# Accessibility Policy

*Like the phoenix we*
*Rise to our challenges*
*Strengthen our Learning and*
*Shine in our community*

| Reviewed | Approved by | Date of next review |
|---|---|---|
| February 2024 | Governing Board<br><br>February 2024 | February 2027 |
| Completed by: Ms Sharon Griffith (Assistant Head and SENCO) | | |

## Vision statement

Our vision is for Wembley Primary School to be a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every child. This vision includes our desire to make our learning environments accessible to all our learners and school community.

Wembley Primary will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. In adherence to schedule 10 of the Equalities Act 2010 (Appendix A) we will review this policy every three years or in response to an individual pupil's needs with reference to this Accessibility plan and the Inclusion and SEN policy.  All improvements will be made in accordance with this plan and in 'reasonable time'.

The purpose of this plan is to show how Wembley Primary School aims to develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors.

The school supports any available partnerships to develop and implement the plan. We have included a range of stake holders in the development of this accessibility plan, including pupil, parents and staff of the school. The school will work in partnership with the local education authority in developing and implementing this plan

## Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The definition of disability according to this Act is:

A person has a disability if—

 (a) The person has a physical or mental impairment, and

 (b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

 (Equality Act 2010 CH1 section 6 http://www.legislation.gov.uk/ukpga/2010/15/section/6)

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Definition of special educational needs.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions

## Our Aims:

- To increase 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.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- To improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

## Documents and policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Inclusion and Special Educational Needs
- SEN information Report
- Equality Information and Objectives
- Staff Handbook
- Health & Safety
- Educational Visits
- Behaviour Policy
- School Prospectus and Mission Statement
- Teaching and Learning

This plan should be read alongside information supplied by the local authority. The School's complaints procedure covers the Accessibility plan.

## 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.

## Reporting and Plan availability

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents. It will also be shared with the school staff.

Wembley Primary School makes the plan available in the following ways:
- A copy is posted on the school's website
- Paper copies are available on request

## Monitoring, Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary.
The Plan will be monitored through the Curriculum and the Resources Committees of the Governors, by the SENCO, site manager and School Bursar and by Ofsted as part of their inspection cycle.
Below is a set of action plans showing how Wembley Primary School will address the priorities identified in the plan.

The plan is valid for three years, covering the period from **January 2024 –January 2027**

# Aim 1:

**To increase access to the curriculum for pupils with a disability**

Wembley Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities (SEND). We will ensure that all staff in the school are able to provide for those pupils with SEND, ensuring that they are able to join in all the activities of the school.

The staff and governors of Wembley Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved.

| Target | Strategies | Timescale/Person | Success Criteria |
|---|---|---|---|
| Ensure all children are able to access the curriculum. | Audit needs within school and ensure that most prominent needs have had and continue to have effective training. Identify training needs at regular meetings including independence and speech and language. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. Review the access to the curriculum for pupils with SEND through ongoing monitoring from SENCO and SEN team, including though planning and book looks. Liaise with external professions e.g. BOAT/Hearing impairment team SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions. Share good practice across the school in order to ensure consistency. Continue to plan suitable whole school staff training on high quality teaching for all and how to ensure this for pupils with SEND. All children with disabilities to have a transition book and child profile when they transfer to the next class. Investigate touch typing programmes such as 'five finger typist'. | SENCO Annually          ICT lead. | All pupils have equal access to a broad and balanced curriculum  Staff confident in ensuring that all pupils can access the curriculum and in supporting pupils with disabilities.  Adapted curriculum provided for children with disabilities, that shows clear progress and uses specific resources to ensure certain pupils can access the curriculum fully.  Continue to be responsive to the needs and pattern of need within our setting  Good communication about pupils with SEND throughout |

| | | | school, using school systems. |
|---|---|---|---|
| Ensure classroom support staff have specific training on disability issues | TAs continue to attend whole school training where appropriate, currently attend full staff training on SEND issues.<br><br>Ensure regular TA training cycle continues to raise expertise and increase knowledge of how to support pupils with particular needs.<br><br>Specialist training for a member of support staff for<br>Speech and Language (Elkan specialist training), British Sign Language, Autism<br>Makaton, Dyslexia. | SENCO<br><br><br><br><br>April 24<br><br>April 25 | Staff confident, competent in supporting pupils with SEND.<br><br>Specialist TAs for particular areas of SEND in place, supporting pupils and staff. |
| Ensure classroom and curriculum resources meet the needs of specific children | Current resource provision takes account of pupils needs.<br><br>To continue to renew and purchase appropriate aids as required by pupils attending our setting, using advice from outside agencies when appropriate.<br><br>If more is required applications for funding will be made.<br><br>Subject Leads to review resourcing for pupils with SEND, with the support of SEND team. | SENCO<br>Subject<br>Leads | Resources that are fit for purpose and allow access for all pupils. |
| All educational visits and trips are accessible to all. | To continue to ensure that due consideration is made for all pupils when planning educational visits.<br><br>Continue risk assessments to ensure that all children including children with physical disabilities can access trips.<br><br>Ensure venues and means of transport are vetted for suitability<br><br>Ensure staff are fully briefed with regards to children with SEND | DH | Educational visits to be accessible to all<br><br>All pupils able to take part in a range of activities |
| Ensure afterschool clubs are accessible to all. | Analyse extended school provision to ensure participation for children with SEND.<br>Questionnaire to parents to ask about take up of clubs and suggestions for their children's interests/talents.<br>To continue to monitor and ensure extra support is given when required so that there is full access for all pupils.<br>Ensure whole school events can be adapted to include all children<br>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school | SENCO<br>Jan 2024<br><br><br><br>Hearing January 2024 and Ongoing . | After school clubs accessible to all who wish to attend.<br>Disabled children feel able to participate equally in out of school activities.<br><br>Reports shows that children with SEND are well represented in clubs. |
| Increase pupil voice of pupils with SEND | Children are given opportunities to share their concerns, their views and their ideas.<br>Adaptations are made as needed<br>Pupil voice of pupils with SEND is part of school monitoring such as peer reviews.<br><br>Where possible, pupils give views on their support and interventions. | Ongoing | Pupils with SEND feel that they are being heard and have a say in the school as well as their own support and provision. |

# Aim 2:

**To improve and maintain access to the physical environment of Wembley Primary school to include physical aids to access education as appropriate.**

Wembley School is an inclusive school and as we continue to improve the facilities and site we aim to carefully consider accessibility issues.

Any individualised provision for pupils will be negotiated when a pupil's specific needs are known or change.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis

| Target | Strategies | Timescale | Success Criteria |
|---|---|---|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | For pupils entering Nursery, sensitively collect information regarding individual needs and create access plans for individual disabled pupils as part of the Disability Access Fund process as required.<br><br>Be aware of staff, governors and parents' access needs and meet as appropriate.<br><br>Gather information regarding parent/carer access needs through application forms and introduction visits/discussions for new pupils | Ongoing SENCO/all staff | For the school to be easily accessible to all its stake holders.<br><br>For those wanting to use the school site to know how to make their needs known to the school.<br><br>Where we are aware of needs they are being met. |
| Layout of school to allow access for all pupils to all areas | Continue to ensure that all pupils can access all areas of the school.<br>School clearly signposted for visitors and pupils.<br>Liaise with external professionals (including hearing impairment service) to advise on physical environment when necessary.<br><br>SLT along with premises staff to walk around the school site to see what it would look like to new parent arriving on site. | Ongoing SENCO | For the school to be accessible for all pupils. For all future development to consider accessibility.<br>Consider needs of disabled pupils, parents/carers or visitors when considering any redevelopment e.g. new library |
| Ensure all disabled pupils can be safely evacuated.<br><br>All fire escape routes are accessible. | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities | September of 2024<br>Ongoing<br>Head<br>Site manager<br>SENCO | Clear evacuation procedure in place.<br>All physically disabled persons can be safely evacuated.<br><br>All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities. |
| Ensure clear, well displayed signage. | Walk around the school to see how it looks to a visitor/new parent or child. | Premises team<br>SLT | The school looks well cared for and smart. |
| Ensure equal access to classroom resources through suitable adaptation. | Meet pupils' needs across the school.<br>To keep up to date with ICT options.<br>Maintain equipment.<br>Consider widening the resources used to all classrooms if needs require. | Ongoing SENCO | Fully inclusive classrooms.<br>Currently there are adaptations suitable to |

| | | | |
|---|---|---|---|
| Hearing support, ICT adaptions etc. | | | |
| To respond appropriately to audits of the school site attached to this plan and prioritise from these unless an individual need takes precedence. | To use audits as a planning tool to assess priorities in spending to improve accessibility.<br>System for improvement in place and responsive to needs.<br><br>Ensure new Library is fully accessible. | Ongoing<br>Head<br>Site manager<br>SENCO | System for improvement in place and responsive to needs. |

# Aim 3

**To improve the delivery of communication and information to disabled pupils and their families.**

Communication between Wembley Primary school, pupils, parents and the wider community is good.  It is met through our open-door policy, helpful office staff, letters, text messages, web site and on-site posters. The information should take account of pupils' disabilities and pupils' and parents' preferred formats. The school will need to identify agencies and sources of such materials to be able to make individualised or specialised provision when required.

| Target | strategies | Person responsible | Date to complete actions by | Success Criteria |
|---|---|---|---|---|
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary.<br><br>Access to translators, sign language interpreters to be considered and offered if possible. | All Staff | Ongoing | Clear communication to all stake holders in school.<br><br>Supported communication We have good and varied communication routes.<br><br>Provide information and letters in clear print in "plain" English.<br><br>School office will support and help parents to access information and complete school forms.<br><br>The school website and all documents accessible via the school website can be accessed by the visually impaired.<br><br>Internet access for parent pay available in school.<br><br>We support parents in accessing information on an individual basis e.g. Support by school staff for parents/Carers in accessing information if translators etc. are not available. The school has a list of languages spoken by members of staff. |
| Large print for visually impaired. | School is aware of services available through the local | All Staff | Ongoing | Accessible print |

| | | | | |
|---|---|---|---|---|
| | authority. When requested or need identified | | | |
| Use of pictorial or symbolic representations in classrooms. | Use of widget in early years and when needs require. | SENCO All Staff | Ongoing | Pictorial representations present in classrooms and around school where necessary. |
| Audit of needs for pupils with hearing impairment to be carried out. | Audit to be carried out with site manager and hearing impairment service. | | | Reasonable adjustments made to support the needs of our pupils with hearing impairment. |

## AIM 2- ACTION PLAN 2024-2027

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| APPROACH AND CAR PARKING, PARKING BAYS, ESCAPE | | No actions. | | |
| B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS | | No actions. | | |
| C – ENTRANCES, INCLUDING RECEPTION | Signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels.<br><br>For those progressing to other parts of the building, information is provided such as signs and maps. | Signage around school to be reviewed and new signs provided, including for new sports' hall. | SLT Site manager | December 2024 |
| D – HORIZONTAL MOVEMENT AND ASSEMBLY (Corridors, Classrooms etc.) | Are direction or information signs (including means of escape) visible from both sitting and standing eye levels and large enough type to be read by those with impaired vision? | "Means of escape" signage around school to be reviewed and re-positioned if necessary.<br><br>Eye level "means of escape" signs in Reception area and SEN room. | SLT Site manager | July 2024 |

| | | | | |
|---|---|---|---|---|
| E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE | Is the lift's location clearly defined by visual and tactile information? | Signage for lift to be considered. | SLT<br>Site manager | December 2024 |
| F – DOORS | | No actions. | | |
| G – LAVATORIES, CHANGING FACILITIES | | No actions. | | |
| H- FIXTURES AND FITTINGS | | No actions. | | |
| I - INFORMATION | Are all relevant locations clearly signed? | Signage to be reviewed and new signs installed where necessary. | Site manager | |
| J – MEANS OF ESCAPE | If people with disabilities cannot evacuate from the building independently are designated and signed refuges available? | Whole staff training to ensure that all staff know where refuges are, including those in administration building.<br><br>Next Fire warden training- October 2023<br><br>Evac chair training for staff supporting children and adults with mobility needs, as required.<br><br>All PEEPs to be reviewed annually. | DH<br><br><br><br>DH<br>SENCO<br><br><br>Head teacher<br>SENCO | Ongoing Feb 2025-Fire warden training<br><br><br>Ongoing<br><br><br>Reviewed October and April annually. |

# Audits

All audits to be completed and action plan drawn up (above).

A – APPROACH AND CAR PARKING

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

C – ENTRANCES, INCLUDING RECEPTION

D – HORIZONTAL MOVEMENT AND ASSEMBLY (Corridors, Classrooms etc.)

E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

F – DOORS

G – LAVATORIES

H- FIXTURES AND FITTINGS

 I - INFORMATION

J – MEANS OF ESCAPE

Date of survey: January 2024

**A - 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? | √ | | 5 metres |
| A02. | Is the building within convenient distance of public transport? | √ | | |
| A03. | Is the building within convenient distance of car parking? | √ | | |
| A04. | Is the route clearly marked/found? | √ | | |
| A05. | Is the route free of kerbs? | √ | | |
| A06. | Is the surface smooth and slip resistant? | √ | | |
| A07. | Is the route wide enough? | √ | | |
| A08. | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections? | √ | | |
| A09. | Is it adequately lit? | √ | | |
| A10. | Is it identified by visual, audible and tactile information? | | * | *Parking and school on same side of road with gate allowing access. Audible and tactile information may be areas that we investigate further should needs be identified. |
| A11. | Is there car parking for people with reduced mobility? | √ | | Signs put up to ensure that it is left free. |
| A12. | Is the car parking clearly marked out, signed, easily found and kept free from misuse? | √ | | |
| A13. | Is the car parking as near the entrance as possible? | √ | | |
| A14. | Is the car parking area suitably surfaced? | √ | | |
| A15. | Is the route to the building kept free of snow, ice and fallen leaves? | √ | | |
| A16. | Is the route level? (i.e. no gradient steeper than 1:20 and no steps) | √ | | |

General notes to block:

No actions

Date of survey: January 2024

**B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

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

- **Wheelchair**          • **Visual**
- **Ambulant**            • **Auditory**
- **Dexterity**           • **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) |  | √ |  |
| B02. | Is it wide enough and suitably graded? | √ |  |  |
| B03. | Is the surface slip resistant? | √ |  | Tarmac |
| B04. | Are there kerbs and are there edges protected to prevent accidents? |  | √ | No curbs |
| B05. | Are there handrails to one or both sides? (delete) |  | N/A |  |
| B06. | If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available? |  | N/A |  |
| B07. | Are there (alternative) steps? (delete) |  | N/A * | *We have a lift |
| B08. | Identified by visual/tactile information? |  |  |  |
| B09. | Are there handrails to one or both sides? (delete) |  |  | N/A |
| B10. | Are ramps and steps adequately lit? | √ |  |  |
| B11. | Are treads and risers consistent in depth and height? | √ |  | Fully compliant. |
| B12. | Are all nosings marked and/or readily identifiable? (delete) | √ |  |  |
| B13. | Are landings of adequate size and are they provided at intermediate levels in long flights? (delete) | √ |  | School built 8 years ago. BC compliant. |
| 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 | √ |  | Lift |

General notes to block:

No actions

Date of survey: January 2024

## C – 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? | √ |  |  |
| C02. | If glass is it visible when closed? | √ |  |  |
| C03. | Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete) | √ |  |  |
| C04. | Does it have a level or flush threshold, and a recessed matwell? (delete) | √ |  |  |
| 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 doorswing? | √ |  |  |
| C07. | Can the door furniture be used at both standing and seated height? (delete) | √ |  |  |
| C08. | Can it be easily grasped and operated? | √ |  |  |
| C09. | If the door has a closer mechanism does it have: |  |  |  |
|  | (a) delayed closure action? |  |  |  |
|  | (b) slow-action closer? | √ |  | Doors to classrooms |
|  | (c) minimal closure pressure? |  |  |  |
| C10. | If the door is power-operated does it have visual and tactile information? |  | * | *Lobby is manned at all times by the receptionist who open the door for those entering school. |
| C11. | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? |  | * | *Green button at 147 mm height above FFL for security reason- so that children are not able to reach and exit the school premises. Reception is manned at all times. |
| C12. | If there is a lobby, do the inner and outer doors meet the same criteria? |  | √ | This is for security reasons. |
| 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? |  |  | *Signage around school to be checked |

| | | | | |
|---|---|---|---|---|
| C15. | Does the lighting installation take account of the needs of visually disabled people? | | * | Lighting installation designed by architect. |
| C16. | Are floor surfaces: | | | |
| | (a) slip-resistant, even when wet? | √ | | |
| | (b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion? | | * | Building designed by professional architect 8 years ago. |
| | (c) firm for wheelchair manoeuvre? | √ | | |
| C17. | Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? | √ | | Level thresholds |
| C18. | Is any reception point suitable for approach and use from both sides by people in standing and seated positions? | √ | | Standing and seating areas in reception. |
| C19. | Is it fitted with an induction loop? | | √ | Portable loops cost less than £200. The school will invest in this when need identified. |
| 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? | | √ | Ensure good signage around school. |

General notes to block:

Signage around school is an area that needs to be investigated further. We will ask for outside agencies to support the school if this needs to be assessed.

Date of survey: January 2024

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**D – 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

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

| | | Y | N | Notes |
|---|---|---|---|---|
| D01. | Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | √ | | All classes are sited surrounding a central square. |
| 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? | √ | | |
| D05. | Do natural and artificial lighting avoid glare and silhouetting? | √ | | |
| D06. | Are there visual clues for orientation? | | √ | To be discussed with SLT as to if required. |
| 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? | | | Visible signs for escape route in each room. Need to investigate whether eye level signs in Reception and SEN room required. |
| D10. | Are there tactile signs and information for those with impaired vision? | | √ | A person who has a visual impairment would be given support to access the school site by the Reception staff. If there was a long-term need tactile signs would be investigated further. There are tactile signs within the lift. |
| 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? | | √ | This will be purchased should needs arise. |
| D17. | If the use of an induction loop system is precluded is an infra-red system in place? | | √ | This will be purchased should needs arise. |
| D18. | Is the functioning and operation of the induction loop or infra-red system checked regularly? | | √ | This will be purchased should needs arise. |
| D19. | Are telephones fitted with inductive loop couplers? | | √ | This will be purchased should needs arise. |
| D20. | Is a minicom available for use by people with hearing disabilities? | | | This will be purchased should needs arise. |

General notes to block:

Eye level "means of escape" signs in Reception and SEN room to be further investigated.

Currently no pupils or staff with visual impairment or using a wheelchair.

Date of survey: January 2024

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**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

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</table>

| | | Y | N | Notes |
|---|---|---|---|---|
| E01. | Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete) | √ | | Black/grey contrast- compliant. |
| E02. | 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) | √ | | |
| E03. | Is any level change clearly lit? | √ | | |
| E04. | Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete) | √ | | |
| E05. | If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight? | √ | | |
| E06. | Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant? | N/A | | |
| E07. | Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20] | N/A N/A | | |
| E08. | If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available? | N/A | | |
| E09. | Are steps available as an alternative to any ramp or ramped surface? | N/A | | |
| 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 | | Level thresholds throughout school site. |
| E11. | Platform Lift (delete) | N/A | | |
| E12. | Stairlift (delete) | N/A | | |
| E13. | Lift | | | |
| | (a) Is the lift's location clearly defined by visual and tactile information? (delete) | | √ | A new sign to be installed if deemed necessary. |
| | (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 s pace 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) | | √ | Evac chairs are used. |
| (k) Is the lift regularly maintained and its functional operation routinely checked? | √ | | |

General notes to block:

Signage for lift to be considered

Date of survey: January 2024

**F - 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

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

| | 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? | √ | | The glass has glass manifestation (dots) to ensure visible. |
| 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? | √ | | Door handles silver and doors grey RAL 7016 |
| 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:

No actions

**G - LAVATORIES**

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

- **Wheelchair**
- **Ambulant**
- **Dexterity**

- **Visual**
- **Auditory**
- **Comprehension**

| | Y | N | Notes |
|---|---|---|---|
| G01. Is WC provision made for people with disabilities? | √ | | |
| 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? | √ | | DOC M PACK |
| 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? | | √ | To be discussed with SLT |
| 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? | √ | | Automatic illumination |
| G12. Is there an emergency call system and is someone designated to respond? | √ | | |
| G13. Can 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, with or without assistance? (delete) | √ | | |
| G15. Are the fittings arranged to facilitate these manoeuvres? | √ | | |
| G16. Are handwashing and drying facilities within reach of someone seated on the WC? | √ | | |
| 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? | √ | | DOC M PACK |
| G19. Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/disposal bins/ occasional storage, etc.? | √ | | |
| 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? | | √ | All toilets do not allow left-sided and right-sided approach using a wheelchair but there is one at each end classroom which does. |

| General notes to block: |
| No actions. |

Date of survey: January 2024

**H – FIXTURES AND FITTINGS**

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

- **Wheelchair**      - **Visual**
- **Ambulant**        - **Auditory**
- **Dexterity**       - **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 |
|---|---|---|---|---|
| H01. | Is any servery/counter accessible to all users, including those with hearing impairments? | √ |  | To be discussed with hearing impairment service for advice. |
| H02. | If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes? |  | N/A |  |
| H03. | Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc? | √ |  |  |
| 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? | √ |  |  |
| 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? |  | N/A |  |
| H09. | Are all relevant locations clearly signed? | ? |  | To be discussed with SLT |

| General notes to block: |
|  |

Date of survey: January 2024

**I - INFORMATION**

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 |
|---|---|---|---|
| I01. Is the building equipped to provide hearing assistance? | | √ | |
| I02. Does lighting installation of the building take into account the needs of people with visual disabilities? | | | Designed by architect |
| I03. Is there a tactile plan or diagram of the building? | | √ | |
| I04. Are there large-print versions of information about the building/activities available? | | √ | No but could be provided |
| I05. Is there 'braille' information available for people with visual disabilities? | | √ | |
| I06. Is there an 'audio' version of information about the building available? | | √ | To be discussed with SLT |
| 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? | | √ | To be discussed with SLT |
| I08. Where a payphone is provided does it have a hearing aid coupler? | | | N/A |
| I09. Are all relevant locations clearly signed? | | √ | This to be addressed |

General notes to block:

Note: for security reasons visitors do not walk around school without a member of staff.

Signage to be addressed where necessary.

Discuss audio versions of information.

Date of survey: January 2024

**J – 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

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) | √ | | |
| J02. | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? | √ | | |
| J03. | Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete) | | √ | Evacu chairs used. |
| J04. | If people with disabilities cannot evacuate from the building independently are designated and signed refuges available? | √ | | We need to ensure that all staff know where they are. |
| J05. | If refuges are available are they equipped with 'carry chairs'? | | √ | The refuge in the admin block has evac chair. |
| J06. | Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | √ | | All staff are trained in evacuation procedures each term. PEEP (Personal Emergency Evacuation Plan) for individual pupils as required- written each Autumn term or when a child arrives within school year. Fire warden and fire safety completed training- Autumn term 2023. |
| J07. | Is the evacuation strategy checked regularly for its effectiveness? | √ | | |
| J08. | Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete) | √ | | |
| J09. | Are all fire warning devices and detectors checked routinely and regularly? | √ | | Quarterly basis. |

General notes to block:

All PEEPs to be reviewed each Autumn term.

Next fire warden training – October 2024

All Staff- Fire safety training- December 2024