



ACCESSIBILITY PLAN

April 2025

Styal Primary School Accessibility Plan

Styal Primary school is committed to providing a fully accessible school environment which includes all pupils, staff, parents and visitors regardless of their physical, sensory, education, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion across the school.

Under the Equality Act 2010 the school recognises the need to;

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan

This plan identifies how the school meets the needs of our pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’ (SEND code of Practice 2014)

‘Many children and young people who have SEND may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Accessibility Plan

As providers, we must make reasonable adjustments to procedures, criteria and practices and by providing, where possible, additional aids and services. We must also make reasonable adjustments or physical alterations. The action plans below identifies 3 key areas to allow for increasing accessibility for pupils with SEND.

The 3 areas considered in this plan are:

1 Improving Education and Related Activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

2 Improving the Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, displays, more accessible facilities, adaptations to furniture and fittings.

3 Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Improving Education and Related Activities

Our aims are to;

- Obtain information on new intakes of children to help us plan for their time at Styal. This may include liaison with Local Authority (LA) SEN teams and external service and agencies regarding individual needs and use of specialist teachers to support learning and to give pastoral and inclusion support.
- Create a culture of understanding and tolerance so that all children, regardless of need, are accepted as part of our school community.
- Deploy our Teaching Assistants to meet individual pupil needs.
- Use a range of teaching methods and styles: for example appropriate use of language, questioning, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Provide a bank of disability specific, specialist resources, to support individual pupil needs.
- Set clear learning intentions which are appropriately differentiated for individual pupils.
- Ensure that parents/pupils are included in the target setting process.
- Use 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Ensure that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Take full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils and develop extra- curricular activities which are open and accessible to all.
- Keep staff skills up to date eg, Team Teach, ASD training, Speech and Language.

Improving the Physical environment

Our physical environment access aims are detailed in the plans below.

APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	/		
A02. Is the building within convenient distance of public transport?		/	No bus routes. Train station is 15-minute walk.
A03. Is the building within convenient distance of car parking?		/	5-minute walk to Quarry Bank Mill with free parking. Access to accessible parking to the rear of the school. To park in this accessible parking, you must have a permit that can be obtained from school..
A04. Is the route clearly marked/found?		/	The school is located in Styal Village. Signposted but is a walk along a cobbled road.
A05. Is the route free of kerbs?	/		Yes. Road is flat but is a cobbled road.
A06. Is the surface smooth and slip resistant?		/	Cobbles or grass on each approach
A07. Is the route wide enough?	/		Single file traffic
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	/		
A09. Is it adequately lit?		/	Cobbles not adequately lit at night. National Trust to improve car park lights
A10. Is it identified by visual, audible and tactile information?		/	Only by visual signs
A11. Is there car parking for people with reduced mobility?		/	The staff car park is accessible for parents and visitors with reduced mobility. A badge is required to be displayed (obtained by the school office) in the vehicle.

A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?		/	Car parking for parents/visitors is not marked out but clear signage is on display. bays. Staff car park bays are clearly marked out with cobbles.
A13. Is the car parking as near the entrance as possible?		/	For those with reduced mobility, the school will provide alternative provision- this is accessed via the car park at the rear of the school.
A14. Is the car parking area suitably surfaced?		/	Staff car park has some loose stone.
A15. Is the route to the building kept free of snow, ice and fallen leaves?		/	During ice and snow the school clear a predetermined path through the premises and display a gritting plan on entrance. See Appendix A. The car park at the rear of the school is not cleared- NT responsibility. However, access to the school can be made via the car park through the Fire Exit of Year 3 and 4 mobile classroom. This access point is cleared and demarcated on the gritting plan which will be displayed in the immediate vicinity. See Appendix A. For individuals who have accessibility needs, a cone will be placed in the nearest space to this entry point when the gritting plan is put in place. The cobbled path from Altrincham Road to school premises is not cleared –NT responsibility.
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)		/	

General notes:

The site is difficult to access if the person is not known to school. The school telephone number is on signs and website for people to call ahead. The cobbles in the area cannot be altered due to being an area of historical significance. Styal Primary School has a High Winds Policy which has been written in conjunction with the National Trust. This policy outlines the safety measures put in place by school and Quarry Bank Mill should wind/gust speeds exceed 40mph and above. (See Appendix A for locations of signage for Styal Primary School relating to both high winds warnings and closure - 7 and 8).

ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	/		If accessed at rear of property from playground-to mobiles and to main building. There is a dip of 3cm at the bottom of the ramps at the fire escape in ½ and ¾
B02. Is it wide enough and suitably graded?	/		
B03. Is the surface slip resistant?	/		
B04. Are there kerbs and are there edges protected to prevent accidents?			NA
B05. Are there handrails to one or both sides? (delete)	/		Handrails on ramp to mobile buildings.
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		/	
B07. Are there (alternative) steps? (delete)			NA
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides? (delete)			
B10. Are ramps and steps adequately lit?		/	Not to mobiles
B11. Are treads and risers consistent in depth and height?			NA
B12. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			NA
B13. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see plan E, sheets 8 and 9			NA

General notes:

ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	/		There is a sign on the wall of the school which directs visitors to the main entrance.
C02. If glass is it visible when closed?		/	The door is solid wood and open during school hours.
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	/		<p>Main door into reception area is 75cm. Has slight lip.</p> <p>The door directly into the reception area has a width of 66cm and a standard wheelchair (at the widest point) is 60cm.</p> <p>To improve access further, one chair has been removed so the door opens fully. A clothes rack holding uniform has also been removed from the reception area to allow a clear walkway.</p>

C04.	Does it have a level or flush threshold, and a recessed matwell? (delete)		/	<p>The door into the reception area has a slight lip.</p> <p>The door into the hall has a 5cm step.</p> <p>However, wheelchair access to the hall can be gained via the rear of the main building.</p> <p>The door to the rear of the building is 85cm with a lip – this would allow access for a wheelchair.</p>
C05.	Is there visibility through the door/way from both sides at standing and seated levels? (delete)		/	

C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door-swing?	/		
C07.	Can the door furniture be used at both standing and seated height? (delete)	/		
C08.	Can it be easily grasped and operated?		/	Front door is pinned open from 7am until 6pm. The 2 nd door into the reception of the main building is very heavy.
C09.	If the door has a closer mechanism does it have:			NA
	(a) delayed closure action?			
	(b) slow-action closer?			
	(c) minimal closure pressure?			
C10.	If the door is power-operated does it have visual and tactile information?		/	
C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		/	There is a high-level intercom into the 2 nd door of reception of the main building. This is due to the safeguarding of children.
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?		/	
C13.	Do lobby layouts enable all users to clear one door before going through the next?	/		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	/		
C15.	Does the lighting installation take account of the needs of visually disabled people?		/	
Are floor surfaces:				

(a) slip-resistant, even when wet?		/	Hall slippery when wet- Yellow Slippery Floor signs used.
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	/		
(c) firm for wheelchair manoeuvre?	/		
C16. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?		/	Floor surfaces have lips.
C17. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		/	Gate from rear (from staff car park) is 85cm wide and so suitable for a standard wheelchair (measured 66cm at its widest point).
C18. Is it fitted with an induction loop?		/	
C19. If public telephone is available (say at reception, is it, and its instructions):			NA
(a) at a height suitable for all users?			
(b) equipped with inductive coupling?			
C20. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		/	Visitors are accompanied at all times for safeguarding purposes.

General notes:

HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

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	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?		/	Listed building. The narrowest door into reception area is 68cm wide.
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	/		

D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	/		
D04.	Is turning space available for w.ch. users?	/		Alternative access routes can be identified.
D05.	Do natural and artificial lighting avoid glare and silhouetting?	/		
D06.	Are there visual clues for orientation?	/		
D07.	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	/		
	(b) avoid light reflection and sound reverberation?	/		
D08.	Do textured surfaces convey useful information for people with impaired vision?		/	
D09.	Are direction or 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?	/		Visitors would be accompanied.
D10.	Are there tactile signs and information for those with impaired vision?		/	Signs to be sourced.

D11.	Is the maintenance of these items checked regularly?	/		
D12.	Is lighting designed to meet a wide range of needs?	/		
D13.	Is sufficient circulation space allowed for wheelchair users?		/	
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	/		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	/		
D16.	Are all areas for assembly/meeting equipped with an induction loop system?		/	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?		/	
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D19.	Are telephones fitted with inductive loop couplers?		/	
D20.	Is a minicom available for use by people with hearing disabilities?		/	

General notes to block:

Children with hearing impairments have a loop with the teacher.

DOORS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

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	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	/		
F02. Can they be readily distinguished?	/		
F03. If glass, are they visible when shut?	/		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		/	
F05. Does the clear opening width permit wheelchair access?	/		
F06. 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?	/		
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	/		
F08. Are door/handles clearly distinguished?	/		
F09. Can the door furniture/handles be easily operated/grasped? (delete)	/		

F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		/	
(b) delay-action closure?		/	
(c) slow-action closure?	/		
(d) minimum closure pressure?		/	
F11. Is door/mechanism function checked regularly?	/		

General notes to block:

All visitors accompanied – This is a Safeguarding requirement

LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	/		There are 2 disabled toilets
G02. Do all lavatory areas have slip-resistant floors?	/		
G03. Are they easy to distinguish by colour contrast from walls?	/		
G04. Are all fittings readily distinguishable from their background?	/		
G05. Are all door fittings/locks easily gripped and operated?	/		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	/		
G07. Is provision made for wheelchair users? If so:	/		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	/		
G09. Is the location clearly signed?	/		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	/		
G11. Are the door fittings/locks and light switches easily reached and operated?	/		
G12. Is there an emergency call system and is someone designated to respond?	/		School Office or internal phone line to all classes. Mobile phone taken to Forest School.
G13. Can the emergency call system be operated from floor level?	/		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer without assistance?	/		
G15. Are the fittings arranged to facilitate these manoeuvres?	/		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	/		Paper towels are not
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	/		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	/		In disabled toilet in the main building

G19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	/		
G20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	/		

General notes:

FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

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	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	/		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			NA
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	/		Children have water bottles
H04. Is it possible for people with disabilities to serve as volunteers?	/		
H05. Are all fittings readily distinguishable from their background?		/	
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		/	Not all but the majority are
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	/		
H08. 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?		/	Not accessible by wheelchair
H09. Are all relevant locations clearly signed?	/		

General notes:

MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

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	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)		/	
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		/	Wheel chair users need to be accompanied
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			NA
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			Risk Assessments / PEEPs are carried out for wheel chair users/mobility impaired and the plan would inform evacuation.
J05. If refuges are available are they equipped with 'carry chairs'?			NA
J06. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	/		
J07. Are all fire warning devices and detectors checked routinely and regularly?	/		

General notes:

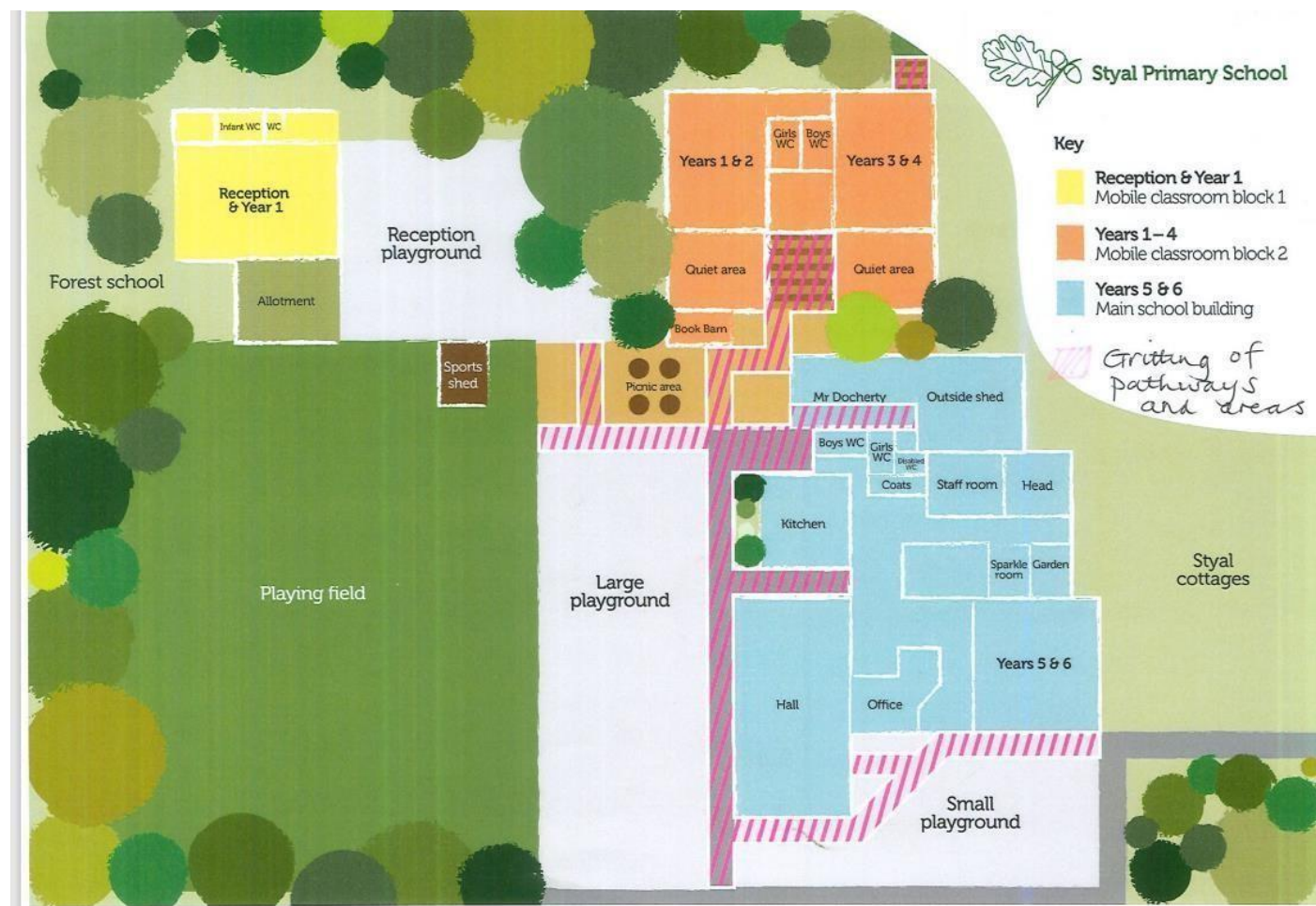
Improving the Provision of information

Visual timetables and information supported by signs/symbols will be used and adapted for targeted pupils.

The use of a Home-School book will be used for targeted children to ensure effective communication. Parents will be guided to the school website where they can access policies and their child's class page for timetables and curriculum details.

Parental/carer meetings for all children on our SEND register and in addition, annual reviews for children with an Educational Health Care Plan (EHCP).

Appendix A- Styal Primary School Gritting Plan



Appendix B- Position of Signage for High Winds Warning

National Trust

<p>Styal Village</p> <p>7) Oak Cottages drive - Omega sign at main entrance from Altrincham Road</p>	
<p>Styal Village</p> <p>8) Concrete bollards on path to Styal School from Altrincham Road</p>	

Position of Signage for Closure

National Trust

<p>Styal Village</p> <p>7) Oak Cottages drive - Omega sign at main entrance from Altrincham Road</p> <p>- Sign on post</p>	
<p>Styal Village</p> <p>8) Concrete bollards on path to Styal School from Altrincham Road</p> <p>- Sign on bollard</p>	

MONITORING AND REVIEW

The school will monitor this policy to ensure that it is operating fairly, consistently and effectively. The policy will also be reviewed in the light of operating experience and/or changes in legislation.

Headteacher: Nicola Gaulton, April 2025

Chair of Governors:

Review Date – April 2028