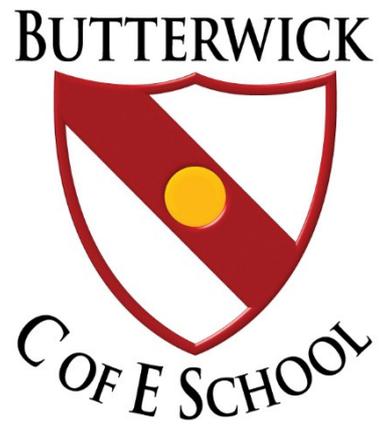


# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## ACCESSIBILITY PLAN 2018-2021

**Date Agreed:** June 2018  
**Date to be Reviewed:** June 2021

# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

## Accessibility Plan 2018-2021

### Introduction Schools' Duties Around Accessibility for Disabled Pupils:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

At Butterwick Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Butterwick Primary School aims to:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
  - with special educational needs
  - with disabilities.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### The Involvement of Disabled Children and Young People, Staff and Parents:

In preparing this Accessibility Plan, disabled people, including pupils, parents and Governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Butterwick Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

### **Increase access to the curriculum for pupils with a disability:**

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Learning Mentor provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services when needed, including:

- Education Psychology Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Lincolnshire Autism, Social Communication and SEND Outreach Service (WTT-Working Together Team)
- Hearing Impaired Children's service
- Specialist Teaching Team

### **Improve and maintain access to the physical environment:**

This element covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Butterwick Primary School.

### **Improve the delivery of information to pupils with a disability:**

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Improvement Plan is reviewed by the Head teacher and in addition will be reviewed three yearly following consultation with the larger school community, the school council and parental questionnaires.

Information on how to view this plan is included in the Disability Equality Scheme and in the school prospectus.

**Action Plan** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives and actions	When	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities e.g. books, film clips used in assemblies and lessons.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p> <p>Staff training on a range of SEND issues, including TA's e.g. dyslexia awareness, Tier 1 and Tier 2 autism training</p>	<p>To continue to ensure the curriculum is differentiated and share good practice across the school.</p> <p>To involve staff, parents and child with external agency support and share information from visiting professionals who advise on SEND issues e.g. STT, WTT, speech and Language.</p> <p>To continue to plan suitable staff training in response to pupils changing needs for both educational needs and medical/physical needs.</p> <p>To continue current good practice and be responsive to the changing pattern of pupil needs within our setting.</p> <p>To maintain good communication between relevant staff and home when a child's required level of support alters.</p> <p>To continue to renew and purchase appropriate aids as required by pupils attending our</p>	<p>-In place &amp; ongoing</p>	<p>Increased access to the curriculum for all pupils.</p> <p>Regular, clear and recorded communications between school and the pupil's home.</p> <p>Improved provision for all learners.</p> <p>Staff training is updated, as required, to help us meet the needs of all learners.</p> <p>Improved awareness and response to medical conditions.</p> <p>Resource that are fit for purpose.</p> <p>Staff who are confident in supporting children with SEND</p> <p>Clear guidance to all staff regarding a pupils needs.</p> <p>Visits that are accessible to all</p> <p>PE curriculum that's is accessible and adapted to meet the needs of all learners</p> <p>Liaison between school, the family and external agencies will be timely and followed up through the review process in school.</p>

	<p>Epilepsy, diabetes, Epipen training</p> <p>Individual training for those who support children 1:1 e.g. moving and handling, Makaton</p> <p>All educational visits to be accessible to all</p> <p>Ensure classroom resources meet the needs of specific children</p> <p>Ensure all staff are aware of disabled children's curriculum access</p> <p>Intimate care policy and permission and personal emergency evacuation plans (peep) are reviewed and adapted, as necessary, on an annual basis, in consultation with parent and child.</p> <p>We have audit checklists in place for the school, these are checked/reviewed annually, or earlier in the case of newly identified issues being identified</p>	<p>setting using SEND budget. If more is required applications for funding will be made.</p> <p>To continue to try and ensure that due consideration is made for all pupils when planning educational visits so that all visits are accessible.</p> <p>To monitor and ensure the PE curriculum is adapted to meet the needs of our pupils.</p> <p>To continue to provide appropriate medical care, intimate care plans, health care plans and peep forms and review these plans in consultation with parents, staff and pupils.</p> <p>Caretaker, with assistance of relevant staff, to continue to undertake the audit checklist review annually</p>	<p>-In place &amp; ongoing</p>	<p>Any identified issues from review of the audit check lists to be actioned in a timely fashion, as required.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school is aware of the access needs of disabled pupils and adults and is</p>	<p>Regular reviews of the provision for pupils with SEND with class teachers, support staff, child, parent/carer and external</p>	<p>-In place &amp; ongoing</p>	<p>Physical accessibility of school increased. Disabled people have access to all parts of the school, main entrances and buildings are fully accessible.</p>

	<p>adapted to the needs of pupils, as required.</p> <p>The layout of the school allows pupils to access all areas.</p> <p>All areas are can be evacuated safely with fire escape routes that are accessible.</p> <p>Hoists available, both portable and fixed.</p> <p>Specialist toilet seating</p> <p>There are clear routes around school for both manual and motorised wheelchairs.</p> <p>We liaise with and always try to respond positively to changes suggested by external agencies such as the sensory team, physio's Occupational therapists etc.</p> <p>This includes but is not limited to:</p> <p>Ramps</p> <p>Corridor width</p> <p>Disabled parking bay</p> <p>Entrance/exit points are accessible to all</p> <p>Disabled toilets and changing facilities</p> <p>Ceiling track hoist</p> <p>Portable hoists</p>	<p>agencies to ensure that pupils access nees are met.</p> <p>Timely alterations and adaptations to the environment where/if needed.</p> <p>Site manager and staff to be risk assess on an ongoing basis and report any issues that they find. These to then be discussed with senior leaders and addressed accordingly.</p> <p>Maintain regular contact with parents/carers. Also listen to and take account of the 'voice of the child.'</p> <p>Involve parents in the devising and monitoring of this plan.</p> <p>Parent's to discuss and agree intimate care plans, individual health care plans and peep forms annually. Earlier, if needed due to a change in circumstances</p> <p>Flexible timings for lunch breaks for disabled pupils to allow access and more time if needed.</p> <p>Ensure that pathways are kept clear at all times.</p> <p>Caretaker, with assistance of relevant staff, to continue to</p>	<p>-In place &amp; ongoing</p>	<p>The school experience enhanced for children with specific special needs.</p> <p>Disabled people can move unhindered along exterior pathways.</p> <p>Pupils to be able to sit alongside their peers for lunch and to have more time if required.</p> <p>Pupils to be able to attend educational school visits away from school.</p> <p>Discussions of potential changes to be shared between all concerned. Views of pupils and parents to be actively sought. Changes shared and agreed at review meetings, or on an 'as required' basis.</p> <p>Any identified issues from review of the audit check lists to be actioned in a timely fashion, as required.</p>
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	<p>Disabled pupils can be evacuated safely</p> <p>Alternative lunchtime arrangements</p> <p>Access around the outside school environment I accessible to all.</p> <p>Dropped curb at the front of school to allow wheelchair access.</p> <p>We liaise with outdoor education providers to ensure trips are as fully accessible as possible for all pupils.</p> <p>Separate 'calming' areas for time out for pupils with emotional and behavioural needs.</p> <p>We have audit checklists in place for the school, these are checked/reviewed annually, or earlier in the case of newly identified issues being identified</p>	<p>undertake the audit checklist review annually</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Phone, email, parent hub, paper and/or electronic copies of report etc.</p> <p>Large print resources, if required</p>	<p>Continue to provide information in clear print that is jargon free and provided in parents preferred format</p> <p>Alternative formats made available, on request</p> <p>Access to translators, where needed.</p>	<p>-In place &amp; ongoing</p> <p>-In place &amp; ongoing</p> <p>-In place &amp; ongoing</p>	<p>Clear communication between home, school and external agencies</p> <p>Information to disabled pupils / parents shared, as appropriate.</p> <p>Written information available in alternative formats e.g. paper copies, translated copies and school website.</p>

	<p>Translated, if required</p> <p>There is internal and external signage around the school site</p> <p>We have an open door policy, helpful staff and we provide information in various formats to meet the needs of parents preferred formats</p> <p>We have audit checklists in place for the school, these are checked/reviewed annually, or earlier in the case of newly identified issues being identified</p>	<p>Documents to be translated, where needed</p> <p>School website to be available in multiple languages</p> <p>All staff to have positive and clear communications with parents</p> <p>Caretaker, with assistance of relevant staff, to continue to undertake the audit checklist review annually</p>	<p>-In place &amp; ongoing</p> <p>-Once the new school website goes live in 2018</p> <p>-In place &amp; ongoing</p> <p>-In place &amp; ongoing</p>	<p>Take-up of information leaflets by parents.</p> <p>Information shared via parent hub app and school website</p> <p>Any identified issues from review of the audit check lists to be actioned in a timely fashion, as required.</p>
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**Appendix-Audit check lists (See below)**

1. VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE
2. LAVATORIES
3. ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS
4. ENTRANCES, INCLUDING RECEPTION
5. MEANS OF ESCAPE
6. INFORMATION
7. FIXTURES AND FITTINGS
8. DOORS
9. HORIZONTAL MOVEMENT AND ASSEMBLY
10. APPROACH and CAR PARKING

### 1. VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

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

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

	Y	N	Notes
1. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)	✓		
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? (delete)	✓		
3. Is any level change clearly lit?			Not applicable
4. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	✓		Yes, for ramps.
5. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			Not applicable
6. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			
7. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	✓		
8. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			
9. Are steps available as an alternative to any ramp or ramped surface?			Not applicable

**General notes to block:**

## 2. LAVATORIES

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

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

	Y	N	Notes
1. Is WC provision made for people with disabilities?	✓		
2. Do all lavatory areas have slip-resistant floors?	✓		
3. Are they easy to distinguish by colour contrast from walls?	✓		
4. Are all fittings readily distinguishable from their background?	✓		
5. Are all door fittings/locks easily gripped and operated?	✓		
6. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
7. Is provision made for wheelchair users? If so:	✓		
8. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	✓		
9. Is the location clearly signed?	✓		
10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
11. Are the door fittings/locks and light switches easily reached and operated?	✓		
12. Is there an emergency call system and is someone designated to respond?		✓	1:1 support ensures that in an emergency someone is always available
13. Can the emergency call system be operated from floor level?		✓	
14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	✓		Ceiling hoist Portable hoist can also be used in the main disabled toilet.
15. Are the fittings arranged to facilitate these manoeuvres?	✓		
16. Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		

18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
19. 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)	✓		
20. 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?			Not applicable

**General notes to block:**

### 3. ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

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

	Y	N	Notes
1. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	✓		
2. Is it wide enough and suitably graded?	✓		
3. Is the surface slip resistant?	✓		
4. Are there kerbs and are their edges protected to prevent accidents?	✓		Rounded curbs, raised curbs are also colour coded to aid visually impaired child.
5. Are there handrails to one or both sides? (delete)	✓		One side
6. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			Not applicable
7. Are there (alternative) steps? (delete)			
8. Identified by visual/tactile information?		✓	Not required so far
9. Are there handrails to one or both sides? (delete)	✓		1 side
10. Are ramps and steps adequately lit?	✓		No steps
11. Are treads and risers consistent in depth and height?			Not applicable
12. Are all nosings marked and/or readily identifiable? (delete)		✓	Not applicable
13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			
14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			

**General notes to block:**

#### 4. ENTRANCES, INCLUDING RECEPTION

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

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

	Y	N	Notes
1. Is the door clearly distinguishable from the facade?	✓		
2. If glass is it visible when closed?	✓		
3. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	✓		
4. Does it have a level or flush threshold, and a recessed matwell?	✓		
5. Is there visibility through the door/way from both sides at standing and seated levels?	✓		
6. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓		
7. Can the door furniture be used at both standing and seated height?	✓		
8. Can it be easily grasped and operated?	✓		
9. If the door has a closer mechanism does it have:			
(a) delayed closure action?	✓		
(b) slow-action closer?	✓	✓	External fire doors must be held as they don't have slow close mechanism
(c) minimal closure pressure?	✓		
10. If the door is power-operated does it have visual and tactile information?			Not applicable
11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		✓	Internal door release switch is out of reach of people in wheelchairs.
12. If there is a lobby, do the inner and outer doors meet the same criteria?		✓	Pupils are closely supervised with their 1:1 staff member always present
13. Do lobby layouts enable all users to clear one door before going through the next?	✓		
14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		✓	

15. Does the lighting installation take account of the needs of visually disabled people?		✓	Audit hasn't suggested changes that need to be made yet
16. Are floor surfaces:			
(a) slip-resistant, even when wet?	✓	✓	Most are (carpet) but hall floor can be slippery if wet. Pupils would be closely supervised
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?		✓	
(c) firm for wheelchair manoeuvre?	✓		
17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
19. Is it fitted with an induction loop?		✓	
20. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	

**General notes to block:**

The 'new' internal door separating the school reception area from inside school has a release button that is out of reach of someone who is in a wheel chair. Staff would need to press release for any parents/visitors that needed help with this.

## 5. MEANS OF ESCAPE

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

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

	Y	N	Notes
1. Is there a visible as well as audible fire alarm system? (delete)	✓		
2. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		✓	Pupils in wheelchairs have their own PEEP forms. These are updated yearly, more often if needed.
4. If refuges are available are they equipped with 'carry chairs'?		✓	We don't have a refuge areas in school. There are multiple exit points if needed.
5. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
6. Is the evacuation strategy checked regularly for its effectiveness?	✓		
7. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓		Regular (termly) health and safety visits by govs. Weekly check by caretaker.
8. Are all fire warning devices and detectors checked routinely and regularly?	✓		

### General notes to block:

## 6. INFORMATION

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

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

	Y	N	Notes
1. Is the building equipped to provide hearing assistance?		✓	
2. Does lighting installation of the building take into account the needs of people with visual disabilities?		✓	
3. Is there a tactile plan or diagram of the building?		✓	
4. Are there large-print versions of information about the building/activities available?		✓	
5. Is there 'braille' information available for people with visual disabilities?		✓	
6. Is there an 'audio' version of information about the building available?		✓	
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?	✓		They are made aware of any particular needs that may impact on a child's inclusion when needed.
8. Are all relevant locations clearly signed?	✓		

### General notes to block:

## 7. FIXTURES AND FITTINGS

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

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

	Y	N	Notes
1. Is any servery/counter accessible to all users, including those with hearing impairments?	✓		Pupils are also well supported and would allow for pupils needs to be met. 1:1 support also aids this.
2. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			Not applicable
3. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?		✓	Not applicable, we don't have vending machines and drinks bottles are provided
4. Is it possible for people with disabilities to serve as volunteers?	✓		Staff would be supportive, if needed
5. Are all fittings readily distinguishable from their background?	✓		
6. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		Yes, but the top shelves of the library may not be reachable by children in wheelchairs. Currently not an issue due 1:1 support in place.
7. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		We adapt when/if needed to include e.g. lower tables, tables that can be raised.
8. 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 applicable
9. Are all relevant locations clearly signed?	✓		

### General notes to block:

## 8. DOORS

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

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

	Y	N	Notes
1. Do the doors serve a functional/safety purpose?	✓		
2. Can they be readily distinguished?	✓		
3. If glass, are they visible when shut?	✓		
4. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		✓	Some doors cannot be seen through from wheelchair height.
5. Does the clear opening width permit wheelchair access?	✓		
6. 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?	✓		
7. Is any door furniture/handle at a height for standing/sitting use? (delete)	✓		
8. Are door/handles clearly distinguished?	✓		
9. Can the door furniture/handles be easily operated/grasped? (delete)	✓		
10. If door closers/mechanisms are fitted do they provide:			
(a) security linkage?	✓		Yes, for fire regs.
(b) delay-action closure?	✓		
(c) slow-action closure?	✓		
(d) minimum closure pressure?	✓		
11. Is door/mechanism function checked regularly?	✓		Door guards weekly, doors daily.

### General notes to block:

Some internal doors are not easily opened/accessible for 1 pupil in a wheelchair but she has full time 1:1 support and pupils are very aware of her needs.

## 9. HORIZONTAL MOVEMENT AND ASSEMBLY

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

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

	Y	N	Notes
1. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		Corridors are wide and allow enough room to pass through even though some areas are used for interventions there is still enough room to pass
3. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		
4. Is turning space available for w.ch. users?	✓		
5. Do natural and artificial lighting avoid glare and silhouetting?	✓		
6. Are there visual clues for orientation?		✓	
7. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
8. Do textured surfaces convey useful information for people with impaired vision?		✓	Last audit in 2017 from sensory support didn't identify a need currently for 1 pupil with a visual impairment. The pupils situation hasn't changed.
9. 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?	✓		
10. Are there tactile signs and information for those with impaired vision?		✓	
11. Is the maintenance of these items checked regularly?	✓		
12. Is lighting designed to meet a wide range of needs?		✓	
13. Is sufficient circulation space allowed for wheelchair users?	✓		

14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		✓	Due to not having significant issues re these disabilities these are not currently catered for within school but should a need arise then school would review immediately to ensure we are compliant
15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
16. Are all areas for assembly/meeting equipped with an induction loop system?		✓	
17. If the use of an induction loop system is precluded is an infra-red system in place?		✓	
18. Is the functioning and operation of the induction loop or infra-red system checked regularly?		✓	
19. Are telephones fitted with inductive loop couplers?		✓	
20. Is a minicom available for use by people with hearing disabilities?		✓	

**General notes to block:**

## APPROACH and CAR PARKING

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

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

	Y	N	Notes
1. Is the building within convenient distance of a public highway?	✓		
2. Is the building within convenient distance of public transport?	✓		
3. Is the building within convenient distance of car parking?	✓		
4. Is the route clearly marked/found?	✓		
5. Is the route free of kerbs?	✓		
6. Is the surface smooth and slip resistant?	✓		
7. Is the route wide enough?	✓		
8. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9. Is it adequately lit?	✓		
10. Is it identified by visual, audible and tactile information?		✓	
11. Is there car parking for people with reduced mobility?	✓		Yes, but needs re painting
12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		Drop zones, parking bays marked out
13. Is the car parking as near the entrance as possible?	✓		
14. Is the car parking area suitably surfaced?	✓		Repairs made in 2017
15. Is the route to the building kept free of snow, ice and leaves?	✓		Yes, grit spread and fallen leaves removed, as required
16. Is the route level? (i.e. no gradient steeper than 1:20, no steps)	✓		

### General notes to block:

Reviewed/completed with Paul Atkinson, he will re-paint the disabled parking bay.

