



# Ireby Church of England Primary School

Vision – ‘Created to do good’ – Ephesians 2:10

## Accessibility Plan – Jan 2026 to Jan 2029

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Approved by: <sup>1</sup>

Michael John  
Head Teacher:

Date: 15/01/2026

Philippa Irving  
Chair of Governors:

Date: 15/01/2026

Next review date: <sup>2</sup> 15/01/2027

<sup>1</sup> This policy requires approval from the Full Governing Body.

<sup>2</sup> This document must be reviewed every 3 years, or sooner if legislation/statutory guidance changes.  
It is a requirement for this policy to be published on the school website.

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## KEY ROLES

As at the date of publication, the following key roles were held:

<b>SENDCO</b>	Karen Barley
<b>SEND GOVERNOR</b>	Philippa Irving

## REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Original	Mar 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	Jan 2013
3	Reformatted only	Feb 2014
4	Reformatted only	Feb 2015
5	Reformatted only	May 2017
6	Very minor updates and 'date complete' added to all action plans in the appendices	Sept 2018
7	Reviewed – links checked	Oct2019
8	Updated document, and personalised for Ireby School based on the outcomes of the Accessibility Audit undertaken on 09/01/2023	24/01/2023
8a	Completed actions have been annotated onto the Action Plan	13/02/2023
8b	Governors meeting held on 23/03/23 – Action Plan updated	28/03/2023
9	Policy content reviewed & updated. Also added additional info about Public Sector Equality Duty as per KAHSC model policy version 09 dated September 2023.	02/03/2024
10	Policy content reviewed. Cross checked with KA version – no updates since 2023	15/01/2026

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# Our Christian vision

## **'Created to do good.' Ephesians 2:10**

At Ireby school we are dedicated to growing a strong and loving community using our unique talents and passions to serve and love one another. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. 'We are one big family, made up of lots of different people.' Our Accessibility policy plays an integral role in creating our loving community where all are welcome.

## EXPLANATORY NOTES

### 1. Definitions

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

The term 'school' refers to Ireby Church of England Primary School. The term 'school' also includes wrap around care, such as Breakfast Clubs and After School Clubs.

The term 'disabled person' means a person who is a disabled person for the purposes of the Equality Act 2010, and the term 'disabled pupil' includes a disabled person who may be admitted to a school as a pupil.

### 2. The requirement to prepare, publish, review, revise and implement a written Accessibility Plan

Under [paragraph 3 of schedule 10 to the Equality Act 2010](#) the governing body is required to prepare and publish a written Accessibility Plan. This is a plan for:

- a) increasing the extent to which disabled pupils can participate in the different areas of the national curriculum (also increasing their access to extra-curricular activities and the wider school curriculum);
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities or services provided or offered by the school; and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(It is a requirement for the delivery in 'c' above to be within a reasonable time; and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.)

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In our School, we have a commitment to equal opportunities for all members of the school community, and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and achieve the aims that are listed above.

The governing body must keep our Accessibility Plan under review during the period to which it relates and, if necessary, revise it, and must implement the plan.

An inspection under Part 1 of the Education Act 2005 may extend to the performance of the governing body in relation to the preparation, publication, review, revision and implementation of our Accessibility Plan.

Our Accessibility Plan is published on the school website. A paper copy can be obtained, on request, from the school office.

### 3. Relevant legislation

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

### 4. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).

- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping. People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:
- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

## **5. Reasonable adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services

where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

## 6. Public Sector Equality Duty

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

## 7. The key objectives of our Accessibility Plan

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the [National Curriculum Framework](#) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs; and
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our Accessibility Plan will focus on 4 areas:

- [Updating our ongoing compliance with the Equality Act](#)
- [Improving access to the curriculum](#)
- [Improving access to written information](#)
- [Improving access to the physical environment](#)

## 8. Financial planning

The Head teacher, together with the Finance Sub-Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the Accessibility Plan by identifying costs and incorporating them into current and future budget commitments.

## IREBY CHURCH OF ENGLAND PRIMARY SCHOOL – ACCESSIBILITY PLAN – Jan. 2026 to Jan. 2029

An Accessibility Audit was carried out by Michael John (Head teacher) and Jonathan Logan (Associate Governor) on 09/01/2023 and the following recommendations made:

### 1. UPDATING OUR ONGOING COMPLIANCE WITH THE EQUALITY ACT

AMP or AA Report Ref.	Criteria which was assessed as 'not compliant' in the audit / i.e. in need of possible improvement	Audit notes / <b>Improvement activity to be undertaken</b>	Timescale	Cost £	Responsibility	Date Complete
<b>Accessibility Audit Section 1 – Is our school compliant with the Equality Act 2010?</b>						
1	Do you have an Accessibility Plan?	Yes, In the Policies folder on school Shared drive. <b>ACTION - This Accessibility Plan is now being updated based on the findings of the Accessibility Audit completed by MJ and Philippa Irving</b>	<b>Updated Accessibility Plan to be published in Jan 2026</b>	<b>Nil</b>	<b>Head teacher &amp; Clerk to Governors</b>	<b>24/01/26</b>
2	Was your accessibility plan co-produced with children/young people with SEND, their families and other stakeholders?	Discussed at Governors and staff meetings. Forms part of pupil voice discussions. Families included in discussions during reviews. <b>ACTION - Ensure mention of accessibility is in meeting minutes.</b>	<b>Ongoing</b>	<b>Nil</b>	<b>Chair of Governors &amp; Clerk to Governors</b>	<b>06/07/26</b>
4	Do you have evidence that your setting does not treat pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a disadvantage in comparison to their peers?	Inclusive curriculum, differentiated for mixed year groups, current max class size 16. Discussions with students in pupil voice activity starting Jan 2026 <b>ACTION - Continue with pupil voice in line with the plan.</b> <a href="#">Governors meeting minutes July 2026</a> PI said he had been mindful of the Accessibility Plan when doing Pupil Voice & Staff Voice conversations. He reported that <b>no-one is excluded from anything</b> . PI asked the Clerk to make reference to this on the Accessibility Plan.	<b>Pupil Voice will be ongoing during 2026/27</b>	<b>Nil</b>	<b>Head teacher &amp; Phipippa Irving (Chair)</b>	<b>06/07/26</b>
6	Have you published your SEN information report?	Website. Due to the small number of SEND students care has been taken to ensure students cannot be identified. <b>ACTION – SEND report live for 2025/26 on website</b>	<b>Updated SEN Information Report to be</b>	<b>Nil</b>	<b>Head teacher &amp; Clerk to Governors</b>	<b>30/09/26</b>

7	Is your SEN information report linked to the Local Offer?	Yes, Our 'SEND' website page is linked to the Local Offer.	published in Sept 26	Nil	Head teacher & Clerk to Governors	30/09/26
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## 2. IMPROVING ACCESS TO THE CURRICULUM

AMP or AA Report Ref.	Criteria which was assessed as 'not compliant' in the audit / i.e. in need of possible improvement	Audit notes / <b>Improvement activity to be undertaken</b>	Timescale	Cost £	Responsibility	Date Complete
<b>Accessibility Audit Section 2 – Do we increase the extent to which CYP with a disability can participate in the curriculum?</b>						
1	Do all our staff have high aspirations and expectations of CYP with SEND?	Yes. Observed in Governor visits and pupil voice activity. See Curriculum and T&L Policy on website which is highly inclusive <b>ACTION – ensure T and L policy is consistently applied</b>	Ongoing	Nil	Head teacher and all teachers	
6	Do we use a graduated approach when meeting the needs of CYP with SEND?	Actions are reviewed and refined to ensure when developing T&L and the curriculum to ensure good outcomes. <b>ACTION – Currently developing Mid Term Plans (MTPs) to ensure SEND students are supported to meet their potential.</b>	Ongoing	Nil	Head teacher and all teachers	
7	Do we use the 'assess, plan, do review' cycle to inform the graduated approach?	All lessons build on prior learning and are marked frequently offering areas to improve understanding. <b>ACTION – To continue with this approach</b>	Ongoing	Nil	Head teacher and all teachers	
8	Is the attainment gap between CYP with SEND and those without SEND being reduced over time?	SEND students have individualised learning opportunities in e.g. phonics, reading and mathematics amongst other subjects. <b>ACTION – continue with this approach</b>	Ongoing	Nil	Head teacher & teaching staff	
9	Is the progress made by CYP at 'SEN support' and with an EHC plan as good as that made by CYP nationally?	Use STAR reader to record progress and compare with the wider school population and national. <b>ACTION – Continue to review data and ensure SEND students are identified in data analysis.</b>	Ongoing	Nil	Head teacher and all teachers	
16	Do curriculum pathways ensure that CYP are ready for their next stage of education, work and	Detailed information on progression pathways are recorded in MTPs. <b>ACTION – Curriculum continues to embed</b>	Ongoing	Nil	Head teacher and all teachers	

	training?					
18	Are CYP needs assessed quickly and appropriate provision put in place?	Base line assessments taken when students start. Star reader used as part of the assessment strategy. <b>ACTION – Ensure new students who start in year are identified for initial assessment.</b>	Ongoing	Nil	Head teacher and all teachers	

### 3. IMPROVING ACCESS TO WRITTEN INFORMATION

AMP or AA Report Ref.	Criteria which was assessed as 'not compliant' in the audit / i.e. in need of possible improvement	Audit notes / <b>Improvement activity to be undertaken</b>	Timescale	Cost £	Responsibility	Date Complete
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#### Accessibility Audit Section 4 - How accessible is information, advice and guidance?

1	Are our SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	<b>ACTION – Our SEN information report is available for 25/26 and requires annual update.</b>	Updated SEN Info Report to be published in Sept 26	NIL	Head Teacher & Clerk to Governors	30/09/26
6	Is information available in a variety of languages?	The HT considers students needs on an individual basis and will make changes as and when required. e.g. when Ukrainian students attended the school strategies were put into place to ensure they could engage with all aspects of school life. <b>ACTION – The Head teacher will continue to review this, as and where required.</b>	As & if needed	Costs will depend on the changes required	Head teacher	

### 4. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

AMP or AA Report Ref.	Criteria which was assessed as 'not compliant' in the audit / i.e. in need of possible improvement	Audit notes / <b>Improvement activity to be undertaken</b>	Timescale	Cost £	Responsibility	Date Complete
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#### Accessibility Audit Section 3.1 - Is our setting physically accessible?

12	Are all signs and symbols in Braille for CYP with visual impairments and in picture form for those with	No pupils are visually impaired. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
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	communication and learning difficulties?					
<b>Accessibility Audit Section 5.1 – Approach &amp; Car parking</b>						
2	Is the building within convenient distance of public transport?	Bus comes through the village once a week on a Saturday, summer only. The school has access to their own minibus. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
5	Is the route free of kerbs?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
6	Is the surface smooth and slip resistant?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
9	Is it adequately lit?	<b>ACTION – MJ to consider further lighting down the side of the building leading to the front gate. Need identified during the completion of this audit.</b>	Autumn 2023	£50	Head teacher	
10	Is it identified by visual, audible and tactile information?	Signs only. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
11	Is there car parking for people with reduced mobility?	On road only but access could be gained through the gate. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
13	Is the car parking as near the entrance as possible?	Car parking on the road outside the school. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
<b>Accessibility Audit Section 5.2 - Routes and external level change including ramps and steps</b>						
3	Is the surface slip resistant?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
4	Are there kerbs and are there edges protected to prevent accidents?	<b>Steps are painted white apart from the entrance step which has now been identified through the process of completing this audit</b>	February 2023	Nil	Head teacher	
5	Are there handrails to one or both sides?	Handrails are to one side. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
7	Identified by visual/tactile information?	Basic signage in place. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
8	Are there handrails to one or both sides?	Handrails to one side. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A

11	Are all nosings marked and/or readily identifiable?	One to do at the front gate. Others were completed after H&S Audit June 2022.	February 2023	Nil	Head teacher	
<b>Accessibility Audit Section 5.3 – Entrances including reception</b>						
4	Does it have a level or flush threshold, and a recessed matwell?	No. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
14	Are signs designed and positioned to inform those with visual impairments & wheelchair users with reduced eye levels?	No. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	The reception door opens outwards. Help would be needed to open the door for someone in a wheelchair. The door is locked during the day and opened by a member of staff when someone calls, they would offer assistance. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
19	Is it fitted with an induction loop?	No. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	Standard signage is in place. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
<b>Accessibility Audit Section 5.4 – Horizontal movement &amp; assembly</b>						
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	No. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A
9	Are there tactile signs and information for those with impaired vision?	No. NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT	N/A	N/A	N/A	N/A

15	Are all areas for assembly/meeting equipped with an induction loop system?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
<b>Accessibility Audit Section 5.5 - Doors</b>						
2	If glass, are they visible when shut?	Some doors have no vision plate. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Not all doors. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
4	Does the clear opening width permit wheelchair access?	Not tested recently. The school has had no student, parent or teacher in a wheelchair in the last 7 years. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
<b>Accessibility Audit Section 5.6 – Toilets – no actions points were identified in the audit</b>						
<b>Accessibility Audit Section 5.7 – Fixtures &amp; fittings – no action points were identified in the audit</b>						
<b>Accessibility Audit Section 5.8 – Information</b>						
1	Is the building equipped to provide hearing assistance?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
3	Are there large-print versions of information about the building / activities available?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
4	Is there Braille information available for people with visual disabilities?	No. <b>NO SPECIFIC ACTION DEEMED NECESSARY AT THIS POINT</b>	N/A	N/A	N/A	N/A
<b>Accessibility Audit Section 5.9 – Means of escape – no action points were identified in the audit</b>						