



WEMBLEY PRIMARY SCHOOL

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
7.2.18	Governors	February 2021
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 pupils needs with reference to this Accessibility plan and the Inclusion and SEN policy. All improvements will be made in accordance to 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

As a school we are required under the Equality Act 2010 to have an accessibility plan.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for the Education (DfE) guidance for schools on the Equality Act 2010.

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.

Our Aims:

- To increase access to the curriculum for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of Wembley Primary school to include physical aids to access education as appropriate.
- To improve the delivery of communications and information to disabled pupils and their families. The information should take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe in response to these needs.

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 Schools 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 February 2018 – February 2021.

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.

Aim	Current good practice Include established practice and practice under development	Objectives and Actions Where appropriate state short, medium and long-term objectives	Person responsible	Date to complete actions by	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Wembley offers a differentiated curriculum for children with disabilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Full staff training on a range of SEND issues.	Short term – Carry out audit of staff training needs. To share good practice across the school. Short - Involve and share information from visiting professionals who advise on SEND issues with a focus on Speech and Language and Autism. Medium term - Continue to plan suitable full staff training in response to pupil cohort needs.	SENCO	Ongoing	Staff confident in supporting SEND children.
Use of ICT to support learning of pupil with disabilities	ICT is used to support learning.	Short- share good practice e.g. Rapid Reading, Education City	SENCO ICT Leaders	Ongoing	Wider use of ICT resources within classrooms
Ensure classroom support staff have specific training on disability issues	TAs currently attend full staff training on SEND issues. Individual training for staff who support	Short- Continue with this good practice. Being responsive to the pattern of need within our setting. Short- Provide specialist training for a member of support staff for Speech and	SENCO	Ongoing	Staff confident in supporting SEND children.

	children with specific needs.	Language (Elkan specialist training) Long term –Provide specialist training for member of staff for the identification of Dyslexia.			
Ensure all staff are aware of disabled children's curriculum access	Good communication throughout staff, using school systems.	To apply this as and when a child requires this level of support.	SENCO	Ongoing	Clear guidance to all staff regarding a child's needs
Ensure classroom and curriculum resources meet the needs of specific children	Current resource provision takes account of pupils needs.	To continue to renew and purchase appropriate aids as required by pupils attending our setting using SEND budget including adapted P.E. equipment. If more is required applications for funding will be made.	SENCO P.E. Leader	Ongoing	Resources that are fit for purpose and allow access for all pupils.
All educational visits to be accessible to all	To date all visits have been accessible to all pupils.	To continue to ensure that due consideration is made for all pupils when planning educational visits.	DH	Ongoing	Educational visits to be accessible to all.
Ensure afterschool clubs are accessible to all.	To date clubs accessible to all.	To continue to monitor and ensure extra support is given when required so that there is full access for all pupils.	SENCO DH	Ongoing	After school clubs accessible to all with full participation.

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 consider carefully 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

Aim	Current good practice Include established practice and practice under development	Objectives and Actions Where appropriate state short, medium and long-term objectives	Person responsible	Date to complete actions by	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Generally good relationships and communication with all stake holders. Where we are aware of needs they are being met.	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. Be aware of staff, governors and parents' access needs and meet as appropriate. Gather information regarding parent/carer access needs through application forms and introduction visits/discussions for new pupils	SENCO/all staff	Ongoing	For the school to be easily accessible to all its stake holders. For those wanting to use the school site to know how to make their needs known to the school.
Layout of school to allow access for all pupils to all areas	Currently all pupils are able to access all areas of the school.	Consider needs of disabled pupils, parents/carers or visitors when considering any redevelopment e.g. new sports hall	SENCO	Ongoing	For the school to be accessible for all pupils. For all future development to consider accessibility.
Ensure all disabled pupils can be safely evacuated.	Clear evacuation procedure in place.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff	Head Site manager SENCO	October 2017 Ongoing	All practices run smoothly with plans in place and adults are clear regarding roles

All fire escape routes are accessible.		are aware of their responsibilities			and responsibilities.
Ensure equal access to classroom resources through suitable adaptation. Hearing support, ICT adaptations etc.	Currently there are adaptations suitable to meet pupils' needs across the school.	To keep up to date with ICT options. Maintain equipment. Consider widening the resources used to all classrooms if needs require.	SENCO	Ongoing	Fully inclusive classrooms.
To respond appropriately to audits of the school site attached to this plan and prioritise from these unless an individual need takes precedence.	School is wheelchair accessible.	To use audits as a planning tool to assess priorities in spending to improve accessibility. System for improvement in place and responsive to needs. Ensure new Sports hall is fully accessible.	Head Site manager SENCO	Ongoing	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.

Aim	Current good practice Include established practice and practice under development	Objectives and Actions Where appropriate state short, medium and long-term objectives	Person responsible	Date to complete actions by	Success Criteria
Review information to parents/ carers to ensure it is accessible.	<p>We have good and varied communication routes.</p> <p>Provide information and letters in clear print in "plain" English.</p> <p>School office will support and help parents to access information and complete school forms.</p> <p>The school website and all documents accessible via the school website can be accessed by the visually impaired.</p> <p>Internet access for parent pay available in school.</p> <p>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.</p>	Access to translators, sign language interpreters to be considered and offered if possible.	All Staff	Ongoing	<p>Clear communication to all stake holders in school.</p> <p>Supported communication</p>
Large print for visually impaired.	School are aware of services available through the local authority.	When requested or need identified	All Staff	Ongoing	Accessible print
Use of pictorial or symbolic representations in classrooms.	The Picture Exchange Communication System (PECS) used with individual pupils where needed.	Short: Use of PECS around school and in classrooms where there are pupil needs.	SENCO All Staff	Ongoing	Pictorial representations present in classrooms and around school where necessary.

AIM 2- ACTION PLAN 2018-2021

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	<p>Signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels.</p> <p>For those progressing to other parts of the building, information is provided such as signs and maps.</p>	Signage around school to be reviewed and new signs provided, including for new sports' hall.	SLT Site manager	December 2018
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?	<p>“Means of escape” signage around school to be reviewed and re-positioned if necessary.</p> <p>Eye level “means of escape” signs in Reception area and SEN room.</p>	SLT Site manager	July 2018
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 Site manager	December 2018
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. Fire warden training- January 2020 Evac chair training for staff supporting children with mobility needs, as required. All PEEPs to be reviewed annually.	DH DH SENCO Head teacher SENCO	Ongoing January 2020- Fire warden training Ongoing 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

ACCESS AUDIT CHECKLIST: Sheet 1 of 10

Date of survey: December 2017

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?	√		
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

ACCESS AUDIT CHECKLIST: Sheet 2 of 10

Date of survey: December 2017

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

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

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)		√	
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

ACCESS AUDIT CHECKLIST: Sheet 3 of 10

Date of survey: December 2017

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.

ACCESS AUDIT CHECKLIST: Sheet 4 of 10

Date of survey: December 2017

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?		√	
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 eye level signs in Reception and SEN room.
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.

ACCESS AUDIT CHECKLIST: Sheet 5 of 10

Date of survey: December 2017

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> • Wheelchair • Ambulant • Dexterity 		<ul style="list-style-type: none"> • Visual • Auditory • Comprehension 	
	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 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)		√	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

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**
- **Visual**
- **Ambulant**
- **Auditory**
- **Dexterity**
- **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?		√	
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, eg 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: December 2017

H – FIXTURES AND FITTINGS

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

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

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

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?	√		
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?	?		

General notes to block:

Date of survey: December 2017

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?		√	
I05. Is there 'braille' information available for people with visual disabilities?		√	
I06. Is there an 'audio' version of information about the building available?		√	
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?		√	
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:

Signage to be addressed where necessary.

Date of survey: December 2017

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 training- January 2020
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.

Need to ensure that all staff know where refuges are, including those in administration building.

Fire warden training - January 2020