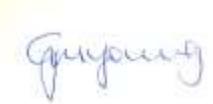




Houghton Primary School  
*Working hard to achieve our best*

Accessibility Plan

Date reviewed and adopted:	04.09.2021
Signed: Headteacher	
Date of next review:	Autumn 2024 (or sooner as necessary)



### Purpose of the Plan

The purpose of this plan is to show how Houghton Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Houghton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with the school community and will advise other school planning documents.

This Accessibility Plan sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School mission and values
- Curriculum policy
- Equality Policy and Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Asset Management Plan
- School Prospectus

### Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

### Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Houghton Primary School will address the priorities identified in the plan.

September 2021

The plan is valid for 3 years, but it will be reviewed annually.

**Section 2: Aims and objectives**

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Aims	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Review Dated
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• SENDCo is experienced and qualified. The leadership of SEND education is good.</li> <li>• Staff training is planned according to needs of children on SEND register. This includes specialised training where necessary e.g. Makaton, physical handling, intimate care, etc.</li> <li>• Performance management also informs training plan.</li> <li>• School builds and maintains good relationships with parents of children with SEND. Parents are included in the process of Assess, Plan, Do, Review through their involvement in creating Pupil Individual Plans (PIPs) for their child.</li> <li>• Staff are given dedicated time to review progress of targets on PIPs.</li> <li>• SENDCo provides support and advice for staff.</li> <li>• School builds and maintains good professional relationship with outside professionals.</li> </ul>	<p><b>In order to increase access to the curriculum for pupils with disability we will build on our strengths and develop training, communication and resources.</b></p> <p><b><u>TRAINING</u></b> <b>Long term</b></p> <ul style="list-style-type: none"> <li>• To ensure that training continues to be prioritised, reflecting the changing needs of children with complex needs.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• To ensure that ALL staff access key areas of specialised training e.g.</li> </ul>	<p><b>We will take the following actions to strengthen our practice and develop training, communication and resources;</b></p> <p><b><u>TRAINING</u></b> <b>Long term:</b></p> <ul style="list-style-type: none"> <li>• Develop professional development policy and practice relating to SEND</li> </ul> <p><b>Medium term;</b></p> <ul style="list-style-type: none"> <li>• Develop provision mapping for SEND children to include professional development programme</li> </ul>	<p>SENDCO/ HEAD- TEACHER</p> <p>SENDCO</p>	<p>January 2022</p> <p>January 2022</p>	

Aims	<p><b>Current good practice</b>  <i>Include established practice and practice under development</i></p>	<p><b>Objectives</b>  <i>State short, medium and long-term objectives</i></p>	<p><b>Actions to be taken</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Review Dated</b></p>
	<ul style="list-style-type: none"> <li>• School works hard to ensure that record keeping is up to date and deadlines are met.</li> <li>• School ensures referral processes are followed.</li> <li>• School is proactive in seeking advice/support/guidance from external professionals whenever necessary and has established good links to facilitate this.</li> <li>• School ensures a ‘team around the child’ approach which is strengthened through half termly meetings (ITAC meetings).</li> <li>• Pupils with Education, Health, Care Plans are included in the process thorough a ‘one page profile’. They are invited to review meetings and supported in being able to share their views.</li> <li>• Support staff are experienced, knowledgeable and well trained.</li> <li>• Staff work hard to ensure that all SEND children can access curriculum and extra-curricular activities, trips and visits.</li> <li>• Home learning is adapted as necessary for SEND children.</li> <li>• All children are given equal access to assessment processes.</li> </ul> <p>Parents of children with SEND feel that;</p> <ul style="list-style-type: none"> <li>• they are listened to, supported and included;</li> <li>• communication is good.</li> <li>• their children are well supported;</li> <li>• there is an individualised approach;</li> </ul>	<p>Makaton, in order that children with communication needs are not isolated.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• To share expertise, knowledge, skills and understanding between current staff, building on good practice and further developing culture of staff to staff support.</li> </ul> <p><b>COMMUNICATION</b></p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• To ensure good communication continues to be developed with parents of children with SEND (recognising individual needs of parents).</li> </ul>	<ul style="list-style-type: none"> <li>• Link provision mapping with performance management targets for support staff working with children with specific needs (including whole staff if necessary)</li> </ul> <p><b>Short term;</b></p> <ul style="list-style-type: none"> <li>• Re-establish fortnightly support staff meetings and/or ‘drop in meetings’ for peer-to-peer support and sharing of expertise.</li> <li>• Arrange paired working/mentoring between support staff.</li> </ul> <p><b>COMMUNICATION</b></p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Develop communication guidance document outlining good practise expected in our school.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Develop an SEND information pack for parents with key</li> </ul>	<p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p> <p>HEAD-TEACHER</p> <p>SENDCO</p>	<p>January 2022</p> <p>Spring 2022</p> <p>Spring 2022</p>	

Aims	<p><b>Current good practice</b>  <i>Include established practice and practice under development</i></p>	<p><b>Objectives</b>  <i>State short, medium and long-term objectives</i></p>	<p><b>Actions to be taken</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Review Dated</b></p>
	<ul style="list-style-type: none"> <li>the Pupil Individual Plans are detailed and effective;</li> <li>resources are provided which help their children to access the curriculum;</li> <li>outside services are supportive</li> <li>their children are well prepared for change, including trips/visits;</li> <li>technology enables access to the curriculum e.g. individual laptops or tablets</li> <li>the curriculum is adapted as necessary for each child to help them make progress;</li> </ul>	<p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>To improve initial information for parents with SEND children.</li> </ul> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>To further support parents in their preparation for and engagement in meetings.</li> <li>To ensure parents are given information relating to their child in advance e.g. to prepare for trips etc.</li> </ul>	<p>information, contacts, guidance which can be added to according to need.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Provide parents with information for PIPs in advance of review meetings;</li> <li>Create a standardised communication log (home/school) for use with parents of SEND children.</li> </ul>	<p>SENDCO</p> <p>SENDCO</p>		
		<p><b><u>RESOURCES</u></b>  <b>Resources include time, people and items.</b></p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>To ensure that the resources for children with SEND which secure good provision, learning and progress are embedded in all</li> </ul>	<p><b><u>RESOURCES</u></b></p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Develop annual action plan for SEND as part of school development planning process</li> </ul>	<p>HEAD-TEACHER AND SENDCO</p>	<p>2022-23</p>	





<p><b>Aims</b></p>	<p><b>Current good practice</b> <i>Include established practice and practice under development</i></p>	<p><b>Objectives</b> <i>State short, medium and long-term objectives</i></p>	<p><b>Actions to be taken</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Review Dated</b></p>
	<ul style="list-style-type: none"> <li>• There are staff on site who are trained to support people with physical and sensory disabilities.</li> <li>• There is a clear escape plan for all users of the building including those with disability in case of fire or other emergency evacuation.</li> <li>• Adaptations to physical environment have been made for pupils with visual impairment that have met LA standard for provision.</li> </ul>					
<p>Improve the delivery of written information to disabled pupils</p>	<ul style="list-style-type: none"> <li>• Every child with a disability has a Pupil Individual Plan (PIP) which provides specific information about their disability together with a plan to support them including the resources needed to help them to have access to the curriculum.</li> <li>• PIPs are reviewed with parents at least once a term. Adjustments are made as necessary to ensure progress and support.</li> <li>• Children with Education, Health, Care Plans are included in the review process through a one page profile which seeks their views.</li> <li>• The SENDCo and staff team work closely with parents of children with disabilities.</li> <li>• The SENDCo and staff team work closely with external services, following guidance and advice about how to support children with disabilities.</li> </ul>	<p>To improve signage for visually impaired children.</p>	<p>Use widget symbols to create door signs</p>	<p>SENDCO</p>	<p>By end of Summer 2022</p>	

<p><b>Aims</b></p>	<p><b>Current good practice</b> <i>Include established practice and practice under development</i></p>	<p><b>Objectives</b> <i>State short, medium and long-term objectives</i></p>	<p><b>Actions to be taken</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Review Dated</b></p>
	<ul style="list-style-type: none"> <li>• This practice enables a highly individualised approach in order to meet differing and complex needs.</li> <li>• Staff receive training specific to each disabled child’s needs.</li> <li>• Children with visual impairment are supported within an EHC Plan and all advice from the LA Visual Impairment team is followed. This includes providing enlarged texts and working with technology e.g. visualisers, i-pads etc. Staff working with the children have all had training.</li> </ul>					

## Section 3: Access Audits

Date of Audit: 01 March 2017

<b>A - APPROACH and CAR PARKING</b> 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.			
	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	X		
A02. Is the building within convenient distance of public transport?	X		
A03. Is the building within convenient distance of car parking?	X		
A04. Is the route clearly marked/found?	X		
A05. Is the route free of kerbs?	X		
A06. Is the surface smooth and slip resistant?	X		
A07. Is the route wide enough?	X		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
A09. Is it adequately lit?	X		
A10. Is it identified by visual, audible and tactile information?		X	Needs to be improved
A11. Is there car parking for people with reduced mobility?	X		However main gate is not automatic and would be difficult for people with reduced mobility to operate
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		Disabled parking space
A13. Is the car parking as near the entrance as possible?	X		
A14. Is the car parking area suitably surfaced?	X		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	X		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		

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

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b> 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.			
	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	X		
B02. Is it wide enough and suitably graded?	X		

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

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.			
	Y	N	Notes
B03. Is the surface slip resistant?	X		
B04. Are there kerbs and are there edges protected to prevent accidents?	X		
B05. Are there handrails to one or both sides? (delete)	X		
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		X	N/A Permanent ramps in place
B07. Are there (alternative) steps? (delete)	X		
B08. Identified by visual/tactile information?		X	Needs to be improved
B09. Are there handrails to one or both sides? (delete)		X	
B10. Are ramps and steps adequately lit?	X		
B11. Are treads and risers consistent in depth and height?	X		
Are all nosings (a rounded edge of a step or moulding) B12. marked and/or readily identifiable? (delete)			N/A
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A
B14. 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			N/A

<b>C – ENTRANCES, INCLUDING RECEPTION</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
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.			
	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	X		
C02. If glass is it visible when closed?	X		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	X		
C04. Does it have a level or flush threshold, <del>and a recessed matwell?</del> (delete)	X		
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	X		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
C07. Can the door furniture be used at both standing <del>and seated height?</del> (delete)		X	The door is too heavy to be opened at seated height.

**C – 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
C08. Can it be easily grasped and operated?		X	As above
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?		X	Needs to be improved
(b) slow-action closer?	X		
(c) minimal closure pressure?	X		
C10. If the door is power-operated does it have visual and tactile information?			N/A
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			N/A
C12. If there is a lobby, do the inner and outer doors meet the same criteria?	X		
C13. Do lobby layouts enable all users to clear one door before going through the next?	X		
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		X	Needs to be improved
C15. Does the lighting installation take account of the needs of visually disabled people?	X		
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?	X		
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	X		
(c) firm for wheelchair manoeuvre?	X		
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		Office window is low enough for wheel chair users
C19. Is it fitted with an induction loop?		X	Needs to be improved
C20. If public telephone is available (say at reception, is it, and its instructions):			N/A
(a) at a height suitable for all users?			
(b) equipped with inductive coupling?			
C21. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	Needs to be improved

<b>D – HORIZONTAL MOVEMENT AND ASSEMBLY</b> 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.		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?		X	Tidiness varies depending on time of day and how corridor is being used as a learning space.
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04. Is turning space available for w.ch. users?	X		
D05. Do natural and artificial lighting avoid glare and silhouetting?	X		
D06. Are there visual clues for orientation?		X	Needs to be improved
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	X		
(b) avoid light reflection and sound reverberation?	X		
D08. Do textured surfaces convey useful information for people with impaired vision?		X	No textured surfaces to support people with visual impairment
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?	X		Not suitable for people with impaired vision
D10. Are there tactile signs and information for those with impaired vision?		X	No tactile signs etc
D11. Is the maintenance of these items checked regularly?	X		
D12. Is lighting designed to meet a wide range of needs?	X		
D13. Is sufficient circulation space allowed for wheelchair users?	X		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		X	Depends on time of day and how space is being used for learning.
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		X	Needs to be improved
D17. If the use of an induction loop system is precluded is an infra-red system in place?			N/A
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?		X	Needs to be improved
D20. Is a minicom available for use by people with hearing disabilities?		X	Needs to be considered?

**E – 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
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture finishing? (delete)	X		
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	X		
E03. Is any level change clearly lit?	X		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	X		
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			N/A
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		X	Access from KS1 library to KS1 corridor – step. No ramp but ramp to main building in courtyard.
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	X		
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	X		Handmade moveable ramp available, kept in courtyard.
E09. Are steps available as an alternative to any ramp or ramped surface?	X		
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)			N/A
E11. Platform Lift (delete)			N/A
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			
(b) Is the platform adequate for wheelchair use and manoeuvre.			
(c) In the event of a power failure does the platform return to lower level?			
(d) Is the equipment maintained and its operation checked regularly?			
E12. Stairlift (delete)			N/A
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
(b) Is the platform adequate for wheelchair use and manoeuvre?			
(c) Is approach convenient and safe at all appropriate landings? (delete)			

<p><b>E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE</b></p> <p>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.</p>			
	Y	N	Notes
(d) Does the stairlift have a ‘Soft-Start’ action?			
(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
<b>E13. Lift</b>			N/A
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
(d) Does the lift door open widely enough for wheelchair user access?			
(e) Does door operation allow slow entry and exit?			
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			
(i) Is there audible floor indication?			
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehensior

<p><b>F - DOORS</b></p> <p>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.</p>			
	Y	N	Notes
<b>F01. Do the doors serve a functional/safety purpose? (delete)</b>	X		

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehensior

**F - 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
- Comprehensior

	Y	N	Notes
F02. Can they be readily distinguished?	X		
F03. If glass, are they visible when shut?	X		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	X		Some doors have high windows (between lobby and KS1 library, offices, staff kitchen).
F05. Does the clear opening width permit wheelchair access?	X		
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?	X		
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	X		
F08. Are door/handles clearly distinguished?	X		
F09. Can the door furniture/handles be easily operated/grasped? (delete)	X		Doors are very heavy
F10. If door closers/mechanisims are fitted do they provide the following: (delete)			
(a) security linkage?		X	
(b) delay-action closure?		X	
(c) slow-action closure?	X		
(d) minimum closure pressure?		X	
F11. Is door/mechanism function checked regularly?	X		

General notes:

The main entrance door to the school has been replaced recently, responding to the need to heighten security. The door is very heavy and would not be able to be opened by someone with limited physical ability or in a wheel chair. They would need to be accompanied. Access to the door from the outside is via a locked gate with a buzzer. **The person in the school office opening the gate for a person with physical disability would be able to assist.**

The doors through the school are fire doors and kept closed. They are not easy to manage for wheel chair users and therefore **someone in a wheel chair would need to be accompanied.**

**G - 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
- Comprehensior

	Y	N	Notes
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G01.	Is WC provision made for people with disabilities?	X		
G02.	Do all lavatory areas have slip-resistant floors?	X		
G03.	Are they easy to distinguish by colour contrast from walls?	X		
G04.	Are all fittings readily distinguishable from their background?	X		
G05.	Are all door fittings/locks easily gripped and operated?	X		
G06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		Using the Disabled Toilet facilities
G07.	Is provision made for wheelchair users? If so:	X		
G08.	Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	X		
G09.	Is the location clearly signed?	X		
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11.	Are the door fittings/locks and light switches easily reached and operated?	X		
G12.	Is there an emergency call system and is someone designated to respond?	X		
G13.	Can the emergency call system be operated from floor level?	X		
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	X		
G15.	Are the fittings arranged to facilitate these manoeuvres?	X		
G16.	Are handwashing and drying facilities within reach of someone seated on the WC?	X		
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
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)	X		
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?		X	N/A

**H – 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**
- **Comprehensior**

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	X		

<b>H – FIXTURES AND FITTINGS</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehensior</b></li> </ul>	
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.			
	Y	N	Notes
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	X		N/A - no fixed seating
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	X		Water dispenser in staff room
H04. Is it possible for people with disabilities to serve as volunteers?	X		This would need to be accessed according to needs of individual
H05. Are all fittings readily distinguishable from their background?	X		
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		X	Not all – high shelves in classrooms and staff kitchen/SENDCo space.
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		X	No tables in classrooms high enough to accommodate adult wheelchair users
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?		X	Kitchen units and sink not low level and taps not suitable in staff kitchen.
H09. Are all relevant locations clearly signed?		X	Needs to be improved

<b>I - INFORMATION</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehensior</b></li> </ul>	
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.			
	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?		X	Needs to be improved
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03. Is there a tactile plan or diagram of the building?		X	Needs to be improved
I04. Are there large-print versions of information about the building/activities available?		X	Needs to be improved
I05. Is there 'braille' information available for people with visual disabilities?		X	Needs to be improved

<b>I - INFORMATION</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehensior</b></li> </ul>	
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.			
	Y	N	Notes
I06. Is there an 'audio' version of information about the building available?		X	Needs to be improved
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		
I08. Where a payphone is provided does it have a hearing aid coupler?			N/A
I09. Are all relevant locations clearly signed?		X	

General notes:

There is no specific provision or adaptation for people with hearing or visual impairment.

<b>J – MEANS OF ESCAPE</b>		<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehensior</b></li> </ul>	
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.			
	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)		X	No visual alarm but people trained to evacuate everyone in building
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	There are three ramp exits/entry routes for wheelchair users.
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	X		
J05. If refuges are available are they equipped with 'carry chairs'?			N/A - No refuges
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
J07. Is the evacuation strategy checked regularly for its effectiveness?	X		
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		
J09. Are all fire warning devices and detectors checked routinely and regularly?	X		