

Accessibility Plan

Francis Baily Primary School



Review

Approved by	Headteacher	Date	April 2025
Last Review Date	April 2025	Next Review Date	April 2026

Responsibilities

School Senior Staff	Implementation of plan at school level
Governors	Check school compliance with plan and report breaches or concerns to Trustees
Trustees	Review and approve the plan

Material Changes to the Policy Since the Last Review

Section:	None
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Statement of Intent

Francis Baily Primary School has a statutory duty under Section 10 of the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to detail how the school intends, over time, to ensure the furtherment of the school's accessibility for disabled pupils, parents/carers, staff and visitors.

Disability is defined by the Equality Act 2010 as: "A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

The school is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural need.

It recognises its duty to:

- Ensure it doesn't discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- Ensure it doesn't treat pupils with disabilities less favourably for a reason related to their disability
- Make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage
- Publish an Accessibility Plan that will increase access to education for pupils with disabilities.

The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Our Aims

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day- activities.

This plan aims to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Reduce and eliminate barriers to the school's physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services it provides
- Improve the availability of accessible information to disabled pupils.

Francis Baily Primary School aims to deliver these aims within a reasonable timeframe and ensure the accessibility of provision for all pupils, staff, and visitors to the school.

Accessibility Audit

The school carries out an accessibility audit every three years which informs the plan going forward, based on the school's three aims – see *Appendix 1*.

- **Curriculum**

The curriculum element of the audit covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- **Physical Environment**

The physical environment element of the audit covers reasonable adjustments to the physical environment of the school and physical aids to access education. An accessible map of the school can be found in *Appendix 2*.

- **Information**

The information element of the audit covers improvements and reasonable adjustments to the delivery of information to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

Complaints

Wherever possible, Francis Baily Primary School works in partnership with parents/carers to ensure a collaborative approach to meeting its pupils' needs. If there are any complaints relating to the provision for pupils with access needs, the school's complaints policy (as detailed on the website) should be followed.

Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

The development and implementation of the plan will involve different members of staff according to their responsibilities:

- The development of access to the curriculum will need to be led by those with curriculum responsibilities
- The development of materials in different formats is likely to involve all staff in respect of materials used in their own teaching/communication
- The Headteacher and the Trust Director of Estates will lead on improvements to the physical environment, the deployment of resources and the coordination of the plan across the whole school.

The Accessibility Plan is approved by the Headteacher and Governing Body.

Links with other Policies/Documents

This Accessibility Plan is linked with the following policies and documents:

- Complaints Policy
- Equality Information & Objectives
- Health & Safety Policy
- Special Educational Needs & Disabilities (SEND) Policy & Information Report
- Supporting Pupils with Medical Conditions.



Accessibility Action Plan (2022-2025)

We have included a range of stakeholders in the development of our accessibility action plan, including pupils, parents, key staff, and school governors.

Identified actions will be funded (budgets allowing) by the Equinox Learning Trust, of which Francis Baily Primary School is part of.

Curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Reception each year	To identify pupils who may need adapted or additional provision	Ongoing (May to July annually)	Headteacher EYFS Leader EYFS Teachers	Provision set in pace ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing (as the need arises)	Headteacher Deputy Headteacher SENCo	Provision set in pace ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Senior Leadership Team Local & Trust Governors Trust Central Services	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personal	Ongoing	Senior Leadership Team All Teaching Staff External Agencies	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical conditions, or other access needs as fully as possible in the wider curriculum, including trips and residential visits, as well as extracurricular provision	To create personalised risk assessments and access plans for individual children	Ongoing	Senior Leadership Team All Staff Extracurricular service providers Educational visit settings	Evidence that appropriate considerations and reasonable adjustments have been made
	To liaise with external agencies, identify training needs, and implement, as required			
	To ensure that actions, including emergency evacuation procedures (PEEPs), are clear and that staff can carry them out			

To establish and maintain close liaison with parents	To ensure collaboration and information sharing between schools and families	Ongoing	Senior Leadership Team All Teaching Staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To regularly review the results of pupils with additional needs	To ensure any gaps in learning is identified	Ongoing	Senior Leadership Team SENCo	Reduction in attainment gaps

Timescale key: Short-term = > sixth months; medium-term = > 1 year; long-term = > 3 years. Ongoing = continuously reviewed

Physical Environment

Aim: To reduce and eliminate barriers to the school's physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services it provides

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve the physical school environment	To take account of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, clear signage, more accessible facilities, and fittings	Ongoing	Senior Leadership Team Site Team Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out, e.g ramps instead of steps, classroom allocations and layout, high visibility nosings, clearer signage, improved toilet facilities
	To provide an alternative access to steps	Long-term	Site Team	
	To keep corridors free of obstruction	Short-term	All Staff	
	To review toilet facilities and replace, subject to funding	Ongoing	Site Team	
To ensure that reasonable adjustments are made for pupils with a disability, medical condition, or other access needs	To create personalised risk assessments and access plans for individual pupils	Ongoing (as the need arises)	Senior Leadership Team SENCo All Teaching Staff Site Team	As full as possible inclusion of all pupils Safe evacuation in an emergency Disabled toilets not used for storage
	To liaise with external agencies, identifying training needs and implementing training, as required			

	To ensure that actions, including emergency evacuation procedure, are clear and that staff can carry them out			
	To ensure disabled toilets are clear and accessible	Short-term	Senior Leadership Team Site Team	
To ensure that the school site is accessible for parents/carers with physical abilities for events	To conduct regular checks of site to ensure it is easily accessible for parents/carers with any physical disabilities	Ongoing (as the need arises)	Senior Leadership Team Site Team Admin Staff	As full as possible inclusion of all parents/carers All event communication to include area where parents/carers can detail any special access requirements
	To include special requirements for parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters			
To continually review (and improve) the school's physical provision	To conduct a full accessibility audit every three years Suggest actions and implement as budget allows	Long-term	Headteacher Site Team Governors	Complete the audit and share report with relevant parties Update the Accessibility Plan as necessary Ensure necessary funding in place to support addressing the findings
To develop staff understanding of the impact of disability and the needs of others	To deliver disability awareness training for all staff through Continued Professional Development (CPD)	Short-term	Senior Leadership Team SENCo All Teaching Staff	Training complete Relevant staff full conversant with the impact and needs of pupils

Timescale key: Short-term = < sixth months; medium-term = < 1 year; long-term = < 3 years. Ongoing = continuously

Information

Aim: To improve the availability of accessible information to disabled pupils

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents/carers, and visitors	To create and offer information in alternative formats	Ongoing	Senior Leadership Team SENCo Teachers Admin Team	Evidence that appropriate considerations and reasonable adjustments have been made
	To ensure access arrangements are considered and put into place for statutory testing			

To consult with pupils with additional needs on facilities	To raise annually at school council meetings for feedback and build into future accessibility plan	Medium-term	Senior Leadership Team	Pupils' voices are heard and improvements made, if applicable
To improve use of home/school technology	To use Google Classroom for home learning, where possible	Long-term	Senior Leadership Team Director of Technology Teachers	Improved home/school offer of provision Support learning
To ensure information is clear, relevant, and up to date, identifying and sign posting types of support for parents with children with additional needs	To ensure website and social media channels are continuously updated with relevant information accessible to all	Short-term	SENCo Admin/IT Team Specialist Support Staff	Evidence that information is regularly communicated Website feedback is addressed, as applicable
	To ensure specialist support staff are involved in translating information, as and when required			
To ensure that reasonable adjustments are made for parents with a disability, medical condition, and other access needs so they can fully support their child's education	To adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments, where possible	Ongoing	Whole School Team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education
To ensure that all parents/ carers and other members of the school community can access information	To ensure written information is provided in alternative formats as and when required, i.e. large print, specialist staff, use of interpreters, etc	Ongoing	Headteacher Senior Leadership Team	Evidence that any requests have been addressed swiftly and efficiently

Timescale key: Short-term = < sixth months; medium-term = < 1 year; long-term = < 3 years. Ongoing = continuously

Appendix 1: Accessibility Audit

Accessibility Audit Tool for Educational Settings

Equinox Learning Trust



School: Francis Baily	Date of completion: March 2022
Name of person who completed audit: Mrs Y Standing & Mr E Keen	Role of person who completed audit: Headteacher & Trust Estate Manager

1. Is your educational setting compliant with the Equality Act 2010?

Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1 Do you have an Accessibility Plan?	Y	It has been published for the last 12 months	N	
2 Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	Y	Headteacher, SLT, SENCO consulted	N	Pupils and families have not at this stage been consulted in the production of this document
3 Is everyone in your setting aware of the Equality Act 2010?	Y			
4 Do you have evidence that your setting does not treat pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a disadvantage in comparison to their peers?	Y	Adaptions for trips, music and sport are made where required to ensure participation for all		
5 Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Y			
6 Have you published your SEN information report?	Y	On-line		
7 Is your SEN information report linked to the Local Offer?	Y			
8 Do all staff understanding the needs of the pupils and support them accordingly?	Y	All relevant staff have access to the pupil information		
9 Do you have inclusive, whole school policies, processes, and practices?	Y	All pupils are included, and adaptions made without prejudice		

10	Do you proactively include pupils with SEND, and their families, in all enrichment activities?	Y	Support provided for trips		
11	Do you celebrate the strengths of pupils with SEND and focus on building on what they can do rather than what they find difficult?	Y			
12	Are pupils involved in the recruitment of teaching assistants and other school staff?			N	

2. Is your setting physically accessible?

Question		Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	Y	Large parts of the school are accessible to all	N	Changes in level separate parts of the school, with steps having to be used
2	If adaptations are not possible, have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?			N	This is to be looked at with a long-term solution found
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	Y	Parking is level with good access to the school		
4	Are emergency and evacuation systems accessible to all, e.g. do alarms have both visual and auditory components?			N	Alarms are only audible, but the children are not left unsupervised throughout their time at school
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?			N	The toilet facilities are available but need to be cleared of all other materials
6	Are calm low sensory areas available in the setting?	Y	There are sensory rooms available throughout the school		
7	Are your rooms (including classrooms) optimally organised for pupils with a physical disability?	Y	Classes are of good size with minimal disruption caused by furniture	N	Access to some classes is compromised by changes of levels
8	Are classroom interiors adapted to ensure access to all areas for pupils with sensory needs, e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?			N	This approach has not been taken
9	Is furniture and equipment selected, adjusted, and located appropriately?	Y	Classes are set up to make the most of space and needs of pupils		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils with sensory difficulties?			N	This approach has not been taken
11	If intercom messages are used, are they always relayed to pupils with hearing impairments?		N/A		

12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			N	New and clear text signage has been installed around site. One-to-one assistance provided if required
13	Are highly visible markings used to ensure the safety of pupils with a visual impairment?			N	Some stair nosings have markings but not all
14	Do you consult with pupils with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?			N	This has been done through Headteacher and Senior Leadership Team

See Appendix A for a more detailed check list regarding physical access

3. Is your setting inclusive?

Question		Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	Y	Some events have good signage such as Fireworks	N	Some events have work to do around signage
2	Are pupils with SEND included in pupil/student forums, e.g. school councils	Y	School Council elections and Google classroom		
3	Is personalised and creative support arranged so that pupils can access all activities including trips /visits and afterschool and breaktime activities?	Y	All children are included and encouraged. This can be seen on trip registers		
4	Do you ensure that financial difficulties do not prevent pupils with SEND being included in activities and events	Y	All pupils are offered financial support as shown by trip letters etc.		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils with SEND?	Y	Transition booklets and meetings		
6	Do you find creative and flexible solutions to ensure that students with SEND can move easily between classrooms?	Y	One to One support where necessary	N	There are steps around the school site
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence, and social skills?	Y	Nurture friendships, ELSA, MHST: EHA referrals CPOMs		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	Y	Attendance folder, Letters home, FSW, CPOMs		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	Y	Anti-Bullying week, surveys, assemblies, policy		
10	Are pupils with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	Y	Everyone is given advance notice and teachers speak with families if required		

4. Is the curriculum accessible?

Question		Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils with SEND?	Y	Planning and children work. Last Year 6 SEND data was positive		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	Y	Professional learning schedule, CPD – ASD, Dyslexia, Attachment		
3	Are children with disabilities encouraged to take part in Music, Drama and physical activities?	Y	Adaptions are made and resources made available		
4	Do class teachers/PE staff know how to include pupils with disabilities in PE?	Y	Equipment adapted and one-to-one support, if required		
5	Are pupils and their families fully involved in the review of individual plans regarding curriculum access?	Y	SAP meetings every six weeks		
6	Do you use a graduated approach when meeting the needs of pupils with SEND?	Y	Alert/Monitoring forms (yellow)		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	Y	Alert/Monitoring forms (yellow)		
8	Is the attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?			N	The school works hard to maximise the potential of pupils with SEN support and those that the most able
9	Is the progress made by your pupils at 'SEN support' and with an EHC plan is as good as that made by pupils with SEN nationally?	Y	Year 6 2020/21		
10	Do you ensure that homework is accessible to all, e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	Y	On-line apps, Chrome books sent home, paper copies and homework clubs in school		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils and how to meet these needs?	Y	SEND files in each class		
12	Are staff given time to plan for pupils who need a highly differentiated/individualised curriculum?	Y	Planning meetings and time with SENCO		
13	Do pupils with SEND have access to appropriate information technology?	Y	iPads – eBooks - Chrome books, dictation programmes		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	Y	This is our aim		

15	Are auxiliary aids used to ensure that pupils with SEND are included in the curriculum?	Y	Where they are needed		
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5. How accessible is information, advice, and guidance?

Question		Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Y	On-line, hard copy available on request		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	Y	emailed		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?			N	Currently we do not consult
4	Do you hold review meetings etc at times when parents are able to attend?	Y	Remote - mutually convenient times presently		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	Y			
6	Is information available in a variety of languages?			N	On request this could be provided using Google Translate
7	Is information available in a variety of formats including <ul style="list-style-type: none"> • 'easy read' • large print • symbols • audio? 			N	On request these could be provided
8	Are staff familiar with IT used to share information with people with disabilities?	Y	Assistive technology training provided		
9	Do you ensure that pupils know exactly who they can contact for information, advice and support?	Y	Communication posters and leaflets		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	Y	Notes are emailed		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Y	Family Support Worker		
12	Do you use the Local Offer and School Messenger to keep up to date with SEND developments?		N/A		

Appendix A

Detailed Physical Access Check List

Consider each question from the perspective of each type of disability

1 Approach and car parking

Question	Yes	No	Action to be taken and recorded in Access Plan
1 Is the building within convenient distance of a public highway?	Y		
2 Is the building within convenient distance of public transport?	Y		
3 Is the building within convenient distance of car parking?	Y		
4 Is the route clearly marked/found?	Y		
5 Is the route free of kerbs?		N	There are drop kerbs but not everywhere
6 Is the surface smooth and slip resistant?	Y		
7 Is the route wide enough?	Y		
8 Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?		N	The route is wide enough so that obstacles do not present a great issue
9 Is it adequately lit?	Y		
10 Is it identified by visual, audible and tactile information?		N	There are only text signs around site
11 Is there car parking for people with reduced mobility?	Y		
12 Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
13 Is the car parking as near the entrance as possible?	Y		
14 Is the car parking area suitably surfaced?	Y		
15 Is the route to the building kept free of snow, ice and fallen leaves?	Y		
16 Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	Y		

2 Routes and external level change including ramps and steps

Question	Yes	No	Action to be taken and recorded in Access Plan
1 Is there a ramp, with level surfaces at top/intermediate/bottom?	Y		
2 Is it wide enough and suitably graded?	Y		
3 Is the surface slip resistant?	Y		
4 Are there kerbs and are there edges protected to prevent accidents?	Y		
5 Are there handrails to one or both sides?	Y		

6	Are there (alternative) steps & ramp	Y		
7	Identified by visual/tactile information?		N	There is no signage about alternative routes
8	Are there handrails to one or both sides?	Y		
9	Are ramps and steps adequately lit?	Y		
10	Are treads and risers consistent in depth and height?	Y		
11	Are all nosings marked and/or readily identifiable?		N	The nosings are not all marked but they are distinguishable
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		

3 Entrances – including Reception

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is the door clearly distinguishable from the façade?	Y		
2	If glass, is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
4	Does it have a level or flush threshold, and a recessed matwell?	Y		
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
7	Can the door furniture be used at both standing and seated height?	Y		
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism, does it have: <ul style="list-style-type: none"> • Delayed closure action? • Slow-action closer? • Minimal closure pressure? 	Y		
10	If the door is power-operated, does it have visual and tactile information?	Y		
11	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
12	If there is a lobby, do the inner and outer doors meet the same criteria?			N/A
13	Do lobby layouts enable all users to clear one door before going through the next?			N/A
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?		N	Signage is not designed for those with impairments
15	Does the lighting installation take account of the needs of visually disabled people?		N	Lighting has not been designed for those with impairments

16	Are floor spaces <ul style="list-style-type: none"> • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre 	Y		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
19	Is it fitted with an induction loop?			
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	There is currently no internal signage or directional information

4 Horizontal movement and assembly

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?		N	In several locations around the buildings there are narrow points due to furniture or cloakrooms being in the corridors
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?		N	In several locations around the buildings there are narrow points due to furniture or cloakrooms being in the corridors
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre			N/A
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?	Y		
6	Are there visual clues for orientation?		N	There is currently no internal signage or directional information
7	Do floor surfaces: <ul style="list-style-type: none"> • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation? 	Y		
8	Are direction or information signs (including 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?	Y	N	Emergency signage is suitable but internal signage is very limited
9	Are there tactile signs and information for those with impaired vision?		N	This approach has not been taken
10	Is the maintenance of these items checked regularly?			N/A
11	Is lighting designed to meet a wide range of needs?	Y		Lighting is being upgraded across the school
12	Is sufficient circulation space allowed for wheelchair users?		N	There are obstructions in some corridors and wheelchair users cannot access several parts of the school without going outside to take a completely different route

13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y	N	Most corridors are clear but there are occasions where cloak rooms are situated in the corridor
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?			
15	Are all areas for assembly/meeting equipped with an induction loop system?			

5 Doors

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Do the doors serve a functional/safety purpose?	Y		
2	If glass, are they visible when shut?	Y		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
4	Does the clear opening width permit wheelchair access	Y		
5	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?	Y		
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		
9	If door closers/mechanisms are fitted, do they provide the following: <ul style="list-style-type: none"> • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure? 	Y		
10	Is door/mechanism function checked regularly?	Y		

6 Toilets

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is WC provision made for people with disabilities?	Y		Although this provision is limited in location
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?		N	The toilets are old and need refurbishment
4	Are all door fittings/locks easily gripped and operated?		N	The toilets are old and in need of refurbishment
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
6	Is provision made for wheelchair users in disabled toilets?	Y	N	The disabled toilet is large enough but gets used for storing other items limiting the space

7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Y		
8	Is the location clearly signed?	Y		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?		N	The toilet is old and needs refurbishment
11	Is there an emergency call system and is someone designated to respond?		N	No facility for this in the toilet
12	Can the emergency call system be operated from floor level?			N/A
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?			The toilet room is large enough, but it is used for storing other materials limiting the space within
14	Are the fittings arranged to facilitate these manoeuvres?	Y		
15	Are handwashing and drying facilities within reach of someone seated on the WC?		N	The sink is beyond the reach of someone seated on the toilet
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?		N	The toilet is old and in need of refurbishment
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
18	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?		N	The room should be cleared of all other materials
19	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?			N/A

7 Fixtures and fittings

Question	Yes	No	Action to be taken and recorded in Access Plan
1 Is any server/counter accessible to all users, including those with hearing impairments?	Y		
2 Is it possible for people with disabilities to serve as volunteers?			N/A
3 Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?		N	Library is completely inaccessible to those in wheelchairs or with mobility issues
4 In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		

5	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	The staffroom is only accessible for use by those in wheelchairs from one direction
6	Are all relevant locations clearly signed?		N	Limited internal signage

8 Information

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is the building equipped to provide hearing assistance?		N	
2	Does lighting installation of the building take into account the needs of people with visual disabilities?		N	Lighting has been installed to DfE requirements
3	Are there large-print versions of information about the building/activities available?		N	Could be requested
4	Is there braille information available for people with visual disabilities?		N	Unavailable

9. Means of Escape

Question		Yes	No	Action to be taken and recorded in Access Plan
1	Is there a visible as well as audible fire alarm system?		N	Children are not left un-supervised during the day
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		N	There are significant issues with wheelchair routes, both entry and emergency exit as highlighted by attached plan
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y	N	Although this does not currently take into consideration wheelchair users or those with mobility issues
4	Is the evacuation strategy checked regularly for its effectiveness?	Y		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Y		
6	Are all fire warning devices and detectors checked routinely and regularly	Y		

Appendix 2: School Accessibility Map



- ▬ Stairs
- ♣ Steps
- ♂ Male Toilets
- ♀ Female Toilets
- ♂♀ Unisex Toilets
- ♿ Disabled Toilets
- * Staff Toilets
- 👤 Cloak Room
- ▲ Accessible Entry/Exit Point
- ▲ Restricted Access Entry/Access Points

