



omega  
MULTI-ACADEMY TRUST

# 3-year Accessibility Plan 2026-2029

## Park Road CP School



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## Review Date & Summary Changes

Date and page number	Reason for change
April 2026	Updated format

Signed by:

*Gill Elstob*

SENDCo

Date:

19 May 2026

*K. Quigley*

Headteacher

Date:

19 May 2026

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Chair of Governors

Date:

19 May 2026

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility plan has been developed and underpinned by Park Road Community Primary School being fully inclusive and value the mission statement, 'Unique individuals learning together.' As part of this Access Policy an Accessibility Plan has been formulated as a result of environment walks and school audits, including with school's Health and Safety advisors and Health and Safety governor, to identify ways in which we can better provide and maintain accessibility for all. The opinions of pupils are also considered. This plan is resourced, implemented, reviewed, and revised as required, in line with our School Strategic Development Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Omega Multi-Academy Trust ("the trust") is committed to promoting equality of opportunity for all stakeholders. The trust aims to create a learning and working environment in which all individuals are able to make best use of their skills. We are committed to ensuring that the environment and opportunities for accessibility are inclusive and support the needs of individuals, as well as the wider community.

Omega Multi Academy Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

SECTION A: PHYSICAL ENVIRONMENT						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The Main Entrance has been modified to ensure Disability Discrimination Act (DDA) compliance, with a sloped access and door control suitable for both standing and seated users, with the access hatch in the school reception being modified to accommodate both standing and seated users as well as an electronic signing in system that is accessible to all users.</p> <p>The school environment has been modified to ensure physical access to each external exit.</p> <p>Further classrooms can be accessed externally via a single step, which should not prohibit entry to the building via a wheelchair.</p>	Ensure that access to the school is appropriate for all guests, including those who are wheelchair bound or have prams.	Conduct a learning walk to consider all entry points. Are there any barriers to access?	Headteacher Facilities Officer Office Manager	September 2026	All entry points accessible
	Emergency and evacuation procedures are accessible to all at present. Currently, alarms are auditory, and the assembly point is on the playground.	Health and safety requirements are met for all individuals in school	None at this time	Headteacher Facilities Office Office Manager SENDCO	On going	Accessible emergency and evacuation

**SECTION A: PHYSICAL ENVIRONMENT**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	A Personal Emergency Evacuation Plan (PEEP) would be in place for anyone with a disability if needed.					procedures for all.
Improve and maintain access to the physical environment/ playground.	<p>The playground is fully accessible. There are no steps or slopes, meaning access is granted throughout.</p> <p>External areas, including the Forest School Provision, allow access via a flat, well-established path</p>	<p>Maintain access to the playground. This includes during cold weather.</p> <p>Ensure full access to the forest school area.</p>	<p>Regularly monitor access to the playground, especially when there is a drop in temperature.</p> <p>Ensure that the paths remain clear with any overhanging branches or debris being removed.</p> <p>Look to develop the woodland walk to allow full accessibility</p>	<p>Facilities Officer Headteacher Office Manager</p> <p>Facilities Officer</p> <p>Facilities Officer</p>	On-going	<p>The playground will remain accessible whenever possible</p> <p>Full access around to the Forest School will be available</p>
Personal needs of all individuals met	Furniture and equipment throughout school is selected based on the size and needs of pupils. Where necessary this has been modified – such as seating wedges for pupils whose physical needs require such resources. When necessary, school invests in	Ensure school meets needs of all individuals	Ensure regular planned maintenance is carried out to equipment to ensure compliance	Facilities Officer	Ongoing	Furniture and equipment are appropriate for all

**SECTION A: PHYSICAL ENVIRONMENT**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>personalised specialist furniture such as seating.</p> <p>The school environment has been modified to ensure physical access to each external exit. Disabled toilet and changing facilities are accessible and available.</p>					
Disabled parking for those with limited mobility.	Entry to the car park is largely restricted to colleagues. However, families with children or relatives with limited mobility, are allowed to enter the car park to reduce travel distance to the school	Ensure that those with mobility issues are not required to walk/ travel any further than required.	Continue to monitor which families require access to the car park	SENDCo Headteacher Office Staff	Ongoing	Those with limited mobility will have a reduced distance to access school.

**SECTION B: LEARNING AND CURRICULUM ACCESS**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Resources are tailored to the needs of pupils who require support to access the curriculum.	Increase the number of adaptive practices utilized within the classroom and within lessons.	Pupil progress meeting held termly	Headteacher  Class Teachers	On going	All children access the curriculum, and the offer is broad and balanced for all.

**SECTION B: LEARNING AND CURRICULUM ACCESS**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Curriculum planning is differentiated, and target children identified.</p> <p>Pupil Progress meetings will discuss all pupils and identify strategies for children who require additional support to progress sufficiently through the year.</p>					<p>Children make good progress throughout.</p>
<p>Identify and implement appropriate healthcare plans and risk assessments</p>	<p>Children with recognised physical and emotional needs are supported through EHCP, IHP and/ or risk assessments.</p>	<p>Children with physical and psychological needs are supported within school.</p>	<p>Regular review of EHCPs and complete the application of new plans.</p> <p>Risk assessments introduced, as required, in conjunction with the children and parents.</p>	<p>Headteacher SENDCo</p>	<p>On-going</p>	<p>Appropriate individual health plans and risk assessments in place ensuring pupils are accessing learning.</p>
<p>To increase the extent to which pupils with a disability can participate in the school curriculum.</p>	<p>A wide range of inclusive activities, both within the curriculum and outside of the school day, are available to all. Trips and clubs are reviewed to ensure they are accessible.</p>	<p>Ensure that learning opportunities can be experienced by all children.</p>	<p>Review after-school clubs to ensure they are fully accessible.</p> <p>Assess school trips to ensure all children can attend.</p>	<p>PE Lead  Teachers Headteacher</p>	<p>Ongoing</p>	<p>All children will experience a range of learning opportunities.</p>

**SECTION C: INFORMATION AND COMMUNICATION ACCESS**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Needs of the pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autistic Spectrum Disorder, Epilepsy, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairment, Emotional and Behavioural Difficulties, Global Developmental Delay and Complex and Moderate Learning Difficulties.</p> <p>Information is provided in simple language, symbols, large print, audiotape or Braille for pupils who have difficulty with standard forms of print, should the need arise. Where appropriate, visual timetables are used.</p>	<p>Communication is adapted to a format which is the optimum for a child's understanding</p>	<p>Continue to review children's needs and adapt as required</p>	<p>Class Teacher SENDCo</p>	<p>On going</p>	<p>Communication tools are effective for pupils' individual needs.</p>
<p>Ensure that diversity is a thread that runs through all aspects of the curriculum.</p>	<p>Improve children's awareness of disability. Raising disability awareness among staff and pupils through curriculum activities such as disability awareness</p>	<p>Children have a positive attitude and understanding of disability</p>	<p>PSCHE / wider curriculum and assemblies to be used to raise awareness of disability issues</p>	<p>PSCHE Lead Headteacher Teaching Staff</p>	<p>On going</p>	<p>All children will have an understanding of diversity</p>

**SECTION C: INFORMATION AND COMMUNICATION ACCESS**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>days, PHSE and myHappyMind activities.</p> <p>To maintain the Peer Buddy/ Play Leader System for break and lunchtimes, to ensure social inclusion of all</p>					
<p>Establish and maintain positive relationships with parents</p>	<p>Identify pupils who may need additional support and/or adapted provision both when a child joins school and throughout their time at Park Road.</p> <p>Comprehensive onboarding for new starters including pre-school or home visits by EYFS staff and SENDCo if needed</p> <p>Pupil Passports reviewed regularly.</p> <p>Parents can contact the teachers or SENDCo directly when needed.</p>	<p>To ensure school works with parents to meet the needs of disabled pupils.</p> <p>Adequate provision in place when children start school to enable them to settle quickly and access curriculum from the start of term</p>	<p>Admin staff to advise SENDCo of any disclosures on admissions form or of information from new intake</p> <p>EYFS staff to visit nurseries/preschools of new intake to gather information</p>	<p>Office Staff</p> <p>EYFS Staff</p>	<p>On going</p>	<p>Parents are well supported, working in partnership with school</p>

SECTION C: INFORMATION AND COMMUNICATION ACCESS						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Establish and maintain positive relationships with external agencies	SENDCo to ensure that effective relationships are developed or maintained with external agencies such as: Speech and Language Occupational Therapy Schools Link Mental Health Team Children's Social Care	To ensure school works with external agencies to meet the needs of disabled pupils.	SENDCo to review the needs of pupils and families in school, ensuring that effective relationships are developed or maintained with external support agencies.	SENDCo	On going	Pupils and families are well supported through external agencies where appropriate

SECTION D: STAFF TRAINING AND AWARENESS						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Deliver and implement the work based CPD programme for Autism Education Trust in line with the Trust	All colleagues attend AET training. Additional training around autism awareness to be completed by specific adults with EYFS.	To raise teaching staff awareness of how to support pupils with complex needs.	AET training to be completed.  EYFS colleagues to complete Autism Awareness training.	SENDCO	July 2027	Completion of the AET programme and implementation of the strategies shared.
Provide children with mental health and emotional support	School ELSA and counselling staff provide support to children's mental health.	Have trained members of staff who can support those children with mental health needs.	Review at least half termly the children who would benefit from additional support.	SENDCo	Yearly supervision and training updates	Children are supported and have a trusted adult they can talk with.

**SECTION D: STAFF TRAINING AND AWARENESS**

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Staff members receive generic and/or specific training around supporting children with a disability or specific need.</p>	<p>Training is identified on a school or individual basis.</p> <p>Training accessed through: Committed to Inclusion (LA) Trust led training Approved local providers such as Addvanced Solutions</p>	<p>To ensure staff have received the relevant training to ensure that they can meet the needs of pupils</p>	<p>Review training needs on a regular basis, ensuring that this remains relevant and up to date.</p>	<p>SENDCo</p>	<p>On going</p>	<p>Children will receive the support they require from well-trained staff members.</p>
<p>Provide children with mental health and emotional support to ensure they can attend school</p>	<p>School EBSA and counselling staff provide support to children's mental health.</p> <p>All staff trained to Level 1 EBSA</p> <p>Pastoral staff trained to Level 4</p>	<p>Have trained members of staff who can support those children with mental health needs.</p>	<p>Review at least half termly the children who would benefit from additional support.</p>	<p>SENDCo</p>	<p>Yearly supervision and training updates</p>	<p>Children are supported and have a trusted adult they can talk with.</p>

## 4. Monitoring arrangements

This document will have full review every 3 years but will be checked annually and if needed reviewed and updated more frequently if necessary. It will be reviewed by the Local Governing Body, the Headteacher and SENDCo, and the Trust Associate Director for SEND.

Where needed support can be provided by the central team at Omega Multi Academy Trust in particular to support the review of the environment.

It will be approved by Local Governing Body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SENS) information report
- SEND policy
- Supporting pupils with medical conditions policy

# Appendix A – Accessibility Toolkit

## Accessibility Toolkit – Appendix A

This toolkit has been developed to suggest areas of reflection and thought. If used it can be helpful to complete the sections above. It is based on inclusive design principles.

### 1. Inclusive Design Principles

- **Inclusive** – so every child and staff member can access the school environment easily and with dignity.
- **Responsive** – to individual need and what might reasonably be predicted, integrated or offered.
- **Flexible** – so children and staff can work and use facilities and support in different ways that meet their needs.
- **Realistic** – offering more than one solution to help balance everyone's needs and recognising that one solution may not work for all.
- **Sustainable** – having a school-wide accessibility plan (a statutory requirement under the Equality Act 2010) that sets out what the school is doing to promote accessibility and enables ongoing reflection and improvement on physical and digital accessibility.

### 2. What is accessibility?

Accessibility is having the ability to approach, reach, enter, understand, communicate with, or use a service, benefit or the environment (whether the physical or virtual environment) on an equal basis to others.

If this is not possible, adjustments should be made to make something as accessible as possible.

Accessibility questions to consider:

- **Physical access** – how do pupils access and use your buildings, playgrounds, activities, classrooms, lifts and stairs and the physical environment around the school?
- **Digital inclusion** – can pupils learn, play and access information digitally, and in different locations with their class peers in a dignified way?
- **Accessible information** – does the school offer information, reading options and coursework in accessible formats, both digitally and physically?
- **Policy and decision-making processes** – do school and education policies and processes ensure all pupils have the same access to education and opportunities such as extra curriculum activities?

### 3. How to best use the toolkit

**When reviewing each of the 9 sections you should consider**

Access rating – (1= very bad to 5 = very good)

Priority rating – (1= non-priority to 3 = high priority)

Please note that not every section may be relevant to the setting.

There is also no expectation that the SENDCO is the most appropriate person to complete this, for example, areas around the site may be best reviewed by a member of the site team.

## 4. Section 1 Approach and Car Park

A1-A19	Description	Access rating	Urgency rating	Notes
	<b>Parking</b>			
A1	Is the building within convenient distance of a public highway to enable people to use public transport?	5	1	Bus stops are available on the main road.
A2	Is there car parking for disabled people or people with reduced mobility?	5	1	Accessible parking a close distance of entrance.
A3	Is there an appropriate number of accessible parking spaces?	5	1	Currently there are 2 accessible parking spaces
A4	Are accessible parking bays marked out and easily identified?	5	1	Chevrons clearly marked.
A5	Are there directions and/or signs to easily locate the accessible parking?	5	1	Signs show accessible parking spaces
	<b>Routes and pathways</b>			
A6	Is the route from the car park to the building clearly marked/found?	5	1	Appropriate signage in place
A7	Is the route free of kerbs and does it have sloped access at appropriate points?	5	1	Sloped access to the main entrance. No kerbs
A8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	5	1	Gradual entrance in the school morning with opening time available for 10 minutes. Pupils may use the main entrance if needed.
A9	Is there tactile paving built into sloped paths and other crossing points?	5	1	Tactile paving in place
A10	Is the general path's surface smooth and slip resistant, and is the route to the building kept free of snow, ice and fallen leaves?	5	1	Surfaces recently replaced
A11	Is the route wide enough to allow wheelchair users and others to pass each other?	5	1	1.1m – 1.5m width of path
A12	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment?	5	1	Yellow markings used where needed to highlight any hazards
A13	Are routes adequately lit?	3	2	Side paths do not have effective lighting in winter months.
A14	Is wayfinding signage easy to see and navigate?	5	1	Good wayfinding signs are located to be easily seen, have good contrast between background and font/images, and have text in sentence case, not all capitals.
A15	Is the route level or gently sloping?	5	1	Gradient no steeper than 1:20.
A16	Are there steps as part of the route to the premises? If so, is there an alternative level access to the building that is not too long distance?	5	1	Steps in front of office. Sloping ramp also available.

A1- A19	Description	Access rating	Urgency rating	Notes
A17	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	5	1	Colour contrast and hand rail in place.
A18	Are there contrasting surfaces at the top and bottom of steps?	5	1	Yellow highlighting
A19	Do steps have lighting available?	5	1	Lighting to show up steps at night.

## 5. Section 2 Entrance and doors

B1- B16	Description	Access rating	Priority rating	Notes
B1	Do disabled staff/visitors need to let someone within your school know they are there to gain entrance? (This might be because of security to the building, limited access to the venue or specific opening times)	5	1	Sloped entrance to office front door. Door bell at appropriate height. Staff with disabilities would use a fob entry system. This is at appropriate height also. No steps within main building.
B2	Is the main entrance door of sufficiently light weight to be opened by any user (whether a wheelchair user, someone with limited strength or someone using a walking aid)?	3	2	Review door weight and option to enter independently.
B3	If the push pad or security swipe entrance is fitted, is it clearly marked and easy to access for all people?	5	1	
B4	If the door is glass, is it visible when shut?	5	1	Glass doors and surrounding panels have coloured markings to distinguish them as a surface.
B5	Does the entrance door clearance when opening permit passage of a wheelchair user?	5	1	External door requirements: existing/older build 775mm.
B6	Does it have a level or flush threshold, and a recessed matwell?	5	1	
<b>Internal doors</b>				
B8	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate/Walker?	5	1	This is to enable a wheelchair user or someone using a walking aid to easily open the door without banging their wheelchair or walker.
B9	Are door handles of a type easily used by all people?	5	1	Lever handles
B10	Are door handrails at a height for standing/sitting use, and are door handles clearly distinguished?	5	1	Colour of the handles or a backing plate gives good contrast against door colour.
B11	Can it be easily grasped and operated?	5	1	
B12	If the door has an open/close mechanism does it have:			N/A
	(a) delayed action?			
	(b) slow-action?			

B1-B16	Description	Access rating	Priority rating	Notes
	(c) low resistance weight?			
B13	If the door is power-operated does it have visual and tactile information explaining this?			N/A
B14	If there is a lobby between two sets of doors, do the inner and outer doors meet the same criteria?	5	1	Same doors
B15	Does the clear opening width of doors permit wheelchair access?	5	1	Internal door requirements: existing 750-775mm
B16	Are door mechanism functions checked regularly?	5	1	Maintenance Officer checks completed

## 6. Section 3 – Horizontal Movement Fixtures and Fittings

C1-C33	Description	Access rating	Priority rating	Notes
C1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	5	1	
C2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	5	1	Continuous review of furniture in corridors required.
C3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	5	1	
C4	Are corridors noisy and echoey when walking or talking?	5	1	
C5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	5	1	
C6	Is turning space in lobbies adequate?	5	1	
C7	Are doors within corridors and entering rooms accessible? (See section 2 – doors)	5	1	
C8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	5	1	Film on windows to reduce glare
C9	Are there visual clues for people to navigate?	5	1	
C10	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	5	1	
	(b) avoid light reflection and sound reverberation?	5	1	

C1-C33	Description	Access rating	Priority rating	Notes
C11	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	5	1	
C12	Is lighting designed to meet a wide range of needs?	5	1	
C13	Are rooms maintained to reduce hazards for people with visual disabilities?	5	1	
C14	Are there quiet spaces for people to go when needed?	5	1	Some people may have low moods or sensory overload; having a quiet area will help them manage this.
C15	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?			
C16	Are seating arrangements/spaces suitable for use by people with visual impairments?	5	1	Consider the layout of the room, and the colour contrast of chairs/tables to background colours. Good contrast can help people navigate and be independent.
C17	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	5	1	Consider how wheelchair users access seating areas and tables: can they be part of their group/class or do they have to sit separately from their classmates? Do chairs have solid or locking wheels to stop them from moving if a person is transferring, and do some chairs have arm rests to help people stand? A mixed environment is best. Can wheelchair users access and get their legs under tables?
C18	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	5	1	Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
C19	Are serveries/counters accessible to all users, including those with hearing impairments?	5	1	
C20	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A
C21	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?			N/A
C22	Are all fittings readily distinguishable from their background?	5	1	
C24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	5	1	
C26	Is any staff accommodation suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced-level kitchen units and sink and lever action taps?	5	1	
C28	Is the main reception area equipped with induction loops for people with hearing aids?	3	2	No – no advice to be sought
C29	Are all areas for assemblies/meetings equipped with an induction loop system?	3	2	No – advice to be sought

<b>C1- C33</b>	<b>Description</b>	<b>Access rating</b>	<b>Priority rating</b>	<b>Notes</b>
C30	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?			Previously provided by HI Team when required
C31	Are relevant induction loops within teaching areas linked to A/V equipment?			
C32	Is the functioning and operation of induction loops checked regularly?			
C33	Are telephones fitted with inductive loop couplers?			

## 7. Section 4 – Vertical Movement

<b>D1 – D33</b>	<b>Description</b>	<b>Access rating</b>	<b>Priority rating</b>	<b>Notes</b>
D1	Is the location of any steps/stairs/ramps clearly indicated by use of signs/colour/contrast/texture lighting?	5	1	
D2	Do any steps/stairs/ramps have a handrail to one/both side(s), and do they extend 300mm beyond the top and bottom of any flight?	5	1	
D3	Do stairwells have markers to identify when a person is at the bottom of a run of stairs?	5	1	One set of steps outside of school office – ramp available
D4	Are any level areas between flights or at the top/bottom of stairwells clearly lit?			N/A
D5	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?			N/A
D6	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			N/A
D7	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	5	1	Ramp to side of the steps available
D8	Are all ramp gradients easily negotiated?			As above
D9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?			N/A
D10	Are steps available as an alternative to any ramp or ramped surface?	5	1	Some people may find using steps easier than a ramp.
D11	Where level change is less than a full storey in height is a power-operated lift appropriate?			N/A

## 8. Section 5 – Toilets and Changing Areas

E1 – E31	Location	Access rating	Priority rating	Notes
	<b>General toilets</b>			
E1	Do all lavatory areas have slip-resistant floors?	5	1	
E2	If used by all users, is the approach to the facilities free of steps/narrow doors/obstructions?	5	1	
E3	Are fixtures and fittings easy to distinguish by colour contrast from walls?	5	1	
E4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	5	1	
E5	Are all door fittings/locks easily gripped and operated?	5	1	
E6	Are mirrors positioned at a height and location suitable for all users?	5	1	
E7	Is the location of the different toilets clearly signed?	5	1	
E8	Do you have a wider cubicle within the general toilets that could be used by someone with limited mobility?			No – accessible toilets available.
E9	Are handrails fitted to the larger cubicle?			N/A
E10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	5	1	
	<b>Accessible toilets</b>			Accessible toilets can be complex, consider looking at <a href="#">CAE Accessible Toilet guide</a>
E11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	5	1	Accessible toilet should be 2200mm x 1500mm minimum to allow manoeuvring
E12	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	5	1	
E13	Is the flush on the same side as a person would transfer to make it easier to reach?	5	1	
E14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	4	2	
E15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?			Accessible toilet available
E16	Is there a shelf available near the toilet for people to use?			Within accessible toilet
E17	Is the soap dispenser and toilet roll holder of a type that is easily used by a range of people and appropriately positioned for ease of use?	5	1	

E18	Are the door fittings/locks and light switches easily reached and operated?	5	1	
E19	Is there an emergency call system and is someone designated to respond?	5	1	Alarm sounds in the office – which is constantly manned.
E20	Can the emergency call system be operated from floor level?	5	1	Often these are tied up or put up high to avoid being accidentally pulled, but they are full length for a reason.
E21	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?			
E22	Are handwashing and drying facilities within reach of someone seated on the toilet?			No
E23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	5	1	Lever taps
<b>Changing area</b>				
E24	Do you have a Changing Place facility, and is it available purely for pupils/staff and external groups using the building or offered as a community facility?	5	1	See <a href="http://www.changing-places.org/">http://www.changing-places.org/</a> for more information.
E25	Do you offer discrete changing facilities for people that need them?	5	1	Sometimes changing and shower facilities can be accommodated within larger accessible toilets to provide this.
E26	Within the main changing area or accessible toilet, are there accessible showering facilities?			N/A at this time
E27	Is there a wide shower seat or possibly two shower seats?			N/A at this time
E28	Are clothes hooks/lockers of a suitable size and height to meet all users' needs?			N/A
E29	Are locker locks easy to use for people with limited dexterity or strength?			N/A
E30	Do you offer gender neutral toilet facilities?			Accessible toilet

## 9. Section 6 – Fire Exits

F1 – F13	Description	Access rating	Priority rating	Notes
F1	Is there a visible as well as audible fire alarm system in all parts of the building, including toilets and stairwells?	3	2	All pupils/staff as required will have a PEEP in place
F2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?			
F3	Are fire exit routes accessible to all, including wheelchair users?	5	1	
F4	Is evacuation from upper and lower levels possible using:			N/A
	a) an evacuation lift /platform lift with a protected power supply?			
	b) Caterpillar platform lifts?			
	c) an evac chair?			

F5	Do you provide regular evac training for staff which includes the person/s that will need supporting in this way?			N/a
F6	Do disabled staff and pupils have individual PEEPs?	5	1	Yes
F7	Do you have GEEPs in place for external groups, visitors and events?	5	1	The General Emergency Evacuation Procedure is for events or meetings with a group of people that don't usually use the building.
F8	Are PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person?	5	1	
F9	If disabled people cannot evacuate from the building independently, are designated and signed refuge areas available?			N/A
F10	If refuges are available, are they equipped with intercoms to let people know they are there?			N/A
F11	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	5	1	
F12	Are external fire points and routes accessible and monitored?	5	1	
F13	Are all fire warning devices and detectors checked routinely and regularly?	5	1	

## 10. Section 7 - Information

G1 – G13	Description	Access rating	Priority rating	Notes
G1	Do you publish on your website information on the accessibility of your premises and services?	5	1	all schools must publish an accessibility plan
G2	Do lighting installations in the building take into account the needs of people with visual impairments being able to access information?	5	1	
G3	Is there a tactile plan or diagram of the building?	5	1	
G4	Are there large-print versions of information about the building/services/activities available?	5	1	
G5	Is there Braille information about the building/services/activities available for people with visual impairments?			No
G6	Is there an audio version of information about the building/services/activities available?			No
G7	Are there BSL/Makaton videos/information about the building/services/activities available?			No
G8	Is there Easy Read information about the building/services/activities available?			No
G9	Are there alternative-format reading books available in the library?			No

G10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	5	1	Yes – training accessed as required. NHS support
G11	Where a payphone is provided does it have a hearing aid coupler?			N/A
G12	Are all locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background?	5	1	
G13	Are mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone?	5	1	

## 11. Section 8 – Equality Adjustments

H1 – H7	Description	Access Rating	Priority Rating	Notes
H1	Do you have a prayer room or a designated quiet room?	5	1	Designated quiet room - Available if needed
H2	If you have a prayer room, do you have designated washing facilities?			N/A
H3	Do you have a designated quiet room?	5	1	Yes
H4	Do you have access to language interpreters and are staff confident about how to utilise this?	5	1	Available through LA, some languages spoken within the Trust with colleagues happy to support if appropriate
H5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	5	1	Equality and Diversity Statement
H6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?			N/A
H7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	5	1	Anti-Bullying and Behaviour Policy