Accessibility Audit & Plan

08/11/2019

Bishop Challoner Catholic College

Institute Road, Kings Heath, Birmingham
B14 7EG
www.bishopchalloner.org.uk
0121 444 4161

School Type	Local Authority Maintained
Pupil Age Range	Secondary
Most recent Ofsted rating	Good
Head Teacher	Dr James Coughlan, j.coughlan@bishopchalloner.bham.sch.uk
SENCO	Mrs Eileen Breen, e.breen@bishopchalloner.bham.sch.uk
Lead Officer re Site & Facilities	Kate Hall, k.hall@bishopchalloner.bham.sch.uk
Next Audit & Plan due by	08/11/2022

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1. Executive Summary

An Accessibility Audit of Bishop Challoner Catholic College was commissioned by Kate Hall, the lead officer with regards to site and facilities. The audit visit took place on **08/11/2019**. Further information was obtained from the school website and by pre-visit questionnaire and also reference to previous audits.

Accessibility and Equality legislation as it applies in schools is summarised in Sections 2 and 3 below.

Contextual background information is summarised in Section 7. The school context is considered when suggesting recommendations for improvements to accessibility.

The constraints and limitations to the audit are considered in Section 8.

The detailed Access Audit follows in Section 10 and is summarised in Section 1.1 below. The Audit section describes accepted best practice where appropriate.

Bishop Challoner Catholic College is a Roman Catholic secondary school in the Kings Heath area of Birmingham. The ethos of the school is Catholic and this is instilled in to every aspect of school life. As well as pupils, all parents are expected to give their full, unreserved and positive support for the aims and ethos of the school.

The school believes that it is vital that their pupils are fully equipped to face the demands of the world and works tirelessly for the pupils they serve, ensuring that they all leave with the highest of academic outcomes. The school also ensures that their pupils are spiritually and culturally developed, equipped with the necessary moral compass needed, so that they are prepared to be strong and active members of society for themselves, their family and also the community.

The school enjoys excellent mutual relationships between pupils and staff meaning that their community is one empowered to serve. With an English Department which is considered one of the highest achieving in the country, the school also has very high academic standards, supporting their pupils to achieve their full potential.

Since our last visit to Bishop Challoner Catholic College, the main change has been the reception area which is now in through the sports area. This has made a big difference to the safeguarding of the school.

The school makes a huge effort to ensure that all have access to their information, not just the pupils themselves. The website is accessible, with a larger font option for those who need it, and literature is available in alternative methods if needed.

The most significant area for improvement is the parking area. There is currently no allocated accessible parking area on the site and, although there is one opposite in the pay-and-display car park, the school should have one available. We recommend allocating an area where the minibuses are currently parked. It is important to also remember that this will need to be clearly marked out and there will also need to be a directional sign placed at the entrance to the school indicating that there is an accessible space.

Based upon the audit findings, the suggested School Accessibility Plan together with a suggested Action Plan, is provided at Sections 11 and 13 respectively.

There are certain areas in need of attention which could be rectified with little, if any, financial outlay. For example, accessible toilets should not be used for storage and we recommend ensuring that all of your accessible toilets are clutter free. This costs nothing to achieve. It is also recommended that the school checks that all accessible toilets have the required fixtures and fittings in order to achieve

compliance – we found that some did not have and coat hooks at an appropriate height and some were missing grab bars on the back of the doors. Some were also missing alarms.

It is for the Schools' senior leadership and management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested in the Accessibility Action Plan may be helpful in that regard.

It is suggested that the Schools' own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Links to enable school staff to access guidance and support is provided in Section 14.

Equality Act Audits relationship with Bishop Challoner Catholic College **does not end with the submission of this document. We remain available by telephone or email for further discussion, advice and support throughout the currency of this audit. We especially welcome feedback regarding your progress. Please do share your success stories with us.**

Thank you for the opportunity to work with the school, and the hospitality extended during our visit to the school. We look forward to having the opportunity to support the school again, should you kindly choose to reappoint us.

Auditor name, post nominal qualifications

15/11/2019

For Equality Act Audits.

1.1 Table of Audit Findings

This table summarises the audit outcomes. The detailed findings are given in Section 10 below.

Action Plan recommendations, where appropriate, are provided in Section 13.

Reference	Audit Aspect	Outcome 2019
Access to Information		
10.1.1	Staff Training – Is awareness training provided to enable all staff to understand and recognise disability issues?	Compliant
10.1.2	Arrangements for providing information in simple language, large print, via digital audio, by Braille	Compliant
10.1.3	Is the school Website and social media content accessible?	Compliant
10.1.4	Is information presented to groups in a user-friendly way for people with disabilities which affect their vision?	Compliant
10.1.5	Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities	Compliant
10.1.6	Complaints process	Compliant
Access to Site and Facilities		
10.2.1	Access via Public Transport	Compliant
10.2.2	Arrangements for disabled parking	Improvement Recommended
10.2.3	Security gates and barriers	Compliant
10.2.4	Access through the site to Reception	Compliant
10.2.5	Reception facilities	Improvement Recommended
10.2.6	External areas, movement between buildings	Improvement Recommended
10.2.7	Emergency Evacuation and Lockdown Procedures	Compliant
10.2.8	Internal movement – corridors and evacuation routes	Compliant
10.2.9	Internal movement – stairs and lifts	Improvement Recommended
10.2.10	Accessible Toilets	Improvement Recommended
10.2.11	Changing Rooms	Compliant
10.2.12	Medical Facilities	Compliant
10.2.13	Internal Signage	Improvement Recommended

10.2.14	Internal décor and finishes	Compliant
10.2.15	Lighting	Compliant
10.2.16	Dining and Catering	Compliant
10.2.17	Social spaces & quiet spaces	Compliant
10.2.18	Doors	Improvement Recommended
10.2.19	Teaching and study spaces	Compliant
10.2.20	Furniture & teaching Equipment	Improvement Recommended
Access to Education		
10.3.1	Training & accreditation of Teachers and Teaching Assistants	Improvement Recommended
10.3.2	Pre-admission visits	Compliant
10.3.3	Admission	Compliant
10.3.4	Safeguarding	Compliant
10.3.5	Pupils with Temporary, Emerging or ongoing Health Care Needs	Compliant
10.3.6	Access to the Curriculum	Compliant
10.3.7	Lesson planning and support for pupils with disabilities and SEN	Compliant
10.3.8	Access to Educational Visits and Extra Curricular Activities	Compliant
10.3.9	Pupil Outcomes	Compliant
10.3.10	Staffing & Leadership	Compliant

Whilst this audit and report focuses primarily upon accessibility for disabled persons, schools still need to comply with the whole of the Equality Act 2010. To that end this section introduces the wider Act so that the disability access issues raised can be considered within the context of the overall Act.

The following has largely been extracted and paraphrased from *The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities*, Department for Education (May 2014) as permitted under Open Government Licence V2.0.

1.2. Overview of The Equality Act 2010

1.2.1 The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

1.2.2 As far as schools are concerned there are some changes, but for the most part the effect of the law is the same as it has been in the past – schools which are already complying with the law will not find major differences in what they need to do. In some areas – in particular the introduction of the public sector equality duty which has replaced the three separate duties on race, disability and gender – the overall effect of the Act is to reduce a certain amount of bureaucracy and so should be less burdensome and more effective.

1.3. Schools: who and what the Act applies to

1.3.1 In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools. In Scotland it applies to schools managed by education authorities, independent schools and schools receiving grants under section 73(c) or (d) of the Education (Scotland) Act 1980.

1.3.2 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

1.3.3 The “responsible body” is the governing body or the local authority for maintained schools in England and Wales, the education authority in the case of maintained schools in Scotland, and the proprietor in the case of independent schools, Academies or non-maintained special schools. In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

1.3.4 The Act deals with the way in which schools treat their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not therefore bear directly on such issues as bullying by pupils. However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying – for example failing to protect a disabled pupil against bullying by classmates – then it may be guilty of unlawful discrimination.

1.3.5 The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

1.4. Protected characteristics

1.4.1 The term "protected characteristics" is used as a convenient way to refer to the personal characteristics to which the law applies.

1.4.2 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

1.4.3 This audit and report specifically focusses upon disability access. <Equality Act Audits can undertake separate audits of compliance in the remaining areas – please contact us for further details and a quotation>

2. Special provisions for disability

The following has been extracted and paraphrased from *The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities*, Department for Education (May 2014) as permitted under Open Government Licence V2.0.

2.1.1 The law on disability discrimination is different from the rest of the Act in several ways. It works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

2.1.2 The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs

2.1.3 The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So, in a school setting the general principle is that you must treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability

2.1. Provisions relating to disability

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. In practice this will already be being done in many cases.

2.2. Definition of disability

2.2.1 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day

activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

2.2.2 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

2.3. Unlawful behaviour regarding disabled pupils

2.3.1 Direct discrimination

A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.

A change for schools in this Act is that there can no longer be justification for direct discrimination in any circumstances. Under the DDA schools could justify some direct discrimination – if was a proportionate means of meeting a legitimate aim. What the change means is that if a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

2.3.2 Indirect discrimination

A school must not do something which applies to all pupils, but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason and is a proportionate way of achieving that legitimate aim.

2.3.3 Discrimination arising from disability

A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

2.3.4 Harassment

A school must not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

2.4. Public Sector Equality Duty

The Public Sector Equality Duty requires all public authorities, including schools, to have due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Act;
- Advance equality of opportunity
- Foster good relations

2.5 Disability Equality Duty

Schools previously had a statutory duty which required them to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils. Under the Equality Act, this has been replaced by the ***general equality duty*** not to discriminate, and the ***specific duties*** below.

2.5.1 Reasonable adjustments and when they must be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties.

2.5.2 Auxiliary aids and services

The duty to provide auxiliary aids as part of the reasonable adjustment duty is a change for all schools from September 2012 and also extends to maintaining local authorities.

2.5.2.1 Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal SEN statement. These aids may be provided in the school under the SEN route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

2.5.2.2 Schools will have to consider whether to provide auxiliary aids as a reasonable adjustment for disabled children. This will particularly be the case where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.

2.5.2.3 There should be no assumption, however, that if an auxiliary aid is not provided under the SEN regime then it must be provided as a reasonable adjustment. Similarly, whilst schools and LAs are under the same reasonable adjustment duty, there should be no assumption that where it is unreasonable for a school to provide an auxiliary aid or service, for example on cost grounds, it would then be reasonable for the local authority to provide it. All decisions would depend on the facts of each individual case. The nature of the aid or service, and perhaps also the existence of local arrangements between schools and local authorities, will help to determine what would be reasonable for the school or the LA to provide. For example, where there is a centrally organised visual or hearing impairment service it may be

reasonable for the local authority to provide more expensive aids or support through that service but not reasonable for an individual school to have to provide them.

2.5.2.4 The term "auxiliary aids" found in the Equality Act 2010 covers both auxiliary aids and services but there is no legal definition for what constitutes auxiliary aids and services. Considering the everyday meaning of the words, is, however, helpful. Legal cases have referred to the Oxford English Dictionary definition of auxiliary as "helpful, assistant, affording aid, rendering assistance, giving support or succour" and that auxiliary aids and services "are things or persons which help." Examples of what may be considered an auxiliary aid could be; hearing loops; adaptive keyboards and special software. However, the key test is reasonableness and what may be reasonable for one school to provide may not be reasonable for another given the circumstances of each case.

2.5.2.5 Some disabled children will have a need for auxiliary aids which are not directly related to their educational needs or their participation in school life, for example, things which are generally necessary for all aspects of their life, such as hearing aids. It is likely to be held that it would be unreasonable for a school to be expected to provide these auxiliary aids.

2.5.3 Making reasonable adjustments

2.5.3.1 A minor change for schools is that a failure to make a reasonable adjustment cannot now be justified, whereas under the previous disability discrimination legislation it could be. However, this change should not have any practical effect due to the application of the reasonableness test – i.e. if an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable.

2.5.3.2 In addition to having a duty to consider reasonable adjustments for individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and adjust for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties.

2.5.3.3 The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

2.5.3.4 Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

2.5.3.5 Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.

2.5.3.6 Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and

would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment

2.5.3.7 The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation, under which local authorities must provide auxiliary aids to pupils with a statement of special educational need.

2.5.4 Schools' duties around accessibility for disabled pupils

2.5.4.1 Schools and LAs need to carry out ***accessibility planning*** for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

2.5.4.2 Schools must create and provide adequate resources to implement ***accessibility plans*** which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

2.5.4.3 School accessibility plans shall be reviewed at least every 3 years.

2.5.4.4 An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

2.5.4.5 OFSTED inspections may include a school's accessibility plan as part of their review.

2.5.5 Local authorities' duties around accessibility for disabled pupils

LAs must, for the schools for which they are responsible, prepare accessibility strategies based on the same principle as the access plans for schools.

3. Purpose of Audit

3.1. The audit addresses and recognises the requirements of the Equality Act 2010. The report includes recommendations for required remedial actions and ongoing monitoring and control measures. Guidance is also referred to such as BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People - Code of Practice; along with other applicable sources where appropriate.

3.2. The focus of this report is to ensure that the school meets with the requirements of part IV of the Equality Act and so does not discriminate against disabled pupils.

3.3. However, the report will also deal with the obligations under section III of the Equality Act 2010 which relates to the provision of services to members of the public.

3.4. To achieve this, the report will identify where communication strategies, the property, and educational teaching and support processes do not meet current legislation or best practice standards. The report will recommend ways to overcome these issues. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of these.

4. Commissioning of Audit

4.1. An Accessibility of Audit of **Bishop Challoner Catholic College** was commissioned by Kate Hall, the school business manager and the lead officer with regards to the site and facilities. The audit visit took place on 08/11/2019

4.2. This is the third Accessibility Audit report undertaken at this School.

4.3. Initial information was gathered by and initial fact-finding questionnaire and review of information published on the school website. Reference was also made to the previous audit taken at the school.

4.4. An on-site audit was undertaken on 08/11/2019 using a checklist.

4.5. On the day, the auditor met with Kate Hall and Eileen Breen (SENCO).

4.6. The resulting information was compiled into this Audit Report and Action Plan.

5. Credentials of Access Auditor

Lesley Mifsud – CEO and Head Access Consultant

Lesley set up EA Audits in 2010 with the aim to promote equality in education and ensuring children with special educational needs have the same opportunities as others. Since setting up EA Audits, Lesley has personally advised over 1000 schools on accessibility, helping them to comply with the Equality Act 2010.

Lesley has over 30 years' experience in teaching, and has held the positions of Head of Year, Deputy Head and Headteacher. Lesley has a passion for children and education and has an excellent knowledge of all areas related to Equality in Schools and SEN.

As well as Access Auditing schools to ensure they conform to the Equality Act of 2010 and writing their SEN Policies and Accessibility Plans, Lesley also regularly undertakes the following:

- Advising schools on inclusion for their SEN pupils.
- Advising on classroom construction for hearing impaired pupils and staff. Training others in access auditing schools.
- Training others in access auditing schools.
- Advising Local Education Authorities of their duties regarding The Equality Act
- Public Speaking on equality in education.
- Assisting schools with disability discrimination claims and being an expert witness when needed

6. Contextual Background to the School

Each individual school differs in context from other schools. This individual context will have a bearing on how and to what extent the school is able to respond to the challenges of maximising accessibility.

7.1 Location. Bishop Challoner Catholic College is located in the Kings Heath area of Birmingham, five miles south of the city centre. The school does not have a catchment area, with admission being based on criteria – pupils for years 7 – 11 must be Baptised Roman Catholic. The Sixth Form admissions are non-selective.

7.2 Ethos of the School. The school was founded by the Catholic Church to provide education to the children of Catholic families. When there are more applications than places available, the school gives priority to Catholic children in accordance with their oversubscription criteria.

The school aims to provide a Catholic education for all of their pupils. Catholic doctrine and practice permeate every aspect of the school's activity and then school insists that the character of the school's education be fully supported by all families in the school.

Academic standards and supporting their pupils to achieve their full potential is fundamental to Bishop Challoner Catholic College. The school has a rich curriculum, supported by staff that are hardworking and inspirational. School life for the pupils is fulfilling, engaging and aspirational.

7.3 Nature of School Site. The school was built in 1953, however since then there have been many additions. There are three buildings on the site and although there are no fields, the school uses some playing fields close by. There is a front paved area which also doubles up as a playground and is used for some PE activities, and an excellent sports hall facility. The school has recently refurbished its science facilities and has a very well-resourced library.

7.4 Number of pupils. There are currently 1222 pupils. There are 166 (13.6%) pupils with SEN.

7.5 Trend in pupil numbers. The school is increasing numbers.

7.6 Trend in School Achievement outcomes. Gifted and talented pupils are particularly identified in different departments though data.

7.7 Pupil Premium. There are 320 Pupil Premium pupils representing 26.2% of the total number of pupils.

7.8 Pupils for whom English is not the first language. As identified in the School Information Management System, there are no especially highly represented language groups for whom English is not the first language.

7.9 SEN Staffing. The school has an excellent leadership and staffing structure for managing and delivering SEN. The team is led by Mrs Eileen Breen (SENCo) and then an Assistant SENCo. There is also a Learning Support Coordinator, HLTA x1, Level 3 x2, Level 2 x1.5, and there is also a member of staff giving 1-1 support (financed by SENAR).

7.10 SENCo. The current SENCo is Mrs Eileen Breen who is extremely experienced, having held the position for 11 years.

7.11 Safeguarding. The arrangements for safeguarding are effective. There is a clear ethos across the school that sets the safety of pupils as a high priority. Leaders have been effective in creating a culture in

which safeguarding is seen as everyone's responsibility and not just the designated safeguarding leader. Effective record-keeping reflects the school's commitment to keep all pupils safe. Parents and carers say their children are well cared for and safe at school. Training for staff and governors in child protection means that they are knowledgeable and up to date with the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about a child's welfare. The school works very well with parents and a wide range of external agencies to keep children safe and free from harm. Leaders are tenacious in making sure that safeguarding matters are followed up thoroughly. Governors make sure that all checks on staff and volunteers working with children are made and recorded.

8. Constraints and limitations to the audit

8.1 This report may not be copied or reproduced by any means without prior written permission from EA-Audits. It is a confidential report and has been prepared for the exclusive use of the commissioning party and unless otherwise agreed in writing by EA-Audits, no other party may use, make use of or rely on the contents of this report. No liability is accepted by EA-Audits for any use of this report, other than for the purposes for which it was originally prepared and provided.

8.2 Opinions and information provided in the report are based on EA-Audits using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied to EA-Audits has been made.

8.3 The content of this report is based on the information and access provided to the consultant at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality act 2010/ Disability Discrimination Act but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

8.4 OFSTED and others should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement or be inadequate may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

8.5 The “myth” of compliance: There is actually no such concept as being “fully DDA compliant” for an existing building. The phrase has entered the language, but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make “reasonable adjustments”.

8.6 Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As
such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS8300: 2009 can be referred to for 'compliance'.

8.7 Although we have included the code of practice for means of escape for disabled people within our criteria, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school’s emergency evacuation plan.

8.8 In the time available it is not possible to visit every occupied room. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors has been visited. Plant rooms and workshops etc not used for educational purposes, and rooms otherwise not visited during the audit process are not covered by this report.

8.9 Recommendations represent best practice at the time of writing, but the concepts of “best practice” and “reasonable” will change with time. Research and innovation allow new concepts and products/services to become available. Therefore, the Equality Act recommends a school be audited every 3 years.

8.10 Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation take priority (although H & S and disability equality often share common objectives).

8.11 For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

8.12 If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sort for planning applications.

8.13 Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken.

8.14 Externally sourced images are used within this report; these are for illustrative purposes only. External images are indicated along with their source.

9. Key to the Accessibility Audit

9.1 Key

Reference No.	The reference number of the audit item. This links through to the Action Plan
Best Practice	A brief summary of accepted best practice in the area being considered, including where appropriate a perspective from the point of view of disabled persons
Audit findings	Captures what was observed or stated to be the case during the audit process. Where appropriate a photo will provide visual support to the evidence.
Grade 2019	The Audit aims to take a non-judgemental stance. However, it is perhaps inevitable that grading findings may feel judgemental. Feedback indicates that many schools find ranking the findings to be helpful. Understand that the grades are intended to help focus attention where it is most required, for the benefit of those affected, and are not intended as a judgement on the quality of leadership or management.
Previous Grade (if stated)	Allows progress to be compared with previous audits
Suggestions to improve/resolve	Constructive suggestions as to how further actions will help improve accessibility. Significant actions will be referred to in the Action Plan.

9.2 Findings descriptors

For each of the three sections of the audit, an overall grade is indicated.
These three grades together inform the overall audit grade indicated in the Executive Summary.

	In an audit item
Exemplary	Highly effective, exemplary or innovative practice that fully supports accessibility for all pupils or visitors.
Compliant	Effective practice that supports accessibility for a significant majority of pupils or visitors

Requires Improvement	Practice supports accessibility for most pupils, however a significant minority of pupils or visitors could be more effectively supported. In some cases, there may be potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect – see Action Plan.

10. Accessibility Audit

10.1. Access to Information

An accessible school is one where pupils and parents can access information normally provided by the school to its pupils available to disabled pupils, by means appropriate to the relevant disability; and where staff are well trained, aware, and able to initiate and implement changes to facilitate such access. Information might include items such as handouts, timetables, text books or information about school events, reports, newsletters, and general letters home.

Schools have a duty to parents with disabilities to let them have reasonable access to services related to the education of their child or children. This is to make sure parents with disabilities can be fully involved in their child's education. Your child's school should make 'reasonable adjustments' to procedures and policies or provide you with aids to help you access their services, like putting information in accessible formats. They must not refuse to provide a service, or provide a lesser service, to you as a parent with disabilities.

Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of ICT and the provision of information orally, through lip reading or in sign language.

Information must be provided within a reasonable time frame, i.e. to be of proper use for the pupil. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson.

In practice, it is anticipated that most pupils requiring information to be provided in a different format will already have had their needs identified through the school's and/or the Local Authority's SEN identification processes.

10.1.1	**Staff Training – Is awareness training provided to enable all staff to understand and recognise disability issues?**
Best Practice	• You must not discriminate against a pupil in your school, in the provision of education, or access to any benefit, facility or service, by excluding them or

	by subjecting them to any other detriment. It is your school's responsible body that is liable for any acts of discrimination. All staff should receive disability awareness training as part of their Induction. • Refresher and update training should be provided. • Training in medical conditions pertaining to individual pupil medical conditions shall be provided to those staff working with such pupils
	The school is aware that staff need to understand and recognise disability issues. A SEND Development Plan has been devised which outlines training. External speakers are also brought in to speak to the staff.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.1.2	**Arrangements for providing information in simple language, large print, via digital audio, by Braille**
Best Practice	• providing a school's annual report, quarterly newsletter or your child's school report in Braille, large print, 'easy-read' or on CD • examples of how and when schools can support parents with disabilities include: • using a pen and notepad to communicate with you if you are deaf or hearing impaired and/or providing induction loops in a certain room • arranging for an interpreter, for example, in British Sign Language (BSL) and/or allowing more time for one-to-one meetings • updating you on your child's progress by telephone or email if you are unable to go to a meeting because of your impairment • holding a meeting in an accessible location, for example, to avoid stairs, if you have impaired mobility • providing a script of a school play if you are deaf or hearing impaired to help follow the action
Audit Findings	All school information and literature is available in alternative ways for those with a visual impairment. The school arranges this on a 'need' basis.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.1.3	**Is the school Website and social media content accessible?**
Best Practice	• The Schools Information Act 2012 requires the online publication of many documents and policies. These should be displayed on the school website. • Chose a content management system that supports accessibility. • Use headings correctly to organize the structure of their content and include proper alt text for images. • Links should have unique and descriptive names and colour should be used with care. • Design forms for accessibility and use tables for tabular data and not for layout. • Ensure that all content can be accessed with the keyboard alone in a logical way. • Use ARIA roles and landmarks and make dynamic content accessible. • Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it: in Braille, in large print, on audio format and using a symbol system. • It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with diverse abilities.
Audit Findings	The Schools Information Act 2012 requires the online publication of a large number of documents and policies. It is essential that the school's website accessible in order to provide equal access and equal opportunity to people with diverse abilities. Ensure information is up to date. The website is accessible and allows access via user-adjustable font sizes. A user adjustable font size option on a website is useful for users with a visual impairment and, although it is possible to manually adjust font sizes on individual browsers, not many people know how to do this. This may be particularly true of older people who are learning about computers later on in life or people with cognitive disabilities. All policies relating to equality, access, and medical support processes are available on the website.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.1.4	**Is information presented to groups in a user-friendly way for people with disabilities which affect their vision?**

Best Practice	• Sight is key to communication, learning and movement. It co-ordinates other senses and helps people to understand what they have heard, touched, tasted or smelled. The more people can see, the easier it is for them to make sense of the environment around them. • Assistance with a sight problem may include medical intervention or specialist equipment. However, simple changes in our behaviour or in the environment can be the most affective and cost nothing. The following are some of the things that may be considered in the treatment of an eye condition: • It is often believed that people with intellectual disabilities will automatically reject glasses. Yet many people have benefited from carefully prescribed and chosen glasses. Glasses should be introduced in a planned way and involve the individual wearing them for motivating activities (that are obviously appropriate to the function of the glasses, e.g. near vision) and should always be clean. • All people with intellectual disabilities obtain regular eye checks • (RNIB advises annual checks). • All those involved in the support of a person with intellectual disabilities who has a sight problem should know the details of the condition. • All those involved in the support of a person with intellectual disabilities should have an understanding of how they can adapt the environment and their own behaviour to meet the individual's visual needs. • All those involved in the support of a person with intellectual disabilities know how to use and maintain any specialist equipment (e.g. people know what tasks a specific pair of glasses should be used for).			
Audit Findings	The school ensures that all have access to information regardless of ability or disability.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.1.5	**Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities**
Best Practice	• Learning disabilities impact the way children are able to process and understand information; they are neurological disorders that might manifest themselves as difficulty listening, thinking, writing, speaking, spelling, or doing mathematical calculations. Dyslexia, dyscalculia, dysgraphia, dyspraxia, visual perception disorders, auditory processing disorders, and language disorders fall under the umbrella of learning disorders. Many children with ADHD also have comorbid learning disorders.

	• An idea teachers must understand is that students with special needs such as learning disabilities need to be taught differently or need some accommodations to enhance the learning environment. Not everyone learns in the same way, and you can follow some tips to create a well-rounded learning atmosphere. • Maintain an organized classroom and limit distractions • Use music and voice inflection. • Break down instructions into smaller, manageable tasks. • Use multi-sensory strategies. • Give students with special needs opportunities for success.			
Audit Findings	The school has previously supported a pupil with an EHCP who had a visual impairment. With the support of the Visual Impairment Sensory Support Service, the school was able to offer magnification aids for this pupil. Other aids the school could consider using (if needed) include a portable hearing induction loop for the classroom, accessibility features within software and operating systems and text-to-speech software.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.1.6	**Complaints Process**			
Best Practice	• It's in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible. • Pupils, parents and visitors should be able to complain if their accessibility needs are not being met. • If a school's complaint procedure says you should write to the head teacher, you should be allowed to make a verbal complaint if you are unable to write because of your impairment • A school complaints procedure is an Ofsted publication requirement.			
Audit Findings	The school's complaints procedure is available on their website.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

Access to Site and Facilities

An accessible school is one where the physical environment does not limit a pupil's ability to take advantage of the education (and other) opportunities on offer.

The purpose of this section of the access audit is to assess how well a site performs in terms of access and ease of use by a wide range of potential users, including people with disabilities. The audit provides a certain "snapshot" of a building at one point in its life. As the starting point of an ongoing access action plan, it can be used to highlight areas for improvement as well as a general risk assessment.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room décor and furniture.

Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. Improvements can also be made through rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to subject specialisms.

The most obvious part of a building, which determines its accessibility, is the shell. Decisions made by the
architect can fundamentally affect the accessibility for a long time.

When the building is fitted out, fixtures and fittings can be critical. Most do not survive as long as the building itself, and if deficiencies are identified, these can be included in the next potential refurbishment.

A building is next furnished and equipped, and at this stage many mistakes can occur. Furnishings are generally short-lived so opportunities for improvement tend to occur more regularly.

Finally, as the building is occupied, the way it is used and managed becomes crucial. Accessibility is affected
when bad housekeeping exists causing tripping hazards or, for example, over-zealous polishing leads to slippery floors. Continual monitoring by management therefore has a considerable role to play.

10.2.1	**Access to Public Transport**
Best Practice	The most accessible schools will have effective access to public transport. Depending on the locality, this could include airports, National & local bus routes, Railways, trams, underground or other light transit systems, cycle lanes, local taxi infrastructure. People with disabilities may rely on such services to reach the school.
Audit Findings	There is access to public transport on the high street which is very close to the school entrance. Currently the school has two pupils who have access to Local Authority Taxis. The school's website provide links to Google Maps.

Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.2	**Arrangements for disabled parking**
Best Practice	• For a number of wheelchair users and mobility impaired people it is very important that designated, well sized, accessible parking bays are provided as close as possible to the entrance points. • If there is not sufficient size to allow a person to transfer from the car to a chair it may actually prevent that person from visiting the building at all or could result in them parking improperly causing an obstruction to other users. • As a result, it is essential that an adequate number of well-designed accessible bays are provided. • For a site of this type and use there is no specific guidance to follow but we would suggest that 5% of the overall parking provision should be made available for disabled use. • Having provided well designed accessible parking it is equally important to ensure that pedestrian routes to and from the main disabled entrance are accessible as well as routes for other pedestrians. • Routes should be level, free from steps, bollards and steep slopes which present difficulties for many disabled people. Moveable street furniture such as bins, seating and A-boards should be carefully located so as to not obstruct walking routes. • Well-designed dropped kerbs with appropriate tactile paving should be provided where necessary. • In addition, the hatched areas should allow a 1.2m access zone between bays at the side and 1.2m at the rear for easy boot access. Disabled users are likely to be more vulnerable to collision with traffic and a mobility impaired or elderly person is unlikely to be able to move as quickly as a disabled person. Equally a visually impaired person will be less aware of oncoming traffic. As a result, a safe route should be provided from accessible parking bays to the nearest exit or entrance. • Any new bays should be designed to meet the requirements of BS8300: 2001. In effect this design ensures that the surface is relatively level, have a hard finish and free from stones, gravel etc. • As well as a sign on the ground as provision for disabled drivers or passengers only, there should also be a sign immediately in front of the space, or to the side of the space, which is good practice. This is needed in case of snow or leaf covering on the ground. For wheelchair users signs should be placed between 1000mm and 1100mm above floor level. The lettering should be in small case and should contrast with the sign board, and the sign should have a matt surface. Symbols can be used to supplement written signs.

<table>
<tr><td></td><td colspan="4">• Directions to the disabled car parking are required to be placed at the entrance to the site so any disabled visitors know which way to go to access the designated disabled car park space.</td></tr>
<tr><td>Audit Findings</td><td>

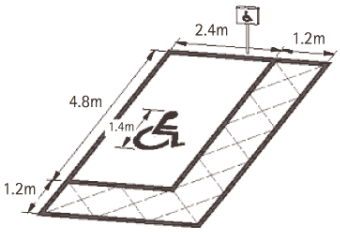
We suggest a disabled parking space is marked out where the minibuses park

 </td><td colspan="3">There is parking available for minibuses in front of the school and limited parking available for staff. There is also a car park opposite the school and an adjacent car park for visitors.

There is currently no allocated disabled parking space on the site. We note that there is one in the pay-and-display car park opposite, however the school should make one available as close as reasonably possible to the entrance. To resolve this, we recommend a disabled parking space is marked out where the minibuses park.

The space will need compliant signage.

There are currently no safe walkways marked out in the carpark and we recommend this is implemented.</td></tr>
<tr><td>Grade 2019</td><td colspan="4">Improvement Recommended</td></tr>
<tr><td>Previous grade, <if applicable></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="4">Mark out a disabled parking space where the minibuses park. A directional sign and sign in front of space will also need to be added.

Safe walkways though the carpark are recommended. Example:

 </td></tr>
</table>

10.2.3	**Security Gates & Barriers**
Best Practice	• Security and safety in schools is a highly emotive subject and one which is never far from the conscience of the head teacher, facilities team,

	governing body and LEA who all have roles to play in the implementation of an effective school security strategy. • Through initiatives such as the Building Schools for the Future campaign, funding may be available for schools to upgrade perimeter security to the "duty of care" levels commensurate with the school/pupil relationship. • Schools have a basic requirement to safely contain students in their care during school hours, keeping them protected from unwanted intruders and away from any danger within the confines of the grounds. After hours the school also needs to be able to 'lock-down' to deter acts of vandalism, theft, concealment and even arson. • The physical security that surrounds a school site needs to be interfaced with intelligent access control solutions across the entire campus. Generally speaking, most schools (and nurseries) will require segregated access to the main reception from the car park, at which point all visitors are vetted and their reason for wanting to gain entry to be qualified prior to being granted access to the site. In the interest of safety, all access controls must work in conjunction with any fire alarm installation to ensure a speedy evacuation of the site when required • All fencing, gate and access control solutions must be carefully considered to ensure they are compliant with the stringent safety regulations designed to minimise the risk of accidents. In infant and junior schools and for play areas, it is important to look for RoSPA approved and BS EN 1176 compliant products which have been tested for their ability to provide a safe fencing or gate solution, reducing the risk of puncture wounds or the entrapment of limbs. Schools selecting these products will significantly reduce the risk of public liability claims– an all-important consideration in today's increasingly litigious society. • Controls need to be accessible • Intercoms should be easy to use and have good signage • User operated parts to be highlighted including gate handles	
Audit Findings	 	Schools are private property. People do not have an automatic right to enter. Parents have an 'implied licence' to come on to school premises at certain times, for instance: for appointments to attend a school event to drop off or pick up younger children Schools should set out their rules for this and tell parents what they are. Anyone who breaks those rules would be trespassing. The school site is secure and the access to the main school is through the reception, at which point all visitors are vetted and their reason for wanting to gain entry to be qualified prior to being granted access into the building.
Grade 2019	**Compliant**	

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.4	**Access through the site to Reception**
Best Practice	• The approach from gate to entrance doors should have: • vehicular circulation that allows for public and private transport, including set-down and drop-off without congestion (for example, one way or roundabout traffic flow), and makes provision for emergency access and maintenance • designated safe pedestrian routes – some people have less awareness of the risks of traffic (or cannot see/hear vehicles) • easily accessible, level or ramped slip-resistant and well-drained surfaces along the route, without trip hazards and with an accessible stepped route nearby to give a choice • suitable car parking, with accessible parking bays near the entrance • good quality external lighting for routes, clear legible signage, visual contrast and sensory wayfinding to help independence. Children may all enter the school through the main entrance, or there could be separate entrances, depending on the way the school is organised. • For younger pupils, entry might be via a gated or fenced area, with sheltered access and waiting areas. • The school building's entrance should be easily identified from a distance by its design, location, lighting and signage (tactile signs are generally not recommended for external use), and have: • a level threshold with a safe, level drop-off zone that has, ideally, only shallow gradient ramps • a canopy or covered access to the pavement for children transferring to or from buses or taxis • sheltered, accessible waiting spaces - for parents with other children, if appropriate, and for children with SEN and disabilities to wait for assistance - with a visible, easily operated entry phone or intercom to reception • easily operated doors, such as automatically operated sliding doors, with appropriate fail safe mechanisms, wide enough and in a safe and secure position • sufficient circulation space for people (including those in wheelchairs) to gather inside the building at the start and finish of the school day, avoiding congestion – safety is paramount, since this can be a particularly stressful time for some children • a good visual link between inside and outside, so that reception staff can oversee and supervise easily (CCTV cameras should be discreet and not detract from the welcome or reduce accessibility)

Audit Findings	 	There are 2 pedestrian entrances into the school grounds. Signage has been provided indicating the different entrances. There are no obstructions from the main pedestrian entrances to the school entrances and the routes are smooth and free from loose stones. The routes are free from hazards and easily accessible and are also well lit. Pavements are in sound condition. Although I surveyed the buildings in the day time, the routes are free from shadows and would not cause a problem for the partially sighted. External street lighting is provided throughout and is available on approach to the site. The main entrance to the school offers disabled access through a wide, door which is opened manually. The Entrance is wide enough for a wheelchair to enter and is easy to locate. It is clearly distinguishable from the building front. It is well lit and free from shadows.			
Grade 2019	**Compliant**				
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	
Suggestions to improve/resolve	Maintain existing action and processes.				

10.2.5	**Reception Facilities**
Best Practice	• The reception space should be attractive, friendly and welcoming, with: • a secure, draught-free, convenient and welcoming lobby, with outer and inner doors and security controls, giving reception staff better access control • an easily identifiable reception counter, ideally facing onto the secure lobby, with a sliding window or glazed screen at an accessible height, a lower section and knee recess for wheelchair users, and a hearing loop • waiting and seating areas with sufficient space for wheelchair users or people with buggies • visual and/or tactile signage, sited where users can take time to read it. An individual with a disability should be able to move about in the reception area without interference by furniture, planters or similar movable objects. Remember to consider persons with mobility and visual disability issues. • The entrance/reception can offer a transition lighting zone where people with visual impairments can adjust between a bright exterior and a subdued interior - the receptionist's face should be clearly visible, avoiding

	down-lighting that casts shadows on the face of the receptionist or visitor. The following are also recommended: • well organised safe display of children's work to promote a sense of achievement and belonging (without impeding circulation, causing hazards or obstructing lighting) • safe storage of personal belongings and mobility equipment, with battery charging close by, so that there can be easy transition between equipment from home and school • accessible toilet(s)/changing room signposted nearby • a parents' room (often) located nearby	
Audit Findings	 	On approach to reception, there is an intercom available and it is at the appropriate height. Signage is provided although it is all in capital letters – all signage should be in uppercase and lowercase so as not to confuse those with a visual impairment. Please see section on 'Signage' for more information. A wheelchair user can enter the principal main entrance unaided and the manual doors are not heavy to operate. The school ensures that all reception staff are aware of the needs of disabled visitors and available to offer assistance if it is required. All communication from staff to visitors is inclusive and supportive. There is a wheelchair accessible counter and space for a wheelchair to wait. Alternative signage is available in large fonts if it is required. The reception area does not have chairs with arms and this is required for visitors with a mobility impairment to make it easier to get in and out. An induction loop with appropriate signage should be provided to assist hearing-aid users to communicate with the receptionist. There is no induction loop fitted to assist visitors who have impaired hearing in the reception area. Hearing (induction) loops help people with hearing loss to hear sounds more clearly by reducing the effect of background noise. When a staff member speaks into that microphone, sound is transmitted as a magnetic field which can be picked up by hearing aids when set to the 'T' setting or hearing loop program. This applies to different types of hearing aids, including digital.

		A portable hearing loop provides limited coverage and is designed for one to one conversation for people with hearing aids. There are 2 disabled toilets within close proximity to the main reception area.		
Grade 2019	**Improvement Recommended**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Chairs in reception to have arms. Check signage in reception is complaint (See section on Signage for more information)			

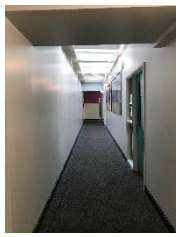
10.2.6	**External areas, Movement between buildings**
Best Practice	• (See Part M Access to buildings other than dwellings) • Ramps should have the following dimensions: 1.5m wide with a minimum unobstructed width of 1.5m. Have a maximum individual flight of 10m and maximum gradients of 1:20 if longer than 5m, 1:15 if longer than 2m or 1:12 if shorter than 2m. Have 100mm high raised kerbs to any open side of ramp or landings • Have a continuous suitable handrail on each side which is easy to grip: slip resistant, non-reflective and not cold to touch. Handrails to project 300mm beyond top and bottom landings with closed ends. Handrails to be between 900mm and 1000mm above surface or steps pitch line / 900mm and 1100mm above surface of landings. Handrail profile to be diameter between 40mm and 45mm (where circular) or Oval 15mm min radius (preferred solution) min 50mm width (refer diameter 7 A.D.M). Max 100mm projection into surface width of steps, landings or ramps. Clearance of between 60mm and 75mm between handrail and any wall surface. Min 50mm clearance between the cranked support and the underside of the handrail. Inner face to be N.M.T 50mm beyond the surface width of the ramp or step access. • All steps in frequent use should be painted with contrasting nosings OR have tactile paving at the top and bottom of the flight of steps. This will alert a sight impaired person to a change in level. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually yellow is used as it is a good contrasting colour. If nosings are not painted, then tactile paving should be used. Nosings, (stair edgings) are used to define the edges of steps in line with guidelines in Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010. Nosings can help to reduce accidents on stairs and steps as well as helping to provide an 'inclusive' environment giving access to all school users. • Pedestrian walkways are designated areas in car parks and school grounds, intended for those on foot. They lead to specific areas, such as entrances. The intent behind pedestrian walkways is safety, to keep people walking

	apart from those in vehicles and to reduce the incidence and possibility of accidents in the car park. • The way in which information is relayed is important. Not everyone is able to read a variety of text styles, sizes and formats. Clear and concise signage is particularly important for people who find communication more difficult (such as people with hearing loss or speech impairments). • Signs should be provided at each decision point where a choice of routes is available, for example more than one pathway or corridor, or a series of doors. • External spaces can be a particular issue, as there is often limited visual contrast around green space and the route someone may take is not as regulated as indoors. • Making routes and directions clear is very important. Some disabled people need to conserve their energy and not waste it walking around areas trying to find their destination. Others will experience fatigue, breathlessness or pain and discomfort.			
Audit Findings	 Handrail missing (above)	All paths and routes are safe and clearly marked, with surfaces and kerbs free from trip or safety hazards. Paths are safely separate from vehicle movements. External steps have compliant handrails, with the appropriate width and edge markings. Nosings are painted which correctly highlight a change in level, however some of the paint has worn down and we recommend a re-paint. We found one set of stairs with had a missing handrail – please correct this to ensure compliance. Some ramps are available as alternatives to steps and these have the appropriate gradients, flat rest spaces, and accompanying handrails. Although there is no currently Braille option, the wayfinding and signage is appropriate.		
Grade 2019	**Improvement Recommended**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>

Suggestions to improve/resolve	Ensure all external steps have handrails either side. Consider a repaint of the nosings externally.

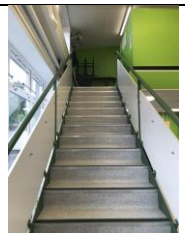
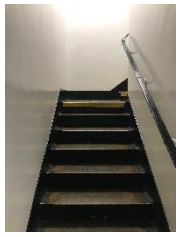
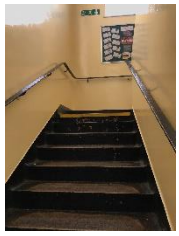
10.2.7	**Emergency Evacuation & Lockdown procedures**			
Best Practice	• Schools must comply with the Regulatory Reform (Fire Services) Order 2005 to ensure that they have adequate fire precautions in place to allow the safe escape of all occupants in case of fire. Staff and students with disabilities should be able to evacuate a building promptly in the case of an emergency. Ensuring safe evacuation in an emergency is a complex issue, requiring consideration of a broad range of factors that it is not possible to cover in detail in this audit. • Some areas for consideration include: the use of both visual and audible alarm systems, escape doors with opening devices and opening forces designed to meet the needs of both students and staff, balancing personal dignity and independence with safety and speed of evacuation, the risk of using lifts or evacuation chairs to evacuate people with mobility difficulties down or up to ground level, ensuring that evacuation chairs are suitable for the intended users, ensuring that emergency contact facilities inside lifts (phones or intercom systems) are monitored at all times that the School may be used the needs of students who require personal care – for example, someone could be toileting with a career when the alarm is raised or other respiratory conditions in particular the possible impact of smoke on everybody, particularly students with asthma. the use of zones and compartmentation to support phased evacuation of the building, the use of vibrating alarms or other assistive technologies to raise the alarm for staff or students who are deaf or hard of hearing, the location of assembly points to be reachable by all students, Personal Emergency Evacuation Plans (PEEPs) for staff and students who may need assistance during evacuation, making students aware of evacuation procedures, which should be practiced regularly throughout the School year.			
Audit Findings	If it is required, pupils with SEND needs have Personal Emergency Evacuation Plans in place. Fire drills/emergency evacuations are rehearsed termly, and certain members of staff are trained in helping mobility impaired people evacuate. All necessary fire risk assessments have been carried out with all fire extinguishers checked and serviced annually.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>

Suggestions to improve/resolve	Maintain existing action and processes.

10.2.8	**Internal movement – corridors and evacuation routes**			
Best Practice	• According to ADM the following apply: • Corridor unobstructed widths of 1200mm with 1800mm by 1800mm passing places or 1800 width without passing places. Passing places to be at reasonable intervals. • Projections in to the corridor to have contrasting guardrails. • Floors to be level – max gradient 1 in 60. Any gradients steeper than 1 in 20 to be designed as ramps. • Ramps less steep than 1 in 20 to have max rise 500mm with 1500mm long rest landings. • No door to open across the corridor (doors should be recessed back from corridor) - except a unisex toilet door where the corridor is 1800mm wide. • Some minor utility cupboards can outward open i.e. small store cupboards. • Slip resistance floor surfaces. Avoid patterns to floor coverings. • Glazed screens alongside the corridor to have manifestation at two levels. • Projections to be protected with contrasting guardrails.			
Audit Findings	 	All corridors and circulation routes have a clear unobstructed width of 1.2M. There a system in place to systematically check that corridors and escape routes are free from obstructions. All corridors and circulation routes have surfaces that are not slippery, and are free from trip hazards. There a system in place to systematically check that floor surfaces are free from slip and trip hazards.		
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.9	**Internal movement – stairs and lifts**
Best Practice	• The design for internal stairs, steps and ramps is the same as the external stair dimensions. see previous notes which also apply to handrails. Steps 12 risers maximum to a landing, but exceptionally no more than 16 in small premises where plan area is restricted. Rise of between 150mm and 170mm and going at least 250mm. (150mm max rise / min 280mm going for schools). No need for tactile warnings as external stairs. Provide

	guarding under landings less than 2100mm to prevent visually impaired walking into them. • Ramps - Where the change in level is more than 300mm – 2 or more clearly signposted steps must be provided in addition to ramp. Where the change in level is less than 300mm – a ramp is to be provided instead of a single step. All landings to be level – subject to a max 1 in 60 gradient along their length. Provide guarding under landings less than 2100mm to prevent visually impaired walking into them. • A.D.M recommends Lifting Devices Passenger lifts preferred option for all buildings, however for existing buildings in exceptional circumstances a platform lift may be considered and in exceptional circumstances, in an existing building giving access to a small area with a unique function, a wheelchair platform stair lift could be considered. All new developments to have a passenger lift provided serving all storeys. An unobstructed manoeuvring space of 1500mm x 1500mm or 900mm straight access route to the lift. Landing call buttons located between 900mm and 1100mm – 500mm from any return wall, with raised symbols for tactile reading. Controls to have contrasting finish from background. Avoid dark colours to car floor and ensure floor frictional qualities similar or higher than the landing floor. A handrail on one wall 900mm above the floor. An emergency communication system. • Passenger Lifts Lift car to be designed in accordance with A.D.M. - 1100mm wide x 1400mm deep and the provision of a mirror to allow wheelchair user to see behind. Min 800mm clear width of opening doors – doors to have timing and re-opening activators to allow for people to enter or leave car. Doors to contrast surrounding surfaces. Car controls between 900mm and 1200mm. Audible and visual indication of lift arrival and location in and out the car. Avoid use of visually and acoustically reflective wall surfaces • Lifting Platforms Vertical travel distance of 2.0m maximum with no enclosure and no floor penetration. More than 2.0m with a lift enclosure. Over 3m travel a product certificate issued by a Notified Body is required. Continuous pressure controls located between 800mm and 1100mm and at least 400mm from any return walls. Landing call buttons located between 900mm and 1100mm – 500mm from any return wall, with raised symbols for tactile reading. Controls to have contrasting finish from background. Three platform sizes depending on enclosures and accompanied or not; 800mm wide x 1250mm deep minimum – non-enclosed platform and no provision made for wheelchair companion. 900mm wide x 1400mm deep minimum – enclosed platform and no provision made for wheelchair companion. 1100mm wide x 1400mm deep minimum – 2 doors at 90 degrees relative to each other / enclosed platform and provision made for wheelchair companion.

<table>
<tr><td>Audit Findings</td><td> 
 
Handrail missing (above)
 
 </td><td>There are several sets of internal steps.

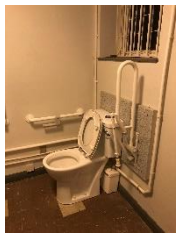
The treads and risers are all the same height. The nosings are readily identifiable and unlikely to create trip hazards. The lighting on the stairs is free of shadows and when measured a maintained illuminance of 100 lux was achieved.

It is important to ensure that all internal (and external) stairs have handrails on either side.

Where practical, correctly designed ramps are available with clearly demarcated start and end points provided.

Lifts between floors suitable for wheelchair users are available and staff have been trained in emergency release procedures if lifts break down, e.g. between floors. There are emergency evacuation chairs available and trained staff to use them available if lifts must not be used (e.g. when the fire alarm activates).</td></tr>
<tr><td>Grade 2019</td><td colspan="3">Improvement Recommended</td></tr>
<tr><td>Previous grade, <if applicable></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="3">Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps.</td></tr>
</table>

10.2.10	**Accessible toilets**
Best Practice	• Each toilet for disabled pupils needs to contain one toilet and one washbasin (and possibly a shower or other wash down fitting) and have a door opening directly onto a circulation space that is not a staircase and which can be secured from the inside. Where possible, the number and location of accessible toilets will be sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels • A.D.M recommend: Wheelchair accessible unisex toilet provision One located near to entrance and/or waiting area in a building. Not located in a way that compromises privacy of users.

<table>
<tr><td></td><td colspan="4">Located in similar position of each floor of a multi-storey building with choice of transfer layouts on alternate floors. Choice of transfer layouts when more than one unisex toilet is available. Where w.c is the only one in a building the width must be increased to 2000mm to accommodate an additional standing w.c. Located on accessible routes that are direct and obstruction free. 40m maximum travel distance to an accessible toilet. Travel between floors restricted to one floor if a lifting platform is only provided. Doors to outward open – with horizontal closing bar to rear. Heat emitters not to restrict wheelchair manoeuvring space or space beside w.c
• Toilets in separate sex washrooms
Ambulant disabled people should be able to use a w.c compartment within any separate sex toilet washroom. 450mm diameter manoeuvring space is provided in cubicle between door swing and edge of pan. Minimum dimensions of compartments for ambulant disabled people. Compartment doors for ambulant disabled people preferably open outward. One low level washbasin and urinal with vertical grab bars.</td></tr>
<tr><td>Audit Findings</td><td colspan="2">
 
 </td><td colspan="2">There are several sets of stand-alone accessible toilets throughout the school. Some are gender neutral and some are single sex.

Whilst all are compliant with the code of practice – not all have coat hooks at an accessible height or grab-bars on the doors. The sinks, hand drying facilities, mirrors and shelves for belongings are provided and at an accessible height.

Some of the accessible toilets are being used for storage.

Floor surfaces are slip-resistant and emergency aid cords fitted correctly.

There are currently no emergency aid beacons provided outside the accessible toilets with a repeater beacon in a staffed area.</td></tr>
<tr><td>Grade 2019</td><td colspan="4">Improvement Recommended</td></tr>
<tr><td>Previous grade, <if applicable></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="4">All accessible toilets to have coat hooks and grab bars on the back of the doors.

Consider addition of emergency alarm beacons (with repeater beacons in a staffed area) in the accessible toilets.

Accessible toilets to be cleared and in fit-for-use state.</td></tr>
</table>

10.2.11	**Changing Rooms**			
Best Practice	It is preferable for showers to be in areas separated from toilets and they need to provide adequate privacy and be accessible. Consideration may also be given to providing changing rooms, with or without showers, at primary schools for pupils who need to wear sports kit for physical education, but this is not required under the regulations.			
Audit Findings	There are fully accessible changing rooms in the Sports Hall. There is no accessible toilet in the changing room but it is close by. The floor surfaces are slip-resistant.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.12	**Medical Facilities**
Best Practice	• The requirements for medical and therapy rooms enable pupils that are ill or injured to be looked after appropriately, and for therapy to be offered to those with special educational needs or disabilities who need it. In mainstream schools this may involve assistance from visiting specialists, such as a physiotherapist or speech therapist. • SS Regulation 23B —(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including— (a) accommodation for the medical examination and treatment of pupils; (b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and (c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs. • 2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b). • (3) For the purposes of sub-paragraph (1)(c), a pupil has "complex needs" if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements. • Some therapy can take place in a teaching space or in a small quiet room, such as an office. The dedicated accommodation can be used for other purposes, except teaching, so long as it is readily available for medical use when needed.

Audit Findings	The medical room is located near the auditorium and is wheelchair accessible. It is also located for ease of access by an ambulance of a car should it be needed. There is privacy for pupils to maintain dignity while receiving treatment or taking routine medicines/inhalers etc and all first aiders understand pupils' medical needs.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.13	**Internal Signage**
Best Practice	• In order that signs can firstly be located and then read it is important that signboards are well contrasted to their background. Arrows can be useful to signs but they can also be very confusing if not applied correctly. In general, signs should be designed so that arrows directing users to the left, up or down are set to the left-hand side of the lettering. Arrows directing to the right should be to the right-hand side of the lettering. As this is the Standard method, any sign adopting a different approach may prove confusing for the visually impaired person or someone with learning difficulties. • Using colour as an additional aid to way-finding works well in schools, as it works almost subconsciously and can be easily introduced as part of the décor or on the signs themselves. You can then co-ordinate this with a particular activity or part of the site. For example, if you had two car halls, you would be able to ask visitors to "go to the lower hall (follow the orange signs)" or "follow the brown signs for the sports facilities". Choose colours that are different to the background they'll be seen against (for example avoid green signs in areas that are predominantly trees, bushes and grass). • Tactile information such as Braille and/ or embossed text will be helpful to some and is critical on certain signs, such as toilet doors. It is possible to add Braille information using a transparent self-adhesive tape below an existing sign, on a temporary notice or even on files, lockers and equipment. There is a Dymo label maker for this, costing circa £50 but you may find a local sensory services department will offer to do this at the cost of just the tape used. The most widely used tactile information is an 19 embossed symbol or text. The RNIB also sell a product called Tactimark pen which is a plastic writing tube with gel with which you can create freehand text or lines – the substance dries to give an embossed finish. It is available in black, white and orange at about £6 a tube. Embossed lettering is only helpful when in easy reach (such as on a door 1500mm high or below) and it needs to be of sufficient size to be legible by touch - minimum 15mm height of initial capital letter and 1mm raised depth from the background.

	• By matt laminating a simple computer print-out of appropriate text and/or symbols, and applying Tactimark pen or some Braille self-adhesive labelling it is possible to create e your own notices and signs in an accessible way. (Always use matt laminating sheets. They are only marginally more expensive and do not have the high reflectance which makes most laminated notices difficult to read under direct light or sunlight.) A painted or taped line in a distinct colour is a simple solution to some situations that are difficult to cover in signage. This can be very helpful for external environments, where the destination does not have line of sight from the departure point. Some people with visual impairments lose their ability to see colours clearly. It is therefore helpful to combine a colour with a shape, where possible – for example an orange triangle or a blue circle etc.			
Audit Findings	 Ensure all signage is in upper and lower case lettering	Some of the signs around the school are in uppercase only which is confusing for a person with a visual impairment. The directional signage around the school is excellent but unfortunately in upper-case only which is non-compliant. Signage in uppercase only is non-compliant. Constantly review your signage to ensure the criteria are being met. Signs should form part of an integrated communication scheme that gives clear directions, information and instructions for use of a building" – BS 8300:2001. Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your school. This is a legal requirement to make sure your signage doesn't exclude people from accessing your school. Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society.		
Grade 2019	**Improvement Recommended**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	All signage to be in lower case lettering. Braille option to be added.			

10.2.14	**Internal Décor & Finishes**
Best Practice	• For people with good vision, differences in colour and colour intensity provide adequate visual contrast. However, this is not the case for everybody with vision loss. The light reflectance value (LRV) of a colour is used by professional designers to identify those colours which adequately contrast against other colours. The combination of colour, tonal and visual

	contrasts between surfaces and objects placed on them such as switches and litter bins is important. • Ceilings should be finished in light colours. • Movement and travel for people who have reduced vision is challenging and extremely tiring. The ability to judge distance, depth and speed is often compromised and therefore the need to negotiate busy, cluttered and unpredictable environments can increase stress, diminish concentration, learning and social opportunities while also increasing accident risk. • All the floor surfaces should be suitable and easy for a wheelchair to manoeuvre. • The means of escape should be clearly visible from both a standing and seated position. • Carpets are preferred in classrooms as they will absorb sound and will give a better learning experience for any hearing impaired pupils. • Throughout the corridors, both the natural and artificial light should avoid reflection, glare, shadows and silhouette. • Tonal contrast between different features is important for people with vision loss in a number of ways: floors that contrast with walls will indicate the size of a room; handrails that contrast with the wall indicate their location; and doors that contrast with their surrounding indicate their position and help wayfinding. • Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes.			
Audit Findings	The décor is neither confusing nor disorienting for disabled pupils with visual impairment, autism or epilepsy.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.15	**Lighting**
Best Practice	• Lighting has a significant impact on the ability of students to concentrate and learn in comfort. Controllable lighting systems, which can increase or decrease light levels in particular parts of the classroom, are very helpful for students with disabilities. • It is important that lighting levels are reasonably consistent, so students do not experience wide variations in light levels when moving their vision from their own desk to the teacher. • Lighting should take into account the different needs of all students. Students with vision loss need good lighting levels to enhance their sight, and may require additional lighting for certain tasks. • Deaf and hard-of-hearing students need clear visibility for lip-reading.

	• Some students may be particularly sensitive to glare. Therefore, it is important to be able to control the sunlight entering a space by installing suitable blinds. • Blinds and curtains in classrooms should be installed to reduce glare. (Important for lip-reading) • For lighting to be suitable, attention needs to be paid to: achieving adequate light levels, including the lighting of teachers' and pupils' faces for good visual communication; giving priority to daylight in all teaching spaces, circulation, staff offices and social areas; providing adequate views to the outside or into the distance to ensure visual comfort and help avoid eye strain; providing lighting controls that are easy to use; providing means to control daylight and sunlight, to avoid glare, excessive internal illuminance and summertime overheating; providing external lighting to ensure safe pedestrian movement after dark; floodlighting outdoor sports areas; providing emergency lighting in areas accessible after dark. Further guidance on lighting in schools can be found in Lighting Guide 5, "Lighting for Education" (LG5), and British Standard BS EN 12464-
Audit Findings	All areas to which disabled and SEN pupils have access are well lit. There is a provision of blinds and curtains to control glare and reflections.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes			

10.2.16	**Dining and Catering**
Best Practice	• Where dining, eating or food preparation facilities are provided; care should be taken to ensure that all students and staff members can safely and independently use the facility. • Dining environments should not be viewed as purely functional but should be structured to facilitate social interaction and inclusion with peers. • Tables should be accessible to wheelchair users • Aisles should be wide enough to allow students carrying trays to safely pass • Self-service shelves and dispensers for cutlery and condiments should be within reach of wheelchair users and people of small stature. • Tray slides allow trays to be rested while moving along a counter. These should be continuous to reduce the chances of dropping trays, and have knee space underneath to accommodate wheelchair users • The biggest issue in many dining areas in schools is the acoustics – lots of hard finishes can create considerable echo, which is very difficult for people with sensory impairments. • Introducing some soft finishes, such as chairs or screens with fabric, curtains etc., will help a little. • Refreshment areas have similar needs to reception waiting areas in terms of a mix of seating styles. If all chairs are without arm supports, consider

	changing some for sturdy chairs with arm supports. If your tables and chairs are fixed, these will be quite difficult for many disabled pupils to access and it would be beneficial to supplement or exchange one or two fixed units with some freestanding tables and chairs. This offers flexibility for all needs. • Ensure aisles between tables are kept clear – at least one aisle should be wide enough for a wheelchair user to turn (1500mm width needed), and the under-table clearance height should be at least 700mm for comfortable wheelchair access. • Whilst ideally serving counter heights should not be too high (850mm recommended), this can be overcome by someone else bringing items to the table. This is a recommendation anyway for items where it would be difficult or potentially dangerous for a physically disabled person to carry (for example hot drinks). • The variety of food available should ideally include some finger food items. Have straws readily available for use with hot and cold drinks. • Plain crockery is easier for someone with a visual impairment but must contrast from the tables on which they will be placed. A mix of cups with and without handles is also useful. • Menus should be displayed in a large print, easy read format. A few schools might use a venue with a vending machine. Assistance can be provided to operate the machine if needed, especially if the coin slot is too high or the dispenser too low. Braille tape could be added to the selection panel if a need is identified and there are also self-adhesive labels called "bump-ones" available in an assortment of colours, shapes and texture that can be added to particular products.			
Audit Findings	 	Pupils eat in the canteen and food is cooked on-site. Special dietary requirements are catered for and canteen staff ensure all foods are labelled. Information is also held on the biometric catering system which alerts the staff to the allergies of the individual pupils. Food serving points and tills are accessible to wheelchair users and dining tables are wheelchair accessible.		
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.17	**Social Spaces and Quiet Spaces**

Best Practice	• Outdoor circulation needs to have a clear rationale and provide a variety of accessible routes to suit the whole spectrum of children, minimising gradients so that they can easily access all outdoor facilities. • There should be shelter available along routes for more vulnerable children, with seats every 50m on long pedestrian routes, safe and easily navigable surfaces (wheelchair accessible), with safe changes in level or transitions between surfaces - both ramps and steps are needed where level access is absent. • Good sightlines for overseeing children's safety, with no hidden spaces, noisy busy routes separate from quieter sheltered spaces, so more vulnerable children can make their own way at their own pace, level thresholds for access by wheelchair users and to avoid staff lifting mobility equipment, wide enough gates and wide paths with defined edges, well away from outward opening windows and any hazards clearly identified. • 1200mm, preferably 1500mm and 1800mm for busy routes with passing places as required. • Bays off circulation routes can be provided for children to sit and talk, rest, re-orientate or calm down and let others pass – but they need to allow clear sightlines and passive supervision, since hidden spaces can encourage inappropriate behaviour. There should be outdoor access for curriculum and social activities and for means of escape but it should be controllable for safety and security, especially where there is a possibility that children might try to run out of school. • It is important that all students can access and use the external spaces in a School, so that they can participate in social and recreational activities. Outdoor space in Schools normally comprises a mix of hard surfaced and grassed areas. While grass may be a difficult surface for wheelchair users, access to grassed pitches can be provided using pathways or matting products. As well as areas for activities such as games and sports, quieter social spaces with seating should also be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to ensure accessibility for all students, including wheelchair users, students who use crutches and walking frames, and those with hearing loss or vision loss.		
Audit Findings	Quiet rooms / calming rooms are available to pupils who need such spaces and there are appropriate places for lonely pupils to seek company and friendship. All play areas, common rooms, private study rooms are accessible.		
Grade 2019	**Compliant**		
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.		

10.2.18	**Doors**

Best Practice	• According to AD M Doors to have maximum opening force at leading edge of 20N. Door furniture to be easily operated by a closed fist, visually apparent i.e. contrasting with door surface and not cold to touch. Door clear width measured from handle to jamb. Varies according to angle of approach. Straight approach to door – 800mm clear width / right angle approach to door with access route min 1500mm - 800mm clear width / right angle approach to door with access route min 1200mm - 825mm clear width and doors and side panels to doors wider than 450mm to have vision panels provided – visibility zone between 500mm and 1500mm and if necessary interrupted between 800mm and 1150mm above floor level e.g. to accommodate an intermediate horizontal rail. Unobstructed 300mm min space on door pull side between door leading edge and wall (not to powered doors). • Door frames to contrast with surrounding wall surfaces. Manifestation at two levels, 850mm to 1000mm and 1400mm to 1600mm. Glass doors in glass façade to have 150mm high contrast strip at door edges, and door protection if capable of being left open. Manifestations should visually contrast inside and out and in all lighting conditions. Fire doors self-closing either fitted with hold open devices or free swing devices and close on activation of the fire alarm (to negate requirement for 20N opening force) • According to BS 8300 - Colour and luminance contrast should be used to distinguish the boundaries of floors, walls, doors and ceilings, e.g. if the architrave is the same colour as the door but a different colour from the surrounding wall, it may outline the opening for some visually impaired users when the door is open. • There should be adequate space alongside the leading edge of the doors for a wheelchair user to pass through. A space of 300 mm should be provided alongside the leading edge of the door to enable wheelchair users to reach the handle. The Department of the Environment Part M Technical Guidance Document notes the importance of a 'leading edge' at every door. This is "an unobstructed space of at least 300mm between the leading edge of a single leaf door (when it opens towards you) and a return wall, unless the door is opened by remote automatic control. This enables a person in a wheelchair to reach and grip the door handle, then open the door without releasing hold on the handle and without the footrest colliding with the return wall". • Doors present some of the most common accessibility issues. They may be too "heavy" and require too much force to open. Heavy doors are especially difficult for people with disabilities and seniors with limited upper body strength and/or skills in using their hands. They may close too quickly for some people to pass through easily. People who move slowly or use mobility devices like wheelchairs or walkers may not be able to pass through fast enough. Luckily, these common problems can often be resolved by simply adjusting door closers. • Door controls should be at a suitable height. All door furniture and fittings to be 1000mm above floor level. Switches to be the large touch plate type. All of the door handles should be the D-shape variety. All door furniture and fittings to contrast to their background.

<table>
<tr><td>Audit Findings</td><td>
 </td><td colspan="4">All doors accessed by disabled pupils are wide enough for wheelchair access and have vision panels that extend low enough to enable short or young or wheelchair pupils to see through and be seen.

Doors with closers are openable with minimum force.

Not all of the doors around the school have door handles which are of a different colour to the body of the door. It is important for a person with a visual impairment to be able to distinguish the door from the handle itself.

Not all door handles are of the ‘d’ variety.

All held-open doors have high visibility edge markings for ease of identification.</td></tr>
<tr><td>Grade 2019</td><td colspan="5">Improvement Recommended</td></tr>
<tr><td>Previous grade, <if applicable></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="5">All doors to have contrasting handles and of the ‘d’ variety. Example
 </td></tr>
</table>

10.2.19	**Teaching and Learning Spaces**
Best Practice	• The classroom is the most common type of room in a School building. An appropriate classroom environment is important for successful teaching and learning and for ensuring that all students can participate equally in classroom activities. It is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably. Anti-glare film is recommended on windows in areas which visually impaired children use frequently. This is due to photosensitivity further reducing vision, ability to judge speed and distance and also causing eye pain and headaches. • Students with disabilities will have certain unique requirements that impact how they use School facilities. For example: • Students with mobility disabilities may have particular difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches • Students with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns

<table>
<tr><td></td><td colspan="2">

Some students with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes
Many students have particular requirements for access to laptop computers or other assistive technology. Availability of power points for recharging will greatly benefit these students
At secondary level, children progress to a wider ranging and specialised curriculum, and accommodation can be correspondingly diverse. Rather than spending most of their day in one classroom as they do in primary school, children move around the school to spaces with specialist facilities for different activities. 14–19-year olds often also have vocational training and work experience. Mainstream schools can be especially large, so some children with SEN and disabilities need assistance when they move between different spaces and to take part in school life.
The range of spaces needed will depend on a school's curriculum, size and organisation but will typically provide the following: - general teaching spaces, larger spaces for a range of practical specialist and performance subjects, small rooms for individual and group work, resource spaces, including library and ICT facilities, large spaces for physical education and assemblies, dining and social spaces, outdoor spaces.
These will be supported by: staff facilities, storage for personal belongings, learning aids and resources, accessible toilet and changing rooms, kitchen facilities
3 sizes of general teaching space schools are recommended: Small classrooms (49–56m2 for up to 30 children) If many children have SEN and disabilities or need a high level of support, adjustments will need to be made to how a space of this size is used. For example, class numbers might need to be reduced to allow adequate circulation space for learning aids and teaching assistants. It is not generally recommended to have small general teaching spaces in new school buildings because of their lack of flexibility.
Standard classrooms (56–63 m2 for up to 30 children) Standard teaching spaces are usually large enough for children with SEN and disabilities to access all relevant curricular activities, allowing for one child using mobility aids and a wheelchair, with access to some or all of the space, depending on the layout.
Large classrooms (63–70 m2 for up to 30 children) Large teaching spaces are especially suitable for children with SEN and disabilities, since they provide enough room to accommodate one or more children (or staff) using mobility aids and/or wheelchairs, as well as the necessary support staff.

</td></tr>
<tr><td>Audit Findings</td><td> </td><td>Furniture layouts in the classrooms have been carefully planned to ensure space at the entrance and access to key facilities such as the whiteboard, storage areas, and practical zones. An 1800mm turning space at these areas has been maintained and a preferred circulation width of 1200mm for movement between them. A minimum of 900mm circulation width is available on all routes. This space is based on the requirements of wheelchair users, but will also benefit a range of other users.</td></tr>
</table>

		Classroom floors are suitably carpeted and the room acoustics assist pupils' abilities to participate. All pupils have access to specialist teaching spaces for all areas of the offered curriculum – science labs, food/textiles/DT workshops/ICT/gymnasium/art room/music rooms/library/Halls/Assemblies. There are no areas of storage which would prevent pupils from accessing aids and equipment. Displays of information/examples of exemplar work are readable for all pupils (e.g. if viewed from a wheelchair).

Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.2.20	**Furniture and Teaching Equipment**	
Best Practice	• Furniture layouts in the classrooms should be carefully planned to ensure space at the entrance and access to key facilities such as the whiteboard, storage areas, and practical zones. An 1800mm turning space at these areas should be maintained and a preferred circulation width of 1200mm for movement between them. A minimum of 900mm circulation width should be available on all routes. This space is based on the requirements of wheelchair users, but will also benefit a range of other users. • Chairs with arms and height adjustable workbenches should be available • As of September 2012, the Equality Act 2010 ("the Act") imposed a new duty on schools to make reasonable adjustments to provide auxiliary aids and services to disabled pupils. • Examples of auxiliary aids might include hearing loops, adapted PE equipment, adapted keyboards and special software. Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to make an adjustment entailing significant cost. Even so, many reasonable adjustments are inexpensive, involving a change in practice rather than the provision of expensive pieces of equipment or additional staff.	
Audit Findings		There is currently no chairs with arms in the staff room. It is important to have chairs with arms available in staff rooms as people with mobility issues would find it easier to use them. Appropriate furniture & equipment is provided to meet the needs of individual pupil. The school reviews this on a case-by-case basis and if they found that a specific

		pupil required a specialist piece of equipment, the school would provide this within reason. Furniture layouts allow easy movement for pupils with disabilities and any specialist furniture is correctly adjusted, serviced and maintained.		
Grade 2019	**Improvement Recommended**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Staff rooms need chairs with arms.			

10.2. Access to Education

An accessible school is one in which disabled pupils and pupils with ongoing or temporary medical limitations can participate fully in the school curriculum.

The curriculum covers teaching and learning and wider provision embracing after-school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options,
the deployment of staff and staff information and training.

Pupils with disabilities, medical or intellectual capacity needs can be amongst the most vulnerable in society. Safeguarding the wellbeing of these pupils especially is therefore an important consideration.

10.3.1	**Training & accreditation of Teachers and Teaching Assistants**
Best Practice	• Teachers, Teaching Assistants (TAs), and adult helpers all have a specific job to do in the classroom and each role requires careful planning. The effective use and management of classroom TAs, specifically, also requires a coordinated approach to that planning. • By law, all mainstream schools are required to have a SENCO. However, unlike in mainstream schools, where SENCOs are legally required to be qualified as a teacher/in the process of qualifying, there is no such requirement in special schools. Some special schools will employ a member of staff to essentially carry out the work a SENCO would be required to complete. They may also employ people to assist with the admin work SENCOs have to deal with. • Under The Education (Special Educational Needs Coordinators) (England) Regulations 2014 a SENCO must be either: a qualified teacher; head teacher/appointed acting head teacher; or, where a person becomes the SENCO at a relevant school after 1 September 2009, and has not previously been the SENCO at that or any other relevant school for more than 12 months, the school must ensure that the person holds “The National Award for Special Educational Needs Co-ordination” if they are the school’s SENCO at any time after the

	third anniversary of the date that person became a SENCO. There are great similarities in the role of a teacher and a SENCO and so understandably, the requirement to be a qualified or nearly qualified teacher is necessary. • The SENCO's responsibilities are as follows • overseeing the day-to-day operation of the school's SEN policy • co-ordinating provision for children with SEN • liaising with the relevant Designated Teacher where a looked after pupil has SEN • Advising on the graduated approach to providing SEN support • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • liaising with parents of pupils with SEN • liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • being a key point of contact with external agencies, especially the local authority and its support services • liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • ensuring that the school keeps the records of all pupils with SEN up to date
Audit Findings	Staff, governors and pupils do not receive training and education in disability equality issues. The current SENCO is experienced with 11 years in the post. All staff receive training required.
Grade 2019	**Improvement Recommended**
Previous grade, <if applicable>	<Year> <Grade> | <Year> <Grade> | <Year> <Grade> | <Year> <Grade>
Suggestions to improve/resolve	Consider some training for staff and pupils in disability equality issues.

10.3.2	**Pre-admission**
Best Practice	All schools have admission criteria to decide which children get places. The school or local council usually set these. Admission criteria are different for each school. For example, schools may give priority to children: • who have a brother or sister at the school already?

	• who live close to the school? • from a particular religion (for faith schools) • who do well in an entrance exam (for selective schools, for example grammar schools or stage schools)? • who went to a particular primary school (a 'feeder school') • in care or being looked after (all schools must have this as a top priority) • who are eligible for the pupil premium? • If a child has SEN their statement or education, health and care plan will recommend a school for them. If a parent applies there, the school must give that child a place.			
Audit Findings	As a Catholic school, Bishop Challoner Catholic College will give priority to Catholic children in accordance with their oversubscription criteria. As part of their admissions criteria, the senior pupils must be Baptised Roman Catholic. However the Sixth Form admissions is non-selective. Arrangements are in place to ensure that all children, regardless of ability or disability, have the opportunity to attend pre-admission events.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.3	**Admission**
Best Practice	• A school's Information Report must include information for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils. • The requirements are set out in legislation (the Special Educational Needs and Disability Regulations 2014 – see further information). • The SEN Information Report should contain everything Ofsted – and for that matter any agency, parent, student or professional – could want to know in terms of SEN identification, provision and support. It can also act as a guide through SEN provision for all members of staff, whatever their career profile. It must include: • Details of and links to your area Local Offer(s). Remember that if you work with more than one local authority, then you need to have links to all of the Local Offers for those authorities. • In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO. Best practice would be to also

	include the same details for your headteacher and your SEND governor, as well as how parents can make a complaint or raise a concern. • Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured. • How you make provision for pupils with SEN, whether or not they have Education, Health and Care Plans (EHCPs). • What interventions you have implemented and their impact. • The additional learning opportunities for pupils with SEN. • Your procedures, if you are a mainstream school or nursery, for the identification and assessment of pupils with SEN.Y • Your approach to teaching pupils who have SEN. • How you adapt the curriculum and the learning environment for those who have SEN. • How the school enables pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN. • Details of the support that is available for improving the social, emotional and mental health and development of pupils with SEN. • How you involve pupils and their parents in decision-making. • How you evaluate the effectiveness of your provision, including securing feedback and the views of pupils and their parents			
Audit Findings	The school has arrangements in place for admitting disabled pupils and liaises with the previous school and parents to ensure a smooth transition. There is a handover meeting with parents and all relevant documentation is shared with all who will be working with the child. Pupil needs are identified with their EHCP and discussions all involved with the child's care, as well as the parents. Before pupils are admitted, the school, ensures all the relevant planning takes place.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.4	**Safeguarding**
Best Practice	Disabled and impaired children and young people can be amongst the most vulnerable and may be especially reliant upon the support of adults. Such groups are potentially vulnerable to being targeted inappropriately. Effective safeguarding systems are vitally important for the protection of such pupils. The DfE publishes Statutory guidance for schools and colleges on safeguarding children and safer recruitment. The guidance is updated from time to time.

	Statutory guidance sets out what schools must do to comply with the law. You should follow the guidance unless you have a very good reason not to. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2			
Audit Findings	The named Safeguarding lead is Eileen Breen. All staff at the school have been provided with, read, and signed to acknowledge, the current edition of DfE "Keeping Safe in Education". The School takes safeguarding very seriously – they ensure their children are kept safe in lots of different ways: They only employ qualified and trained staff who have had an enhanced criminal records check. All volunteers and visitors are also checked, before they have access to the site. The school has a safe and secure building and grounds; they carry out daily, weekly or yearly risk assessments for the equipment and areas used by all children, both in the School grounds and whenever they go for trips beyond their boundaries. All staff have regular safeguarding training and they focus on the well-being of every child individually. This means that all parents and visitors to the School may only be given entry to the building after they have registered with the School office staff at the main entrance. The School has an electronic signing in policy and identification badges are issued.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.5	**Pupils with Temporary, Emerging or ongoing Health Care Needs**
Best Practice	• Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions. • Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. • Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions. • Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. • Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may

	require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe. In making decisions about the support they provide, schools should establish relationships with relevant local health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils. • In addition to the educational impacts, there are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short term and frequent absences, including those for appointments connected with a pupil's medical condition, (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing. • Some children with medical conditions may be disabled. Where this is the case governing bodies must comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well
Audit Findings	Pupils with health care needs are supported and plans are written by the school nurse. These plans are then available for staff to read. There is a comprehensive medical register which outlines all pupils who have a medical need. There is also a full time first aider who is available throughout the school day to support all pupils. Individual Health Care Plans are communicated via a data sheet which is completed by the parents/carers. This data sheet outlines the medical needs of the child. The school nurse also is involved in the implementation of the healthcare needs and, with close communication with the parents, the school ensures that all information is shared appropriately. The school has accessibility and educational support arrangements in place for pupils with temporary medical or physical impairments such as broken limbs, post-operative recovery periods. If needed, the school will involve James Brindley for advice in how to support the pupils with various impairments. This is done on a case-by-case basis.

Grade 2019	Compliant			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.6	**Access to the Curriculum**
Best Practice	• Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Considerable progress has been made to improve the accessibility of the curriculum, covering both teaching and learning, as well as Early Years, trips and visits, after school activities and extended school activities in our schools. • Schools and educational settings (including Early Years) are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore, schools are required to have in place an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND. • Adjustments that would help children with disabilities have better access to the curriculum might include: • changes to teaching and learning arrangements, classroom organisation and timetabling. • Technology suited to a child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include: • touch-screen computers, joysticks and trackerballs, easy-to-use keyboards, interactive whiteboards, text-to-speech software, Braille-translation software, software that connects words with pictures or symbols. The following is considered good practice: • Develop effective classroom partnerships by differentiating the learning objectives and outcomes, ensuring all staff are fully briefed and can adjust the lesson to meet the needs of individual pupils. This partnership should be underpinned by encouraging independence amongst pupils. • Develop a whole school approach that raises the capability of all school staff to assist in the teaching of pupils with SEND in mainstream settings. In particular this approach should focus on ensuring school staff can provide care and support for vulnerable pupils and know who to speak to find out more. • Make SEND a priority by ensuring there is a member of the governing body, or a sub-committee, with specific oversight arrangements for SEN and disability. This should include regular reviews between the Headteacher, SENCO and the governing body on how resources are being allocated and the impact of this allocation.

Audit Findings	Disabled pupils can participate in all curriculum areas. Disabled pupils have access to all specialist subjects including PE, Science, Art, ICT, and so on. The school is prepared to make reasonable adjustments to ensure this. All pupils are encouraged to take part in music, drama and PE and access is provided to appropriate computer technology. All staff allow for the extra time needed by some pupils with disabilities to use equipment in practical work and staff recognise and allow for the extra mental effort expended by some disabled pupils, for example, when lip reading.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.7	**Lesson planning and support for pupils with disabilities and SEN**
Best Practice	• Recent legislation and guidance make clear that all the teaching staff in a school are responsible for the provision for pupils with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities. • Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life. The Equality Act has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the Act to: make reasonable adjustments to their policies and practice to prevent discrimination against " disabled pupils increase access for disabled pupils, including access to the curriculum, through accessibility " planning, and promote disability equality and have a disability equality scheme showing how they will do so. • Teachers have a statutory duty to modify the programmes of study "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." This is more than just giving pupils 'access to the curriculum'. • The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. • The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to: set suitable learning challenges " respond to pupils' diverse learning needs, and "overcome potential barriers to learning and assessment for particular individuals and groups " of pupils. • These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest " of the

	group, or modify the curriculum to remove barriers so all pupils meet the same objectives. " Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. It doesn't need to be complicated or time-consuming. • You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. • At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor. • You should also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for pupils to demonstrate what they know and can do.
Audit Findings	Resources and teaching aids are current, up to date and in sufficient quantity for the number of pupils helped. All lessons are responsive to pupil diversity and teaching is appropriately differentiated to meet individual needs. Staff are constantly seeking to remove all barriers to learning and participation and also look to provide alternative ways of giving access to experience and understanding. All staff recognise, understand, and allow for the additional planning and effort necessary for all pupils to be fully included in the curriculum. There are a variety of activities to maximise strategies for pupils to engage. For example, discussion, oral presentation, writing, drawing, problem solving, use of library/internet, audio-visual materials, and practical tasks. Lessons involve a variety of solo work/pairs/groups/whole class.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.8	**Access to Educational Visits and Extra Curricular Activities**
Best Practice	• Ensuring accessibility of any activities or events that involve travelling outside School grounds will help all students to participate fully in School life. This would include educational trips, such as, visits to museums or theatres, visits to other Schools, sports events, or work experience. It is also important to review the accessibility of the destination, and the transport to and from the destination, as part of the planning of any such activities.

	• If a visit is to cater for pupils with special needs, a suitable venue should be selected. • Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. • All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. • Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. • If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil. • If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Health Service or further information from the pupil's parents. (For further DfE guidance see Supporting Pupils with Medical Needs: A Good Practice Guide) • Schools will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. • Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc., if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.
Audit Findings	Bishop Challoner Catholic College organise educational trips throughout the school year to enhance the area of learning experience within the school curriculum. School trips are available to all and risk assessments are carried out and procedures put in place to enable all children to participate. Recent trips include Iceland, the Black Country Museum, Ethiad Football Stadium and Germany.
Grade 2019	**Compliant**

Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.9	**Outcomes**

Best Practice	• According to the Department for Education and Skills (DfES), about 3/5 of children with Statements of SEN are currently placed in Maintained (i.e. State) Mainstream Schools. However, whilst the number of pupils with Statements of SEN continues to increase, the number of children for whom a Statement is issued for the first time is slowly decreasing. • The number of pupils in Special Schools has remained fairly constant but the number of pupils in Mainstream Maintained schools has increased sharply with over 75% of children with statements of SEN for the first time being placed in Mainstream schools now.			
Audit Findings	The school data reveals that SEN pupils make very good progress and, although there is a gap compared to the progress of non-SEN pupils, the progress is very good compared to the national expectations of all pupils. The school tracks the destinations of all pupils.			
Grade 2019	**Compliant**			
Previous grade, <if applicable>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>	<Year> <Grade>
Suggestions to improve/resolve	Maintain existing action and processes.			

10.3.10	**Staffing & Leadership**
Best Practice	• SEN leaders play a critical role in supporting children, establishing the ethos and approach to SEN within the school and ensuring that SEN has a high profile. Without strong leadership in this area, the individual needs of all children are not recognised and listened to. Have high expectations and ambition for all children. • The purpose of collating these strategies is not to highlight weaknesses in SEN provision in UK schools but to promote the positive and easily accessible routes to improvement that, in the main, already exist in the system. • We are currently ignoring our greatest resource in raising standards for children with SEN – teachers and school staff. We must quickly realise the opportunity for teachers, SENCOs and inclusion leads to share their knowledge and good practice through school-to-school collaboration. • Changes in SEN provision are coming but schools are struggling to engage with this because of the massive overhauls taking place in the wider education system. • Interventions used in SEN should be measured by their impact on children's attainment, just as they are for all children. Wellbeing, happiness, attendance, low exclusion rates and freedom from bullying are, of course, all important measures, but we must place emphasis on attainment levels also. We have to start aspiring for each and every one of our children and young people.

<table>
<tr><td>Audit Findings</td><td colspan="4">The current SENCo is a member of the Senior Leadership Team and regularly briefs the team on SEND policy and practice. The SENCo, along with the Senior Vice Principal, informs the SLT on SEND pupil progress and outcomes.

The SENCo has a clear vision for SEN provision and for improving SEND outcomes.

The school's SEN Information report meets legal requirements and it published on the school website.

Staffing is sufficient for the number of disabled and SEN pupils however more is always needed. This is not possible at the moment due to funding.

The SENCo is involved in making decisions about staff deployment and use of resources for SEN (including funding and use of Pupil Premium).

There are high expectations of all pupils and all are equally valued. The whole school strategic planning takes account of the duty to make reasonable adjustments and there are there clear SEND aims and objectives in these plans.</td></tr>
<tr><td>Grade 2019</td><td colspan="4">Compliant</td></tr>
<tr><td>Previous grade, <if applicable></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td><td><Year>
<Grade></td></tr>
<tr><td>Suggestions to improve/resolve</td><td colspan="4">Maintain existing action and processes.</td></tr>
</table>

11. Accessibility Plan for Bishop Challoner Catholic College

Click or tap to enter a date.

Policy Title:	
Date adopted:	
Date of next review:	
SLT Lead:	
Committee:	
Statutory requirement:	Yes

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) *To increase the extent to which disabled students can participate in the school's curriculum.*

b) *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*

c) *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g. Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.
j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable students
m) Specialist advice and guidance to support transition
n) Multi-agency support coordinated by the school's Inclusion teams in each year group.

o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all students.
b) Broaden choices to construct personalised pathways.
c) Develop high quality curriculum for lower ability students.
d) Develop more complex curriculum model
e) Conduct annual curriculum reviews.
f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school

b) The school environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

a) Any lifts
b) Any ramps
c) A specialist SEND area, with small, quiet and calm learning spaces
d) Any disabled toilets
e) Features that improve acoustics.
f) Customised furniture and/or equipment.
g) Specialist resources, including digital technologies
h) Guiding in emergency evacuation.
i) Any automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

a) Differentiated resources with particular attention to reading age, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for text.
d) Tactile resources.
e) Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:
a) Opportunities provided by digital technologies.
b) Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

12. Key to Action Plan

12.1. Priority Ratings

It is unlikely that you will be able to implement all the recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide
you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility
strategy and your School Improvement Plan (SIP).

Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

It is for the Schools' senior leadership and management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested below may be helpful in that regard.

It is suggested that the Schools' own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

12.2. Budget Implications

Potential budget costs have been suggested. Especially in the case of higher budget suggestions, it is recommended that quotation and tender exercises are undertaken in compliance with the schools and funding bodies financial regulations and appropriate budget allowed for at the point of preparing the school's annual expenditure budget.

N - None

Such recommendations are likely to be achievable with no revenue cost to the school.

OG - Ongoing Maintenance

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

L - Low

Such recommendations are likely to be achievable for a budget of less than £1000

I - Intermediate

Such recommendations are likely to be achievable for a revenue budget of between £1000 & £5000. Such action may need allowing for at annual budget planning time.

H - High

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

ST - Structural Change

Such recommendations are likely to require a budget exceeding £15,000. Strategic Budget and Project planning at a professional level of support are likely to enhance delivery of the desired change.

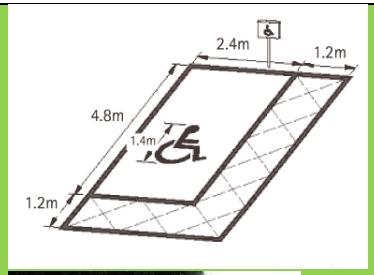
13. Action Plan

13.1. Access to Information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (school to insert name)	Date Completed
		Maintain existing actions and processes.					

13.2. Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (school to insert name)	Date Completed
10.2.2	Disabled Parking	Mark out a disabled parking space where the minibuses park. A directional sign and sign in front of space will also need to be added.	B B	L L	2020 2020		

		 Safe walkways though the carpark are recommended. Example: **Error! Reference source not found.**					
10.2.5	Reception Facilities	Chairs in reception to have arms.	B	L	2020		

		Check signage in reception is complaint (See section on Signage for more information)					
10.2.6	External Areas	Ensure all external steps have handrails either side. Consider a repaint of the nosings externally.	B C	L L	2020 2020		
10.2.9	Internal movement – Stairs and Lifts	Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps.	B	L	2020		
10.2.10	Accessible Toilets	All accessible toilets to have coat hooks and grab bars on the back of the doors.	B	L	2020		

		Consider addition of emergency alarm beacons (with repeater beacons in a staffed area) in the accessible toilets. Accessible toilets to be cleared and in fit-for-use state.	C B	I N	2021 ASAP		
10.2.13	Internal Signage	All signage to be in lower case lettering. Braille option to be added.	B	L	2020		
10.2.18	Doors	All doors to have contrasting handles and of the 'd' variety. Example 	B	L	2020		
10.2.20	Furniture and Teaching Equipment	Staff rooms need chairs with arms.	B	L	2020		

13.3. Access to Education							
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task (school to insert name)**	**Date Completed**
10.3.1	Training of Teachers and Teaching Assistants	Consider some training for staff and pupils in disability equality issues.	B	L	2021		

13.4. Signatures

	Name (Print)	**Signature**	**Date**
Head Teacher			
SENCo			

Governor/Board Member			

Summary

14. Guidance and Support

14.1. Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

14.2. Links to Legislation & Codes of Practice

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/

14.3. Links to DfE Advice

- https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

14.4. Links to Support organisations

Disability Rights Commission
DRC helpline
Freepost MID 020164
Stratford-upon-Avon CV37 9BR
Telephone (0845) 762 2633
Fax (0845) 777 8878
Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation
12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind
RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People
19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation
380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177
Minicom (0870) 603

British Dyslexia Association
Switchboard: 0333 405 4555
Helpline**:** 0333 405 4567
Training**:** 0333 405 4565
https://www.bdadyslexia.org.uk/

14.5. Links to Medical information

- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

14.6. Links to Suppliers of solutions

NB Equality Act Audits do not act for or on behalf of any suppliers or contractors. The suppliers listed here are merely indicative if the types of services available. School should undertake procurement of supplies and services with due regard to their own finance and procurement policies and procedures.

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