidance on matters to be taken into account in determining questions relating to the definition of disability".

Both the Equality Act 2010 and the Public Sector (Disability) equality continue to apply to this policy and aim

The Equality Act 2010 aims to end the discrimination that many disabled people face, it provides rights to:

- Employment
- Education
- Access to goods, facilities and services
- Buying or renting land or property, including making it easier for disabled people to rent property and for tenants to make disability-related adaptations

The Equality Act is designed to stop discrimination of people with disabilities, but not to elevate them to a more privileged position than others within the group or community. The introduction of adjustments may need to be larger and have a greater cost, but will only result in aiding people with a disability carrying out day to day activities to the same levels as others.

It was published for the purposes of the Disability Discrimination Act, but continues to apply under the Equality Act 2010, where appropriate. New guidance was published in Spring 2011. As part of their duties under the DDA (Disability Discrimination Act) schools are required to publish a Disability Access Policy, this information is included in this document rather than as a separate policy. As a school we recognise that due to disability a pupil may require additional support in order to achieve their potential. The School will make any possible reasonable adjustment to meet the needs of such a pupil.

Admission to the School

The School admits children between the ages of 3-11 (nursery in school). Wherever possible, disability will not prevent a child from being accepted at the School. The School will assess any special arrangements necessary for a disabled pupil on a case by case basis and, provided that such arrangements can be made without causing undue disruption to the normal operation of the School or significant additional cost, the disability will not prevent admission.

In determining what is reasonable the School will have regard to:

- The financial resources available to the School;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided by provision paid for outside the School's resources;
- Health & Safety requirements;
- The interests of other pupils.

Parents or guardians of children with disabilities or additional needs are expected to notify the School of them at the point of registration. If these are not known at the time, the School should be notified as soon as they are recognised. Prior to any visit, parents may be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies. Early notification is of great value, as it will enable the School to liaise with parents and/or existing schools to establish what reasonable adjustments can be made.

As part of the Admissions' process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the School may advise additional assessments for further clarification. If after consultation, the School decides that it cannot discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), we will be unable to offer a place. If the School is satisfied that with reasonable adjustments the prospective pupil can participate in the School, then, subject to availability, a place will be offered.

Physical Access

The age and design of our School building restricts its suitability for some pupils. However, in line with its duty of care the School will make reasonable adjustments to meet the needs of those people, pupils and staff, who require help in undertaking their daily work within the School. Consideration will be given as to whether the School can reasonably provide the pupil with access to a broad and balanced curriculum appropriate to her needs.

Physical Access Arrangements for Pupils with Temporary Impairment

When a pupil encounters a temporary difficulty in accessing his/her education e.g. due to an injury the School will make any reasonable adjustments, e.g. room reallocation, to enable his/her to continue his/her education with as little disruption as possible.

Care of Pupils with Disability

We recognise that pupils with a disability face additional challenges in a variety of areas of school life. All staff aim to support such pupils through a positive and encouraging attitude. Every effort will be made to ensure that a pupil with a disability participates as fully as possible in all aspects of school life including off-site and extracurricular activities. Where the School has knowledge of the child's disability, reasonable adjustments to learning situations, i.e. how we communicate with children through different learning and teaching styles and the differentiated curriculum, will be made.

The SENDCO plays a role in ensuring that all staff have relevant information on how to meet the pupil's needs e.g. procedures to be followed in the case of a pupil's epileptic seizure or an asthma attack.

Employees

As part of the Trust application form completion potential staff are asked to advise of any disabilities.. The School adheres to the Safer Recruitment guidelines. The School keeps a record of staff who have declared a disability. The decision whether or not to disclose a disability lies firstly with the person themselves. The School will not treat any staff or potential member of staff less favourably due to a disability. The School aims to promote an ethos where the benefit of informing the School of a disability is favourable for all. If a person wishes to maintain confidentiality then the School will endeavour to ensure that reasonable adjustments are made.

Monitoring effectiveness

The School is committed to developing positive attitudes towards disabled people and it is delivered within the SMSC (spiritual, moral, social and cultural) curriculum. In certain situations the School acknowledges that a specific disability and the effects of that will need to be made explicit to groups of children. The School will maintain confidentiality within the class community and ascertain parental consent before sharing any information with the child's peers.

Data

Any data held in school regarding pupils in line with this policy are retained in line with the School's Privacy Policy.

APPENDIX 1

DISABLED ACCESS: Field Lane J I & N School

1.0 Approach, routes and street furniture

Questions	YES	NO	N/A	Comments
001 Building within a convenient distance of public highways?	√			
002 Building within a convenient walking distance of public transport?	√			
003 Building within convenient walking distance of car parking?	√			
004 Routes free of kerbs?	√			
005 Wide enough?	√			
006 Surface even and slip-resistant?	√			
007 Aural, tactile and visual clues?	√			
008 Sufficient landmarks to aid orientation?	√			
009 Routes clearly signed?	√			
010 Adequately lit?	√			
011 Free of hazards such as bollards, litter bins?	√			
012 Free of hazardous building features such as outward -opening doors, windows or overhangs?	√			
013 Adequate seating provided along routes?			√	

2.0 Car Parking: Staff only

Questions	YES	NO	N/A	Comments
014 Is there the recommended number of accessible bays?	√			
015 Accessible bays clearly signposted from the car park entrance?	√			
016 Identified as provision for disabled drivers or passengers only?	√			
017 Close enough to facilities the car park serves?	√			
018 Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair parked alongside?	√			Yes within the The Fields Community Centre area. Not within the staff area.
019 Space for tail loading?	√			
020 Routes from parking area to building accessible, with dropped kerbs and appropriate tactile warnings?	√			
021 Car park surface smooth, even and free from loose stones?	√			
022 Is the car park adequately lit?	√			

3.0 External Ramps: Main entrance only, to the School reception for members of the public's use

Questions	YES	NO	N/A	Comments
023 Ramp accompanied by steps for ambulant disabled people?	√			
024 Wide enough and suitably graded?	√			
025 Suitable handrails on each side?	√			
026 Surface slip-resistant when wet, firmly fixed and easy to maintain?	√			
027 Edges protected to prevent accidents?	√			
028 Landings big enough and provided to suit maximum recommended length between landings?	√			

4.0 External Steps Main entrance only, to the school reception for members of the public's use

Questions	YES	NO	N/A	Comments
029 Visual and tactile warnings at top and bottom of steps?	√			
030 Tactile warnings to DTLR recommendations at top and bottom of steps?	√			
031 Suitable handrails on each side?	√			
032 Lighting adequate and well positioned?	√			
033 Treads long enough and all of the same length?	√			
034 Risers shallow enough, all of the same height, and unlikely to trip users?	√			
035 Nosing readily identifiable?	√			
036 Landings big enough and provided to suit maximum recommended rise between landings in a long flight?	√			
037 Ramp provided parallel with steps?	√			
038 If a permanent ramp cannot be constructed, is a portable ramp, platform lift or stair lift provided?			√	

5.0 Entrances: Main entrance: to the School reception area

Questions		YES	NO	N/A	Comments
039	Main entrance easy to find and clearly distinguishable and facade?	√			
040	Door opening wide enough for wheelchair users?	√			
041	Level or flush threshold?	√			
042	Can people on each side of the door, either standing or seated, see each other and be seen?	√			
043	Adequate space available alongside the leading edge for a wheelchair user to open the door while clear of door swing?	√			
044	Door control at a suitable height for both standing and seated users, clearly located and easy to use?	√			
045	Door handles clearly distinguishable from the door itself?			√	
046	Door handles easy to reach, grip and operate?			√	
047	Door closer of appropriate type and with minimum necessary closing pressure?	√			

5.1 Entrances: Main entrance: to the School reception only

Questions		YES	NO	N/A	Comments
048	Entry phones and security systems detailed to allow use by people with sensory or mobility impairments?	√			
049	Glazed entrance door: markings for safety and visibility?	√			
050	Automatically operated door: remains open long enough for a slow – moving person to pass through?	√			
051	Automatically operated door: both visual and tactile information and warnings?	√			
052	Revolving door: supplemented by a non-revolving door in regular use?			√	
053	Weather mat firm texture and flush to floor?	√			

Please note: There are a number of other entrances/exits that are used by staff, parents and pupils. These would require changing, to meet the requirements of the legislation, if or when, anyone with an impairment became a building user

6.0 Reception areas and lobbies: main entrance only

Questions		YES	NO	N/A	Comments
054	Clear view from outside?	√			
055	Transitional lighting?	√			
056	Lobby: inner door meets the same criteria as entrance door?	√			
057	Lobby: big enough to allow wheelchair users to move clear of the first door before negotiating the second?	√			
058	Signs designed and located to convey information to visitors with sight impairments and wheelchair users with lower eye levels?		√		
059	Reception desk/counter/checkout suitable for approach and use from both sides by people either standing or seated?	√			
060	Induction loop fitted and advertised?		√		
061	Telephone provided?	√			
062	Waiting area: seating designed for ease of use?	√			
063	Waiting area: space for wheelchair users?	√			
064	Information given about how to reach other parts of the building by appropriate signs and by tactile information?		√		
065	Surfaces suitable?	√			

7.0 Corridors

Questions		YES	NO	N/A	Comments
066	Corridor wide enough for a wheelchair user to manoeuvre and for other people to pass?	√			
067	Free from obstruction to wheelchair users and from hazards to people with impaired sight?	√			
068	Turning space for wheelchair users (minimum 1500 mm diameter)?	√			
069	Internal lobbies: space for wheelchair users to clear one door before approaching second?	√			
070	Natural and artificial lighting avoid glare and silhouettes?	√			
071	Floor surfaces suitable?	√			

8.0 Internal doors

Questions		YES	NO	N/A	Comments
072	Is the door absolutely necessary for safety or functional reasons?	√			
073	Distinguishable from surroundings?	√			
074	Glass door: clearly visible when closed?		√		
075	Can people on each side of the door, either standing or seated in a wheelchair, see each other and be seen?	√			
076	Clear opening width sufficient for a wheelchair user?	√			
077	Door control at a height suitable for both standing and seated users, clearly located on its swing?	√			
078	Adequate space alongside the leading edge for a wheelchair or someone with limited mobility to reach the door handle while clear of its swing?	√			
079	Door hand clearly distinguishable from the door itself?	√			
080	Door handles easily to reach, grip and operate?	√			
081	Door light enough to open easily?	√			
082	Door closers of an appropriate type and with minimum necessary opening pressure?	√			

9.0 Internal ramps – not applicable

10.0 Internal stairs: leading to non teaching space – not applicable

11.0 Passenger lifts – not applicable

12.0 Platform lifts/Wheelchairs/seated stair lifts – not applicable

13.0 WCs: General provision pupils', visitors and staff

Questions		YES	NO	N/A	Comments
118	Is there WC provision for people with disabilities?	√			In The Fields Community Centre
119	Lobby of sufficient size for easy access?	√			
120	Lobby doors easy to use?	√			
121	Slip-resistant floors when wet throughout?	√			
122	Fittings all easily distinguishable from background?	√			
123	Compartment door controls all easily gripped and operated?	√			
124	Sufficient space for ambulant disabled people to manoeuvre?	√			
125	Can ambulant disabled people raise and lower themselves in standard cubicles?	√			
126	Is their travel distance to a suitable WC no greater than that for able bodied people?	√			
127	Provision for wheelchair users?	√			

14.0 WCs: Wheelchair Users - Access

Questions		YES	NO	N/A	Comments
<i>Part M building regulations is an approved document which provides information about the ease of access to, and use of, buildings, including facilities for disabled visitors or occupants, and the ability to move through a building easily.</i>					
128	Part M and peninsular layouts: - WC provisions for wheelchair users in unisex facility or approached directly from circulation area (or through lobby only)?	√			
129	Part M and peninsular layout: - WC provision for wheelchair users within general toilet facilities?	√			
130	Part M and peninsular layouts: - WC approachable by a wheelchair user – i.e. free of steps, corridor obstruction, narrow doors etc?	√			

131	Part M and peninsular layouts: - Location clearly signed?	√			
132	Part M and peninsular layout: - Travel distance no greater than that required of an able-bodied person?	√			
133	Part M and peninsular layouts: - Any lobby of sufficient size for easy access?	√			
134	Part M and peninsular layouts: - Sufficient space available outside toilet compartment for manoeuvre and door opening?	√			
135	Part M and peninsular layouts: - Door controls, lock and light switch easily reached and operated (including lobby if present)?	√			

14.1 WCs: Wheelchair Users - use

Questions		YES	NO	NA	Comments
136	Part M and peninsular layouts: - Slip resistant floor when wet throughout?	√			
137	Part M and peninsular Layout Only – Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	√			
138	Part M Layout Only – if more than one Part M layout provided, are the layouts handed (a left sided approach and a right sided approach)?	√			
139	Part M Layout Only – Hand washing and drying facilities within easy reach of someone seated on WC?	√			
140	Peninsular layout only – Compartment large enough to allow manoeuvring into position for frontal, lateral (from both sides), angled and backward transfer unassisted and with assistance?	√			
141	Peninsular layout only – Hand washing and drying facilities approachable by and within easy reach of someone seated in a wheelchair?	√			
142	Part M and peninsular layouts: - Fittings arranged to facilitate easy manoeuvre and use?	√			

143	Part M and peninsular layouts: - Fittings clearly distinguishable from walls and floor?	√			
144	Part M and peninsular layouts: - Tap appropriate for use by a person with limited dexterity, grip or strength?	√			
145	Part M and peninsular layouts: - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring?	√			
146	Part M and peninsular layouts: - Manoeuvring area free from obstruction such as boxed in pipework for radiators?	√			
147	Part M and peninsular layouts: - Emergency alarm fitted?	√			
148	Part M and peninsular layouts: - Emergency alarm pull cord easily reached from floor level?	√			
149	Part M and peninsular layouts: - Emergency access from outside?	√			

14.2 Shower & Changing Facilities: Wheelchair Users – not applicable

15.0 Internal surfaces: all areas

Questions		YES	NO	N/A	Comments
163	Floor surfaces suitable for passage of wheelchairs?	√			
164	Junctions between floor surfaces are correctly detailed?			√	
165	Floor and wall surfaces free of confusing glare and reflection?	√			
166	Colours, tones and textures varied to help people distinguish between surfaces and fittings/fixtures etc?	√			
167	Texture surfaces to aid orientation in people with impaired sight?			√	
168	Floor surfaces slip-resistant (when wet if applicable)?	√			
169	Bright, boldly patterned floor avoided?	√			
170	Busy or distracting wall coverings avoided?	√			

16.0 Facilities

Questions		YES	NO	N/A	Comments
171	Counters and services desks – Provision on both sides for wheelchairs users?	√			
172	Counters and service desks – Induction loops fitted at counters with glazed screens or where there is background noise?		√		
173	Counters and service desks – Counters designed and positioned to avoid reflections or silhouetting?			√	
174	Seating – Seats provided at intervals along long internal routes or where waiting likely?	√			
175	Seating – Seats stable, with armrests and provided in a range of heights?	√			
176	Seating – In waiting areas: space for a wheelchair user to pull up alongside a seated companion?	√			
177	Calling forward systems suitable for people with impaired hearing and/or sight?		√		
178	Interview rooms/cubicles – at least one suitable for wheelchair users (min 1500 mm diameter turning circle clear of furniture and door swing)?	√			
179	Induction loops in interview rooms/cubicles		√		

17.0 Facilities

Questions		YES	NO	N/A	Comments
180	Telephones – Fixed at a height that allows easy use by wheelchair users?	√			
181	Telephones – Is there a text phone?		√		
182	Controls – Colour and tonal contrast helps distinguish controls from background?	√			
183	Controls – At a suitable height for both seated and standing users?	√			
184	Are shelving and displays etc provided at a range of heights to suit all users?	√			

18.0 Wayfinding

Questions		YES	NO	N/A	Comments
185	Overall layout of building reasonably clear and logical?	√			
186	Visual clues to help orientation?	√			
187	Signs in a logical position?	√			
188	Direction or information signs clearly visible from both standing and seated position?	√			
189	Easily identifiable against their background?	√			
190	Easy to read?	√			
191	Tactile signs for use by people with sight impairment?		√		
192	Information also given in tactile form (such as maps and models)?		√		
193	Where a building uses textured surfaces to convey information to people with sight impairments is there a clear key at a central information point?			√	

19.0 Lighting

Questions		YES	NO	N/A	Comments
194	Lighting designed to meet a wide range of users' needs?	√			
195	Level of lighting sufficient for intended use?	√			
196	Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	√			
197	Can occupiers control lighting?	√			
198	Workspace: Is lighting controllable and adjustable to meet the needs of the individual and the task they are working on?	√			
199	Automatically activated booster lighting for dim conditions?	√			
200	Fluorescent lighting installed only where it is unlikely to cause inconvenience to people with hearing impairments using induction loop systems?			√	

20.0 Acoustics

Questions		YES	NO	N/A	Comments
201	Acoustic environment suitable for intended use?	√			
202	Quiet and noisy areas separated by a buffer zone?	√			
203	Environment free of avoidable obtrusive noise (e.g. from heating units)?	√			
204	Good balance of hard and soft surfaces?	√			
205	Main power supply cables routed away from public spaces to avoid interference to hearing aid users?	√			
206	Induction loops fitted and advertised wherever information given or meeting held?		√		
207	If security needs preclude the use of an induction loop, is an infrared system available?		√		

21.0 Means of escape

Questions		YES	NO	N/A	Comments
208	Audible alarm system supplemented by visual system where people are likely to be alone (e.g. in toilets)?	√			
209	Ground-floor exit routes as accessible to all, including wheelchair users, as entrance routes?	√			
210	Vertical escape from upper or lower floors possible using a fire-protected lift with an independent power supply?			√	
211	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuges?	√			Pupils requiring additional support have assigned person to ensure they can evacuate safely
212	Escape stairs as accessible as internal stairs/external steps?	√			

22.0 Building management

Questions		YES	NO	N/A	Comments
213	External routes, including steps and ramps, kept clean, unobstructed and free of surface water, snow and ice?	√			
214	Car parking: designated spaces not used by non-disabled drivers and kept clear of obstructions?	√			
215	Doors-doors closers, door ironmongery maintained?	√			
216	Doors – side-hung doors accompanying revolving doors kept unlocked?			√	
217	Horizontal circulation: space required for wheelchair manoeuvre not obstructed by furniture, deliveries, storage etc?	√			
218	Vertical circulation: lifts, platform lifts and stair lifts checked regularly for proper functioning?			√	
219	WCs for wheelchair users: not used as unofficial storage areas?	√			
220	Items on display, goods for sale, etc arranged at heights to suit all users of the building as far as possible?	√			
221	Please list any complaints received from customers – or would-be customers about access to the premises and to the services provided there (on a separate sheet if necessary).			√	None received

22.1 Building management

Questions		YES	NO	N/A	Comments
222	Surface: cleaning and polishing does not render slip-resistant surfaces slippery?	√			
223	Surfaces: junctions between different flooring materials do not become worn, presenting a tripping hazard?	√			
224	Surfaces: flooring when renewed is replaced like for like?	√			
225	Surfaces: redecoration does not compromise a carefully devised colour scheme?	√			

226	Wayfinding: maps of building interiors updated when use of building changes?	√			
227	Wayfinding: new signs integrate with existing signage?	√			
228	Wayfinding: signs are placed correctly after removal for redecoration?	√			
229	Lighting: window, lamps and blinds kept clean to maximise available light?	√			
230	Lighting: blown light bulbs swiftly replaced?	√			
231	Acoustic: induction loop and infrared systems checked regularly for proper functioning?			√	
232	Acoustic: air conditioning and heating units regularly maintained to minimise noise due to wear?	√			

22.2 Building management

Questions		YES	NO	N/A	Comments
233	Means of escape: exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials?	√			
234	Means of escape: alarm systems, including those in WCs, regularly checked?	√			
235	Means of escape: new staff trained in alarm response procedures?	√			
236	Means of escape: overall escape strategy for visitors who may need assistance?	√			
237	Means of escape: personal egress plan available for each member of staff needing assistance?	√			
238	Means of escape: personal vibratory alarms provided to employees with hearing impairments?			√	
239	Means of escape: both general escape strategy and personal emergency egress plans checked regularly for efficiency and effectiveness?	√			

Access Audit Survey Extraction Rational

1. Following on from the site specific access audit, all areas of non compliance have been noted with a ✓ in the column marked No.
2. The areas of non compliance have then been measured against the relevant targets i.e. BVPI 156, approved document “M” of the Building Regulations 2004 etc and recorded Yes if that target is met, or No if the item is non compliant.
3. Areas of non compliance identified have not had an estimate of cost provided to undertake the works, if thought appropriate an alternative suggestion is made to meet the required target.
4. The extractions have been separated into two areas, one being related to short falls to the building and facilities that are deemed public. The other deemed private, staff and pupil areas only. The first is proactive and should be in place now to meet the requirements of the Equality Act. The second is reactive, and these would only require acting upon when either a member of staff/pupil started to attend the school or developed an impairment.
5. When any construction work is undertaken then this should also reflect comments made in the report, no work should be carried out that falls short of the legislation currently at the time.