



# Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

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# School Policy Document

# Accessibility Policy 2021

<b>Date Adopted by Full Governing board:</b>	02/02/2021
<b>Last reviewed on:</b>	01/02/2021
<b>Next review due by:</b>	01/02/2022

## 1. Aims and expectations

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

- 1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values
- 1.6. We treat all children fairly and apply this behaviour policy in a consistent way.

## 2. Introduction

2.1. This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance from the following publications:

- Accessible Schools: Planning to increase access to schools for disabled pupils (DfES 07/02)
- Getting it right for future generations (4 S SCC 04/03)

2.2 Buckingham Park Church of England Combined School is a Voluntary Aided School serving the whole community. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

The Equality Act, Schedule 10 requires the School to prepare an Accessibility Plan. This plan should cover:

- Increasing the extent to which students with a disability can participate in the school's curriculum.
- Improving the physical environment of the buildings for the purpose of increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to students with a disability of information which is readily accessible to students who do not have a disability.

The following documentation is also related to this policy

- Equality Act 2010: Advice for Schools (DfE)
- Children and Families Act 2014 (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Keeping Children Safe in Education 2020 (DfE)

## 2. Disability Definition

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

## 3. Aim

3.1. The School is committed to providing an environment that enables full curriculum access that values and includes all students, **potential students**, staff, parents/carers 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 continually developing a culture of inclusion, support and awareness **across our school**

**community, whilst reducing and eliminate barriers to access to full participation in the life of the school.**

#### **4. Equality and Diversity principles**

- 4.1. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 4.2. The School's policy on equality is to ensure that there is no discrimination against any group with the protected characteristics -specified in the Equality Act 2010. With this in mind, the School will adapt any policies and procedures so that disabled people are not treated any less favourably in the service, education or support they receive than people without a disability.
- 4.3. New premises were completed in September 2013 which provides full access to the premises for users with a physical disability.
- 4.4. Compliance with the Equality Act is consistent with the schools aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admission and exclusions and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan (appendix A)
- 4.5. The school will:
  - Recognise and value parents' knowledge of their child's disability and its effect on his/ her ability to carry out normal activities and respects the parents' and child's right to confidentiality
  - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils
- 4.6. This curriculum endorses the key principles in the National Curriculum 2014 framework which underpin the development of a more inclusive 21<sup>st</sup> Century curriculum by:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

#### **5. Activities**

##### **5.1. Educational and related activities**

The school will continue to seek and follow the advice of the Local Authority services and outside agencies such as Specialist Teacher Services, SEN consultants and health professionals from the local NHS Trusts.

Reasonable adjustments will be undertaken to ensure the aims of this policy are maintained. Stakeholder voice will be captured in surveys and used to improve the experience and access to curriculum and site.

## 5.2. Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (Accessible schools: planning to increase access to schools for disabled pupils. page 29: DfES 2002)

## 5.3. Provision of information

The school will make itself aware of local services, including those provided through the Local Authority. Their local offer links are signposted on the school website and referenced in the SEN policy.

## 6. Linked policies

6.1 This Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan (including premises)
- SEN policy
- Equal Opportunities Policy
- Curriculum Policies
- Equality and Diversity Policy
- Equality Scheme

## 7. Targets Achieved

7.1 Along with the accessibility of the curriculum the school provides:

- Accessibility for wheel chair users throughout the site
- 2 disabled accessible toilets
- Main and rear entrance and all doorways throughout the site are low profile
- Disabled parking bays in front (public) and rear (staff) car parks
- Wide corridors
- Lift to enable access to second storey
- Evac-chair equipment at the top of each stair well and certified staff as named assistant for identified children
- High-contrast play areas (colour and texture) for pupils with VI.

## 8. Current plans

8.1 For the latest planned accessibility targets and time frames please see:

- Appendix A- Accessibility plan
- Appendix B -Access to site
- Appendix C-Accessibility audit (Jan 2021)

## **9. Plan availability**

- 9.1 This plan will be made available, upon request, to any current parent/carer or prospective parent/carer who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. It will also be placed on the School website. This plan will be used by the Senior Leadership Team Management and will inform relevant aspects of the school's development plan.
- 9.2 The plan is also available in high contrast and large print sized format upon request, via the school office.

# Accessibility Plan 2020-2021

# Appendix A

Aim	Current good practice (embedded and developing)	Objectives	Action to be taken	Role responsible	Review date	Success Criteria
<p><b>To plan the steps necessary to make the curriculum and extra-curricular activities accessible to a wider range of students</b></p>	<p>Buckingham Park C of E School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure that all pupils are able to access and engage with their learning and the curriculum fully.</p> <p>Targeted and personalised strategies and resources include- but are not limited to-</p>	<p>Short term: Teachers will plan in use of resources which reflect and represent the disabled community-consistently</p>	<p>SENCO to film and upload to Google classrooms functional language Makaton signs for all staff and pupils to learn at least 20 class based signs.</p>	<p>SENCO Staff</p>	<p>Sept 2021</p>	<p>Clips are available on google drive and google classrooms</p> <p>TA and office staff CPD for functional signs and the rationale of signing.</p>
	<p>Adapted seating positions, acoustics, lip pattern visibility, visual stress, visual prompts, writing support and Makaton signing.</p> <p>Classroom floors are carpeted and displays offer reduced acoustic feedback for HI pupils. (E)</p>	<p>Medium term: Classrooms and shared areas will continue to reflect the advice of specialist teachers from the sensory team.</p> <p>Initial steps taken to create a total communication</p>	<p>KS1 staff and LTS to have access to Deaf friendly strategies to support pupils with HI and sensory needs.</p>	<p>SENCO staff</p>	<p>Sept 2021</p>	<p>All staff to be aware of deaf friendly strategies. This will be evident in classroom environments and QFT practice.</p>
				<p>SENCO</p>	<p>Sept</p>	<p>Induction loops in main</p>

		<p>setting.</p> <p>Long term: Ensure continued compliance with the Equalities Act 2010.</p>	<p>Pricing for hearing (induction) loops in key public areas to be investigated. Signage for stairs- multi sensory to be installed</p>	<p>SLT Governors</p>	<p>2021</p>	<p>reception area and braille information about the school is available upon request. Audio prospectus on website.</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>School built in 2013 therefore compliant with wheel chair access and positioning of handles, low profile flooring throughout and automatic lighting. (E)</p>	<p>Short term: Ensure continued compliance with the Equalities Act 2010.</p>	<p>Policy to be referred to when planning schedules of work and budgeting for adaptations for individuals or groups.</p>	<p>SLT Governors Site manager</p>	<p>Mar 2021</p>	<p>Site maintains ease of access and manoeuvre for wheel chair users and those stakeholders with VI and HI.</p>
	<p>Removal of sensory barriers to access and engagement with consistency across all classrooms to remove sensory barriers at QFT level (D)</p>	<p>Medium term: All classrooms to use Local Authority Sensory Audit materials to remove barriers at QFT level</p>	<p>Staff to have access to and complete sensory audits of learning spaces, implementing recommendation. CPD for Sensory Processing Disorder to be arranged and completed.</p>	<p>SENCO</p> <p>SENCO</p>	<p>Sept 2021</p> <p>Oct 2021</p>	<p>Sensory audits have been undertaken and all classrooms and learning areas meet the needs of all learners with reasonable adjustments and resources. Learning and engagement is maximised for all. CPD is planned or undertaken supporting awareness of sensory needs.</p>
	<p>Clear identification of stair locations (D)</p>	<p>Long term: Stair locations</p>	<p>Signage to identify</p>	<p>Business manager SENCO SLT</p>	<p>Oct 2021</p>	<p>Stair locations are distinguishable for all site users</p>



		are identifiable	location of stairs to be priced and signage to be established			
<b>Improve delivery of written information to pupils/stakeholders with disabilities</b>	Information is shared via parent email, newsletters and school social media platform. Large print documents are available upon request- this is also available in the SEND information report (E)	Short term:	Parent survey Pupil survey Feedback to support future improvements	SLT SENCO	Apr 2021	Website is easily accessible and information (prospectus/policies are available in auditory versions) Visual stress is considered when presenting written information fonts are serif free and sizing is 10+
	Visual stress is not yet consistently considered, in all publications.(D)	Medium term:	Audit of website- Qs. Are auditory versions of written information available? Can web content be easily adapted to improve contrast and reduce visual stress?	SLT	June 2021	Hyperlinks and text size/background and contrast to be reviewed
	Auditory versions of key documents (prospectus/policies/virtual tours) are not yet available (D)	Long term:	Website to be reviewed with access and ease of use in mind- for users with sensory needs	SLT SENCO	Sept 2021	

**Accessibility Plan – Access to Site 2020-2021**

**Appendix**

**B**

Feature	Description	Actions to be taken	Role responsible	Date for review
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Main lobby/reception	Induction loops for HI visitors will need to be considered for visitors and the children with HI and hearing aids/cochlear implants to communicate effectively and participate in whole school responsibilities such as returning the register or taking messages.	Research into installation and pricing of implementation of induction loops.	SLT	September 2021
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# Accessibility Plan – Site Audit 2020-2021

# Appendix C

*Undertaken January 2021 Headteacher and Assistant Headteacher-Inclusion*

Question	Yes / No	Details
<b>Checklist 1 - Approach Routes &amp; Street Furniture</b>		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	Y	
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	Y	
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Y	
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Y	
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Y	
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Y	
1.7 - Free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural	Y	

posts have markings at two heights?		
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Y	At the rear of the school there is seating but the front entrance is straight off the pavement and would hinder pedestrians.
<b>Checklist 2 - Car Parking</b>		
2.1 - Are accessible bays provided for badge holders?	Y	Front and rear car parks
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Y	
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	Y	
2.4 - Close enough to facilities the car park serves?	Y	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Y	
2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?	N/A	
<b>Checklist 3 – External Ramps</b>		
3.1 – Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	N/A	Entrance is on a slope down towards the main doors.
3.2 - Suitable handrails on each side?		n/a

3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Y	
3.4 - Edges protected to prevent accidents?	Y	
<b>Checklist 4 - External Steps</b>		
4.1 - Visual and tactile warnings at the top and bottom of steps?	N/A	No steps
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	N/A	
4.3 - Lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?	N/A	
4.4 - Treads long enough and all of the same length?	N/A	
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	N/A	
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	N/A	
<b>Checklist 5 - Entrances</b>		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Y	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Y	
5.3 - Level or flush threshold?	Y	

5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?		No steps
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?	Y	
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Y	
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	Y	
5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	Y	Signage may need to be made more visible.
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Y	
5.10 - Weather mat of firm texture and flush with floor?	Y	
<b>Checklist 6 - Reception Areas and Lobbies</b>		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Y	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Y	

6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Y	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	Y	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	N	Pending discussion at SLT
<b>Checklist 7 - Corridors and Internal Surfaces</b>		
7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Y	
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columns that have a lack of colour contrast?	Y	
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	Y	
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Y	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	Y	Children's toilets floor similar colour to the floor.



7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Y	
<b>Checklist 8 - Internal Doors</b>		
8.1 - Distinguishable from surroundings?	Y	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Y	
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Y	
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Y	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Y	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	Y	
<b>Checklist 9 - Internal Ramps</b>		
9.1 - Ramp available for short rise within single storey?		N/A
9.2 - Wide enough and suitably graded? Surface slip resistant?		N/A

9.3 - Exposed edges protected to prevent accidents?		N/A
9.4 - Suitable handrail each side?		N/A
<b>Checklist 10 - Internal Stairs</b>		
10.1 - Treads long enough and each of same length?	Y	
10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	Y	
10.3 - Nosings readily identifiable?	Y	
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	Y	
10.5 - Landings big enough and provided at intermediate levels in a long flight?	Y	
<b>Checklist 11 - Lifts</b>		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	Y	
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	Y	
11.3 - Support rails in car appropriately designed and positioned?	Y	
11.4 - Is there a mirror within the lift car?	Y	

11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	Y	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	Y	
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	N	Upon test, no audible indication heard
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	N	
<b>Checklist 12 - WC Provision &amp; Changing Areas</b>		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Y	
12.2 - Slip-resistant floors throughout?	Y	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Y	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Y	
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	N	
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Y	

12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	Y	One disabled access w/c on each floor.
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	N/A	
<b>Checklist 13 - WCs: Wheelchair Users</b>		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Y	
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Y	
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Y	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Y	
13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Y	
13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Y	
13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Y	

13.8 - Is there a back rest provided to the toilet pan?	Y	
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Y	
13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Y	
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Y	
<b>Checklist 14 - Facilities</b>		
14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Y	Yes reception area, but no for corridors as this would pose a health and safety risk and an obstacle for VI stakeholders.
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Y	
14.3 - Are a number of chairs with armrests available within each classroom?	Y	All adults chairs have arms.
14.4 - Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	Y	
14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?		N/A

14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Y	
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	N	No counter in the library. No induction loop in the school, yet.
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	N	
14.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	N	Stage flat surface. Only raised for certain performances at Christmas and End of Academic Year.
<b>Checklist 15 - Way Finding</b>		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Y	No braille signage available at this time.
15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	Y	
15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	Y	

15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	N	There is no floor level signage, however the dog leg of the stairs is significantly wide.
15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	N	No overt signage but it is clear where the lift is located on the ground floor. On the top floor, the entrance is concealed.
<b>Checklist 16 - Lighting &amp; Acoustics</b>		
16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Y	
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?	Y	
16.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	Y	
16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	Y	
16.5 - Good balance of hard and soft surfaces?	Y	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	N	To be discussed with SLT

<b>Checklist 17 - Means of Escape</b>		
17.1 - Audible alarm system supplemented by visual system?	Y	
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Y	
17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Y	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	N	Evac chairs on each stair well and trained, named staff
17.4 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	Y	Yes there is a refuge area but no signage. Upon entry to the site the visitor is informed of the procedure of evacuation and where to go for assistance.
<b>Checklist 18 - Building Management</b>		
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Y	
18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?	Y	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Y	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	Y	



18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Y	
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