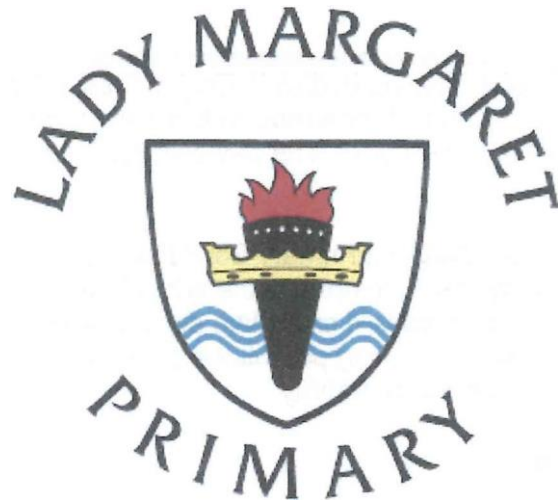


# Lady Margaret Primary School



*Where children come FIRST*

# Accessibility Plan

Governing Body Sub Committee	Published	Review Date	Author
Full Governing Body	Feb-18	Sep-20	A Hancock

**Adopted at Resources Committee (      )**

Author's Signature\_\_\_\_\_

Headteacher's Signature\_\_\_\_\_

Chair of Governors Signature\_\_\_\_\_

**Lady Margaret Primary School**

**Accessibility Plan**

**February 2018**

This policy supports the **Rights Respecting principles** adopted by Lady Margaret Primary School and is particularly relevant to the following articles:

**UNICEF - Convention on the Rights of the Child (CRC)**

**Article 1**

**Everyone under the age of 18 has all the rights in the Convention.**

**Article 2**

**The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.**

**Article 3**

**The best interests of the child must be a top priority in all things that affect children.**

**Article 4**

**Governments must do all they can to make sure every child can enjoy their rights.**

**Article 5**

**Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.**

**Article 6**

**Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.**

**Article 15**

**Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.**

**Article 23**

**A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.**

**Article 28**

**Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.**

**Article 29**

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.**

**To be read alongside the SEN Policy, Behaviour Policy, Teaching and Learning Policy, Health and Safety Policy, Positive Handling Policy**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Lady Margaret Primary School the plan will form part of the resources and development

section of the school development plan and will be monitored by the headteacher and evaluated by the Resources committee. The current Plan will be appended to this document.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Lady Margaret Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of ongoing dialogue with parents.

An accessibility strategy is a strategy for, over a prescribed period;

- a) Increasing the extent to which disabled pupils can participate in the schools' curriculums;
- b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

The following plan sets out the proposals of the Governing Body of the school to increase access to educations for disabled pupils in the three areas required by the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

**Increasing the extent to which disabled pupils can participate in the schools' curriculum;**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Targets	Action	Timescale	Responsibilities	Success Criteria	Progress/evaluation
To liaise with Nursery providers/ other schools to review potential intake throughout the year.	To identify pupils who may need additional to or different from provision prior to entry	ongoing	EYFS AHT	Procedures/equipment / ideas set in place prior to entry.	
To review all statutory policies to ensure that they reflect inclusive	To comply with the Equality Act 2010	Ongoing	HT DHT SBM All subject leaders	All policies clearly reflect inclusive practice and procedure	

Targets	Action	Timescale	Responsibilities	Success Criteria	Progress/evaluation
practice and procedure					
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach	<p>SENCO has been appointed (Jan-17) regular SEND review meetings with parents.</p> <p>Feedback questionnaire undertaken in Spr-16 76% of parents responded that they agreed that they were receiving good support for their children.</p> <p><a href="#">T:\2015 - 2016\SEN\ANALYSIS SPRING -16 QUESTIONNAIRES.xlsx</a></p>
To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	Inclusion AHT Outside agencies	Clear collaborative working approach	SENCO Appointed in Jan-17
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:	Ongoing	Teachers	Advice taken and strategies evident in classroom practice	

Targets	Action	Timescale	Responsibilities	Success Criteria	Progress/evaluation
	<ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>				
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Revision of assessment system/ Regular liaison with parents	Termly	Class teachers Inclusion leader	Progress made towards targets  Provision mapping shows clear steps and progress made	
To monitor attainment of all pupils groups pupils	booster groups/activities included on provision map	Ongoing Annually	Inclusion leader and Class teachers	More children making proportionate progress.	

Targets	Action	Timescale	Responsibilities	Success Criteria	Progress/evaluation
				Achieving above average results	
To promote the involvement of disabled students in classroom discussions/activities	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Screen magnifier software for the visually impaired Giving alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	Ongoing	Whole school approach	<p>Variety of multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>	
To evaluate and review the above short and long term targets annually	See above	Annually	SLT, curriculum leaders of learning  Governors		All children are making good progress
To deliver findings to the Governing Body	Resources and Teaching and learning and Committee Governors meetings	Annually Termly SEN Governor / SENCO meetings	Inclusion leader  SLT/SEN Governor		Governors fully informed about SEN provision and progress



**To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Pupils with physical disabilities may not be able to access the upper level but currently we do not have any pupils in this position.

<u>Issue arising from audit Aug-17</u>	<u>Key action to be taken</u>	<u>Estimated cost</u>	<u>Timescale and responsibilities</u>	<u>Progress</u>
<b>Approach and parking</b>  Car park spaces are not clearly marked for visually impaired users	Remarking of parking spaces	£500	Contractors Summer 2015	Completed
<b>Routes and external level change</b>  Ramps do not have hand rails	Insert handrails in Reception playground	£1000	Contractors Summer 2015	This still needs to be completed. To be included in site maintenance plan 2017/18
Exit from administration corridor into nursery outdoor learning space has a low wall but no railings. (This exit is not currently in use)				
<b>Entrances</b>				
Mats may be trip hazards	Secured mat on interior of lobby doors	£200	Immediately TS to organise	Signage has been updated

<u>Issue arising from audit Aug-17</u>	<u>Key action to be taken</u>	<u>Estimated cost</u>	<u>Timescale and responsibilities</u>	<u>Progress</u>
				Carpet grips have been installed in the lobby
Signage is unclear for visually impaired	Signage to be updated	£300		
<b>Horizontal movement and assembly</b>				
No induction loop for hearing impaired. This was removed during the summer work and not replaced	Induction loop to be reinstalled by PA Finley	£0	LA surveyors to request by Spring 2015 Summer 2015	This was requested as part of a refurbishment of school offices but was excluded from the programme of works by the LA surveyor.
Opening downstairs hall doors would be impossible for a wheelchair user	Install new handles on key doors	£1500	Spring 2015	
Emergency access for wheelchair users is currently an issue	Lift required but until that point, emergency carry chair required and staff trained	£2000	Summer 2015	Chair purchased and 4 members of staff trained  Refresher training needs to be organised for key personnel.  Suitable refuge areas to be identified and signage installed.

<u>Issue arising from audit Aug-17</u>	<u>Key action to be taken</u>	<u>Estimated cost</u>	<u>Timescale and responsibilities</u>	<u>Progress</u>
Internal signage needs to be installed for visually impaired	Improve signage	£500		
<b>Doors</b>				
The handles are too difficult to grip.	Replace handles (see above)			
<b>Toilets</b>				
Adults and children would currently be using the same toilet The walls and fittings are the same colour so are not distinguishable	Paint the walls a different colour	£300	Spring 2015 (TS)	Completed
Signage needs to be updated	Improve signage (as above)			Completed
A child may not be able to reach the emergency pull cord	Extend pull cord	£50	Spring 2015 (TS)	New call point and pull chord installed
The taps are not use to use for disabled people	Replace taps	£200	Spring 2015 contractor	Completed
<b>Means of escape</b>				
There is no swift means of escape from the upper floor for people with disabilities	Purchase a carry chair and train 6 staff and adapt evacuation procedures		Spring 2015 (BW to organise)	In place

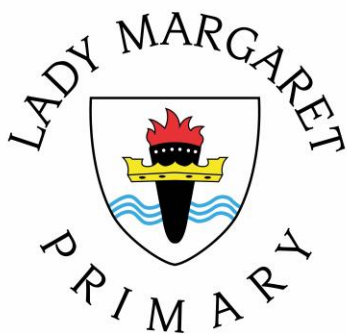
## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## Information

No hearing assistance available	Reinstall hearing loop (see above)			To action
There is no diagram or tactile plan of the building	Organise maps to be made	£300	Summer 2015 (BW to organise)	Completed
There are no large print versions of information available	Enlarge key information to enable visually impaired users to access		Spring 2015 (BW to organise)	
There is no audio information about the building available	Not necessary as staff could verbally inform			
Office staff are not trained in communication with people with physical and sensory difficulties	Training for office staff		Summer 2015 (BW to organise)	

# Appendix 1



## Access Audit Checklist

August 2017

### Description of the school site

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. One hall is on the ground floor and is accessible to all but the other hall with the stage is not. A carry chair is available and staff trained to use it.

On-site car parking for staff and visitor includes one dedicated disabled parking bays. A number of entrances to the school are ramped and have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is a disabled toilet available fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

The following checklist has been completed answering the questions 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.

### A - APPROACH and CAR PARKING

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	√		
A02. Is the building within convenient distance of public transport?	√		120 bus stops outside school

A03. Is the building within convenient distance of car parking?	√		One disabled bay on site parents are not permitted to park on the school site without express permission from the head teacher
A04. Is the route clearly marked/found?	√		
A05. Is the route free of kerbs?	√		Drop kerbs have been put in the school sites at key areas there are dropped kerbs on the streets adjacent to the school
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?		√	
A11. Is there car parking for people with reduced mobility?	√		There is one disabled bay in the school car park.
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?		√	Car park surface is deteriorating in places
A15. Is the route to the building kept free of snow, ice and fallen leaves?	√		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)		√	There is an access ramp to the school reception office.

General Notes

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	√		There are ramps to both entrances to the front of the school.
B02. Is it wide enough and suitably graded?	√		
B03. Is the surface slip resistant?	√		
B04. Are there kerbs and are there edges protected to prevent accidents?	√		

B05. Are there handrails to one or both sides?	√		There are handrails on both sides of the main school entrance.
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)		√	There are no steps at the main school entrance
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides? (delete)		√	
B10. Are ramps and steps adequately lit?	√		
B11. Are treads and risers consistent in depth and height?			N/A
B12. Are all nosings marked and/or readily identifiable? (delete)			N/A
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

General notes:

- Exit from year 1 into the Reception outdoor learning space does not have railings.
- Exit from administration corridor into nursery outdoor learning space has a low wall but no railings. (This exit is not currently in use)

### C – ENTRANCES, INCLUDING RECEPTION

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	√		
C02. If glass is it visible when closed?			N/A
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?	√		Door release is operated internally by reception staff and can be pushed open.
C09. If the door has a closer mechanism does it have:			
a. Delayed closure action?			
b. Slow-action closer?	√		
c. Minimal closure pressure?			
C10. If the door is power-operated does it have visual and tactile information?			N/A

C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	√		Call button
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	√		
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?	√		
C15.	Does the lighting installation take account of the needs of visually disabled people?	√		
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?	√		
	c. Firm for wheelchair manoeuvre?	√		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	√		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	√		
C19.	Is it fitted with an induction loop?		√	Induction loop required
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?		√	

General notes:

#### D – HORIZONTAL MOVEMENT AND ASSEMBLY

	Y	N	Notes
D01.	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	√	
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?	√		There is signage and maps throughout the building
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?	√		
D10.	Are there tactile signs and information for those with impaired vision?		√	
D11.	Is the maintenance of these items checked regularly?			N/A
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?		√	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?			
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			
D19.	Are telephones fitted with inductive loop couplers?		√	
D20.	Is a minicom available for use by people with hearing disabilities?		√	

**General notes:**

- Induction loop needs to be installed – *This was requested as part of a refurbishment of school offices but which was excluded from the programme of works by the LA surveyor.*
- Second floor not accessible to wheelchair users.

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

	Y	N	Notes
E01.		√	

E02.	Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)		√	There are handrails on both sides of the stairs leading to the first floor however these do not extend beyond the top or bottom of the flight.
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?		√	
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
E08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?		√	This would make the gradient to steep and create a hazard.
E09.	Are steps available as an alternative to any ramp or ramped surface?	√		
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)		√	The feasibility of a lift has been discussed with the LA.
E11.	Platform Lift (delete)			N/A
	a. Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			
	b. Is the platform adequate for wheelchair use and manoeuvre.			
	c. In the event of a power failure does the platform return to lower level?			
	d. Is the equipment maintained and its operation checked regularly?			
E12.	Stairlift (delete)			N/A
	a. Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
	b. Is the platform adequate for wheelchair use and manoeuvre?			
	c. Is approach convenient and safe at all appropriate landings? (delete)			
	d. Does the stairlift have a 'Soft-Start' action?			
	e. When not in use is the platform powered to fold away to avoid obstruction?			
	f. In the event of a power failure does the platform return to lower level?			
	g. Is the equipment maintained and its operation checked regularly?			

E13. Lift			
a. Is the lift's location clearly defined by visual and tactile information? (delete)			
b. Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			
c. Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
d. Does the lift door open widely enough for wheelchair user access?			
e. Does door operation allow slow entry and exit?			
f. Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			
g. Does the car have appropriate support rails?			
h. Are the lift car controls, inc. emergency call, located within reach of all users and with visual and tactile information?			
i. Is there audible floor indication?			
j. Is the lift an 'Evacuation Lift'? (see section J – MEANS OF ESCAPE)			
k. Is the lift regularly maintained and its functional operation routinely checked?			

**General Notes:**

**F - DOORS**

	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?			N/A
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?	√		Most classroom doors have knobs which need to be turned in order to open them
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	√		

F08.	Are door/handles clearly distinguished?	√		
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?			Doors to the lower hall have slow closure action
	d. Minimum closure pressure?			
F11.	Is door/mechanism function checked regularly?			

**General Notes:**

**G - LAVATORIES**

	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?	√	
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?		√ There is a sign on the door but no overhead signage.
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?	√	
G12.	Is there an emergency call system and is someone designated to respond?	√	
G13.	Can the 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?	√		Hand dryer and sink yes, paper towel dispenser no.
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?	√		
G19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	√		
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?			N/A

**General Notes:**

**H – FIXTURES AND FITTINGS**

	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?		√
H09.	Are all relevant locations clearly signed?		√

General Notes:

## I - INFORMATION

	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?			
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?		√	This could be played on the information screen in the reception area.
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?		√	There is signage throughout the school however this may not meet the needs of some disabled users.

General Notes:

## J - MEANS OF ESCAPE

	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)		√	Evacuation chair is located outside the upper hall 4 members of staff have received training to use.
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		√	
J05.	If refuges are available are they equipped with 'carry chairs'?	√		Evac chair available
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	√		
J07.	Is the evacuation strategy checked regularly for its effectiveness?	√		Reviewed annually
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?	√		Site managers roles and responsibilities
<p>General notes to block:</p> <ul style="list-style-type: none"> <li>• Refresher training required for Evacuation chair</li> <li>• Suitable refuge areas to be identified and signage installed.</li> </ul>				