



Buckfastleigh Primary School

## Accessibility Policy

Adopted by Governors: March 2016

Signed by Chair of Governors:

Review Date: March 2017

## Vision statement

Our vision is for Buckfastleigh School to be a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every child. This vision includes our desire to make our learning environments accessible to all our learners and school community. The purpose of this plan is to show how Buckfastleigh Primary School aims to develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors.

As a school we are required under the Equality Act 2010 to have an accessibility plan. The definition of disability according to this Act is:

*A person has a disability if—*

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

*(b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. (Equality Act 2010 CH1 section 6*

<http://www.legislation.gov.uk/ukpga/2010/15/section/6> )

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

This plan should be read in parallel with our SEND Policy and Information Report, Complaints Procedure, and alongside South Dartmoor Academy Policies.

## Our Aims:

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

## Aim one:

To increase access to the curriculum for pupils with a disability

Buckfastleigh Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in all the activities of the school.

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>Where appropriate State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Full staff training on a range of SEND issues.	<p>Short term - To share good practice across the school.</p> <p>Short - To involve and share information from visiting professionals who advise on SEND issues.</p> <p>Medium term - To continue to plan suitable full staff training in response to pupil cohort needs.</p> <p>Long term – To look to accreditation for an area of SEND</p>	SENDCo	Ongoing	Staff confident in supporting SEND children.

Ensure classroom support staff have specific training on disability issues	TAs: currently attend full staff training on SEND issues.  Individual training for those who support children with specific needs.	To continue with this good practice. Being responsive to the pattern of need within our setting.	SENDCo	Ongoing	Staff confident in supporting SEND children.
Ensure all staff are aware of disabled children's curriculum access	Good communication using school systems distributed throughout staff.	To apply this as and when a child requires this level of support.	SENDCo	Ongoing	Clear guidance to all staff regarding a child's needs.
Ensure classroom resources meet the needs of specific children	Current resource provision takes account of pupils needs.	To continue to renew and purchase appropriate aids as required by pupils attending our setting using SEND budget.  If more is required applications for funding will be made.	SENDCo	Ongoing	Resources that are fit for purpose.
All educational visits to be accessible to all	To date all visits have been accessible to all pupils.	To continue to ensure that due consideration is made for all pupils when planning educational visits.	Staff & SENDCo	Ongoing	Educational visits to be accessible to all.
PE curriculum to ensure PE accessible to all	To date PE curriculum is accessible to all.	To continue to monitor and ensure the PE curriculum meets the needs of our pupils.	PE coordinator & SENDCo	Ongoing	PE accessible to all.

## Aim 2:

To improve and maintain access to the physical environment of Buckfastleigh Primary school to include physical aids to access education as appropriate.  
Buckfastleigh School is continuing to develop and as we continue to improve the facilities and site we aim to consider carefully accessibility issues.

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>Where appropriate state short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Generally good relationships and communication with all stake holders. Where we are aware of needs they are being met.  Site access is under review in terms of security and as part of this plan access is being considered.	To sensitively collect information regarding individual need and create access plans for individual disabled pupils as part of the DAF process as required.  Be aware of staff, governors and parents access needs and meet as appropriate  Gather information regarding parent carer access needs through routine questionnaires questions and discussions.  Consider access needs during recruitment process. Ensure staff aware of Environment Access Standard	Head/all staff	Ongoing	For the school to be easily accessible to all its stake holders.  For those wanting to use the school site to know how to make their needs known to the school.
Layout of school to allow access for all pupils to all areas	Currently all pupils are able to access all areas of the school.	Consider needs of disabled pupils, parents/carers or visitors when considering any redevelopment	SENDCo		For the school to be accessible for all pupils. For all future development to consider accessibility.
Ensure all disabled pupils can be safely evacuated.  All fire escape routes are accessible.  Alarm systems multisensory	Clear evacuation procedure in place.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	SENDCo		All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.

Ensure equal access to classroom resources through suitable adaptation. Hearing support, ICT adaptations etc	Currently there are adaptations suitable to meet pupils' needs across the school.	To keep up to date with ICT options.  Maintain equipment.  Consider widening the resources used to all classrooms – e.g. sound fields.	SENDCo		Fully inclusive classrooms.
To respond appropriately to audits of the school site attached to this plan and prioritise from these unless an individual need takes precedence.		To use audits as a planning tool to assess priorities in spending to improve accessibility.	Head/ SENDCo		System for improvement in place and responsive to needs.

## Aim 3

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

Communication between Buckfastleigh Primary school, pupils, parents and the wider community is good. It is met through our open door policy, helpful office staff, letters, text messages, web site and on site posters.

The information should take account of pupils' disabilities and pupils' and parents' preferred formats

The school will need to identify agencies and sources of such materials to be able to make individualised or specialised provision when required.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>Where appropriate state short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
Review information to parents/carers to ensure it is accessible.	We have good and varied communication routes.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms  Ensure website and all documents accessible via the school website can be accessed by the visually impaired.  Internet access for parent pay available in school.	Staff		Clear communication to all stake holders in school.
Large print for visually impaired.		When requested or need identified	Staff		Accessible print
If languages other than English are spoken by parents or children - provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language problems. Simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty		Access to translators, sign language interpreters to be considered and offered if possible.  Support in accessing information if translators etc are not available.	Staff		Supported communication.

with standard form of printed information					
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## Audits

All audits to be completed and action plan drawn up.

A – APPROACH AND CAR PARKING

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

C – ENTRANCES, INCLUDING RECEPTION

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

E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

F – DOORS

G – LAVATORIES

I - INFORMATION

J – MEANS OF ESCAPE



**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

***A - APPROACH and CAR PARKING***

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

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

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

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

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?			
A02. Is the building within convenient distance of public transport?			
A03. Is the building within convenient distance of car parking?			
A04. Is the route clearly marked/found?			
A05. Is the route free of kerbs?			
A06. Is the surface smooth and slip resistant?			
A07. Is the route wide enough?			
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?			
A09. Is it adequately lit?			
A10. Is it identified by visual, audible and tactile information?			
A11. Is there car parking for people with reduced mobility?			
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?			
A13. Is the car parking as near the entrance as possible?			
A14. Is the car parking area suitably surfaced?			
A15. Is the route to the building kept free of snow, ice and fallen leaves?			
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)			

General notes to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

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

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

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

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

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

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)			
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides? (delete)			
B06. If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps? (delete)			
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?			
B12. Are all nosings marked and/or readily identifiable? (delete)			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			
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			

General notes to block:

**ACCESS AUDIT CHECKLIST: Sheet ..... of .....**

Block..... Date of survey.....

***C – ENTRANCES, INCLUDING RECEPTION***

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

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

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

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

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?			
C02. If glass is it visible when closed?			
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)			
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)			
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)			
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?			
C07. Can the door furniture be used at both standing and seated height? (delete)			
C08. Can it be easily grasped and operated?			
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?			
(b) slow-action closer?			
(c) minimal closure pressure?			
C10. If the door is power-operated does it have visual and tactile information?			
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			
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?			
C20. If public telephone is available (say at reception, is it, and its instructions):			
(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 to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

***D - HORIZONTAL MOVEMENT AND ASSEMBLY***

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

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

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

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

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?			
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?			
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			
D04. Is turning space available for w.ch. users?			
D05. Do natural and artificial lighting avoid glare and silhouetting?			
D06. Are there visual clues for orientation?			
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?			
(b) avoid light reflection and sound reverberation?			
D08. Do textured surfaces convey useful information for people with impaired vision?			
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?			
D10. Are there tactile signs and information for those with impaired vision?			
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?			
D13. Is sufficient circulation space allowed for wheelchair users?			
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?			
D16. Are all areas for assembly/meeting equipped with an induction loop system?			
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 to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

Block..... Date of survey.....

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

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

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

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

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

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting? (delete)			
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)			
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]			
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			
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)			
E11. Platform Lift (delete)			
(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)			
(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?			
<b>E13. Lift</b>			
(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 to block:

**ACCESS AUDIT CHECKLIST: Sheet ..... of .....**

Block..... Date of survey.....

***F - DOORS***

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

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

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

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

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)			
F02. Can they be readily distinguished?			
F03. If glass, are they visible when shut?			
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)			
F05. Does the clear opening width permit wheelchair access?			
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?			
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)			
F08. Are door/handles clearly distinguished?			
F09. Can the door furniture/handles be easily operated/grasped? (delete)			
F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?			
(b) delay-action closure?			
(c) slow-action closure?			
(d) minimum closure pressure?			
F11. Is door/mechanism function checked regularly?			

General notes to block:

**ACCESS AUDIT CHECKLIST: Sheet ..... of .....**

Block..... Date of survey.....

***G - LAVATORIES***

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

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

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

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

	Y	N	Notes
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?			
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?			
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?			
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General notes to block:

**ACCESS AUDIT CHECKLIST: Sheet ..... of .....**

Block..... Date of survey.....

***H - FIXTURES AND FITTINGS***

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

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

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

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

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?			
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			
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 to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

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***I - INFORMATION***

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

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

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

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

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?			
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?			
I03. Is there a tactile plan or diagram of the building?			
I04. Are there large-print versions of information about the building/activities available?			
I05. Is there 'braille' information available for people with visual disabilities?			
I06. Is there an 'audio' version of information about the building available?			
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?			
I08. Are all relevant locations clearly signed?			

General notes to block:

**ACCESS AUDIT CHECKLIST:** Sheet ..... of .....

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***J - MEANS OF ESCAPE***

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

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

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

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

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)			
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?			
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			
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'?			
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?			
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?			

General notes to block:

# Accessibility Audit Action Plan

Audit:	Description	Actions to be taken	Person responsible	Date to complete actions by
A	x			
B	x			
C	x			
D	x			
E	x			
F	x			
G	x			
H	x			
I				
J				



# Appendix A

Equalities Act 2010 – Schedule 10

The responsible body of a school in England and Wales must prepare:

- **An accessibility plan**
- **Further such plans at such times as may be prescribed**

**1) An accessibility plan ensures that over a prescribed period:**

- a) The extent to which disabled pupils can participate in the school's curriculum is increased
- b) The physical environment of the school 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 school are improved
- c) The delivery of information which is readily accessible to pupils who are not disabled is improved for pupils who are disabled.

**The delivery in sub-paragraph 1c) must be:**

- Within a reasonable time
- In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

**2) An accessibility plan must be in writing.**

**3) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.**

**4) The responsible body must implement its accessibility plan.**

**5) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.**

**6) A relevant inspection is an inspection under:**

- a) Part 1 of the Education Act 2005, or
- b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

**7) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.**

- a) The proprietor of an independent educational institution (other than an Academy) must, if asked, make a copy of the school's accessibility plan available for inspection at such reasonable times as the proprietor decides.
- b) The proprietor of an independent educational institution in England (other than an Academy) must, if asked by a Minister of the Crown, give the Minister a copy of the school's accessibility plan.
- c) The proprietor of an independent school in Wales (other than an Academy) must, if asked by the Welsh Ministers, give them a copy of the school's accessibility plan.