Ansford Academy

Accessibility Plan

Governors Adopted: January 2019

Renewal Period: Annual

Review Date: December 2022

Next Review: December 2023

This policy has been impact assessed to ensure that it is in line with our Equality Policy and the Equality Act (2010).

Contents

Rationale

Our academy is committed to equality. We will ensure that every member of our academy is treated fairly and has equality of opportunity. We recognise that all people have different needs and value all individuals equally. The central aim of Ansford Academy is to build a culture of empathy, trust and belonging where individuals are valued for who they are, feel comfortable to be themselves and are inspired to explore the possibilities of who they might become.

At Ansford Academy we welcome our duties under the 2010 Equality Act. We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the academy community.

Purpose

The purpose of this policy is to ensure that the academy complies, as far as is reasonably and financially practical, with legislation contained in The Equalities Act 2010 and The Children's and Families Act 2014. Our aim is to maximise access to all parts of the academy, its curriculum, as well as extra- curricular activities and site use, to all staff, stakeholders, students and potential students.

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 disabled students and stakeholders can participate in the curriculum

- Improve the physical environment of the academy to enable disabled students and stakeholders to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students and stakeholders

Our academy aims to treat all its members fairly and with respect. This involves providing access and opportunities for all students and stakeholders without discrimination of any kind.

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

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

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010[1] and the Department for Education (DfE) guidance for schools on the Equality Act 2010[2].

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

Furthermore the Special Educational Needs and Disability (SEND) Code of Practice 2015[3] states that a child of compulsory school age or young person is disabled if he or she "...has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".

"Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition"[4].

Academies are required to make 'reasonable adjustments' for students and stakeholders with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises[5].

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

Developing partnerships and establishing good practice

The academy supports any available partnerships to develop and implement the plan. As such we work closely with our local special school, The Mendip School, and other specialist providers. We have also asked stakeholders to help develop the accessibility plan to ensure it meets the needs of all academy members. We pride ourselves on being an outward looking academy. The SENCO is part of the SEN ALP forum which also involves our primary feeders. We currently have Mendip School students studying KS3 and GCSE courses at Ansford Academy. We utilise a variety of external providers, including Future Roots, REACH and the Tor School, in order to best meet the needs of our students and stakeholders.

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[1] http://www.legislation.gov.uk/ukpga/2010/15/schedule/10
[2] https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
[3] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
[4] SEN Code of Practice 2014 xviii. p.15
[5] SEN Code of Practice 2015 (p.16)

Academy Trips

It is the agreed academy policy that equality of access to academy trips should be applied to all staff and students if at all practicable. If applicable, accommodation will be booked to take account of staff and students with a disability. Similarly, transport should be used which allows easy egress/entry for staff and students with a disability.

Curricular Issues

Access to the curriculum will take account of all stakeholders and students with disabilities. Alternative means are determined, for example in some forms of physical education, to ensure that disabled students gain experience and understanding of the area being covered.

The academy statements on personalisation and special educational needs seek to remove barriers to learning and participation. Lessons will be organised to be responsive to student diversity and staff provide lessons in which all students can achieve. There are high expectations for all students.

Classrooms will be organised to maximise access and learning for all disabilities and done in correlation to Somerset's Graduated Response Tool which lays out expectations for the education of all pupils with SEND[6].

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[6]https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/
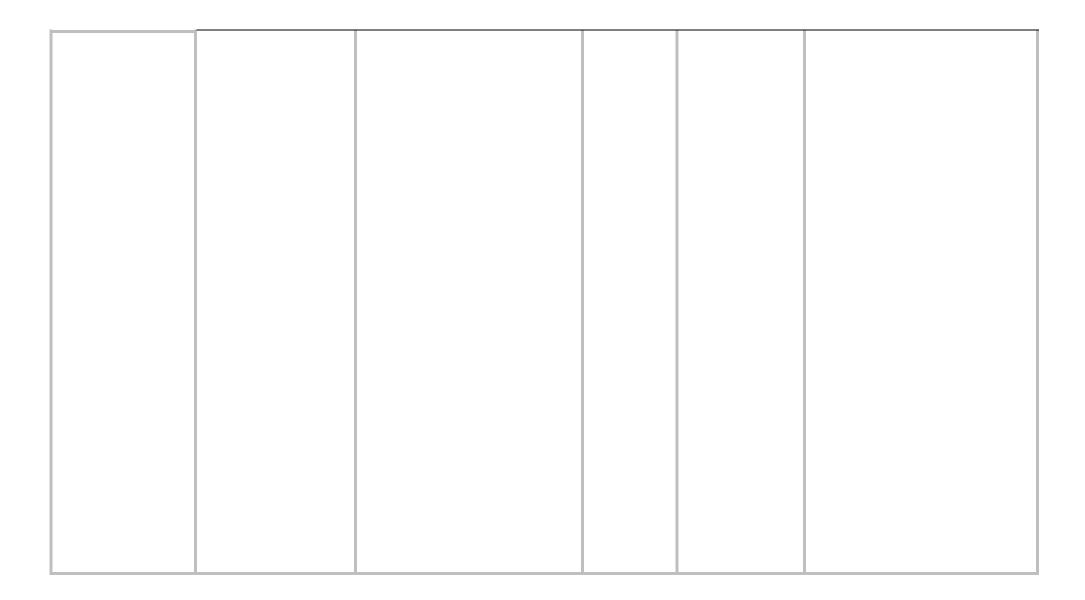
Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The main actions from this plan have been identified after the bi-annual completion of the accessibility audit of the academy site.

Aim	Objectives	Actions	Person responsible	2023 Review	Success criteria
Increase access to the curriculum for students and stakeholders with a disability **Link to School Development Plan:** Ensure that SEND resources are used effectively to meet the needs of individuals Ensure that students are supported to overcome any barriers to learning	Improve the learning experience of students with Autistic Spectrum Conditions and consider the needs of those stakeholders with Autistic Spectrum Disorders Students with disabilities and differences to have improved access to the taught curriculum	Developing internal, alternative provision through the establishment of 'The Learning Bridge' Improve quality first teaching by ensuring teachers embrace adaptive teaching techniques teachers and are confident in using the graduated response tool	SP/EK/FH SP	 Ongoing	Students with ASC and ASD feel supported in the ri learning and are more able to access the curriculum. Academy resources are effectively used to overcome barriers to learning. Students with disabilities/differences to report improved understanding of information delivered in the classroom

| | | Undertake a staff audit to shape a relevant Professional Learning offer for all staff based on need | SP | | Staff Voice reports more confidence concerning teaching students with disabilities. The progress of students with disabilities increases.

Lesson visits show clear and competent use of the graduated response tool and adaptive teaching strategies.

Professional Learning Offer includes opportunities for whole staff training in areas such as ADHD and ASD |

Improve and maintain access to the physical environment for all stakeholders **Link to School Development Plan:** Ensure that SEND resources are used effectively to meet the needs of individuals Ensure that students are supported to overcome any barriers to learning	Improve access to entrances with particular reference to escape routes, corridors and doors, reception and teaching blocks with multi storey levels.	Ensure classes on the top floor of the Maths block are re-roomed if access is required. Ensuring yellow stripes on stairs are in place to aid the visually impaired. Review all entrances and escape routes to ensure all have ramp access, doors suitability and handrails.	KM/JD RC/GF/SP RC/GF/SP	July each year when rooming the TT is completed or when new starters/new staff arrive. Ongoing Bi-annual accessibility audit	Teaching classes are accessible for all with a disability. All stairs have yellow stripes to aid the visually impaired. Review has taken place and ramp access/doors/handrails are scheduled to be installed / modified where required.

Improve the SEND communication strategy including a review concerning the delivery of information to students and stakeholders with a disability **Link to School Development Plan:** Ensure that SEND resources are used effectively to meet the needs of individuals Ensure that students are supported to overcome any barriers to learning	All stakeholders have improved access to information regarding the academy	Develop a SEND communication strategy to ensure consistency and coherence with regards to department policy and protocol, thus ensuring messages are clear for all stakeholders. Increase and personalize the number of communication methods used to engage with students, staff and stakeholders across the academy by introducing letters in larger fonts for the visually impaired and options of different coloured letters Ensure clear signage across the academy with regards to accessibility options including notices in reception for visitors, signs to remind staff and students of corridor protocol are produced and displayed.	SP RC/SP		Department policy and protocols are clearly understood and shared by all stakeholders. More staff, students and stakeholders can access academy information. Signs to remind staff, students and stakeholders of protocol and accessibility are produced and displayed

Monitoring

A physical access audit will be carried out every two years and the results of the audit will be fed into The Access Plan. The academy will be expected to take "reasonable steps" to ensure that disabled adults, students and prospective students are not placed at a "substantial disadvantage" compared to non-disabled adults and students.

The Access Plan will be reviewed by the SENCO annually and at least every three years by the CCW committee to monitor the effectiveness of the implementation of the targets identified.

The Governing Body has the overall responsibility for ensuring that there is compliance with this legislation.

Our academy's complaints procedure refers to our accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns.

Links with other policies

This accessibility plan is written in accordance with the following policies and documents:

- Safeguarding Policy suite
- Equality Duty policy
- Risk assessment policy
- Health and safety policy
- SEN Policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit surveys

ACCESS AUDIT CHECKLIST: Sheet ….1. of …10….

Date of survey 10//10/22

A - APPROACH and CAR PARKING

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

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

A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		At the side entrance - there are steps at the front

General notes:

A long term consideration has to be that the front of the main building and therefore main entrance has steps and therefore is not accessible. An accessible entrance is at the side.

Date of survey…10/10/22…………….

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
B01.	Is there a ramp, with level surfaces at top/intermediate/bottom?	X		
B02.	Is it wide enough and suitably graded?	X		
B03.	Is the surface slip resistant?	X		
B04.	Are there kerbs and are there edges protected to prevent accidents?		X	However, level changes demarcated with yellow in high traffic areas.
B05.	Are there handrails to one or both sides?	X		But these need to go past the end of the bottom step
B06.	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	N/A		
B07.	Identified by visual/tactile information?		X	
B08.	Are there handrails to one or both sides?	X		But these need to go past the end of the ramp
B10.	Are ramps and steps adequately lit?	X		
B11.	Are treads and risers consistent in depth and height?	X		
B12.	Are all nosings marked and/or readily identifiable? (delete)	X		Painted yellow
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights?	X		
B14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			Lift not in use

General notes:

Where access is an issue in the Maths Block classrooms are re-roomed to the ground floor where required.

Ramps allowing access into each classroom are too steep for safe wheelchair access and corridor width and layout would preclude ramps. Whole corridor floor would require raising.

C – ENTRANCES, INCLUDING RECEPTION

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
C01.	Is the door clearly distinguishable from the facade?	X		
C02.	If glass is it visible when closed?	x	X	New reception glass doors are not frosted but visible due to signs and window dots.
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
C04.	Does it have a level or flush threshold, and a recessed matwell?	X		
C05.	Is there visibility through the door/way from both sides at standing and seated levels?	X		
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	X		
C07.	Can the door furniture be used at both standing and seated height?	X		
C08.	Can it be easily grasped and operated?		X	
C09.	If the door has a closer mechanism does it have:			
	(a) delayed closure action?	X		
	(b) slow-action closer?			
	(c) minimal closure pressure?			
C10.	If the door is power-operated does it have visual and tactile information?	N/A		
C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		X	Side entrance bell is accessible by wheelchair but is a heavy door and not easily opened. Assistance

				would be required via video link with reception.
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	X		
C13.	Do lobby layouts enable all users to clear one door before going through the next?	X		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		X	Need further advice on where signs are needed.
C15.	Does the lighting installation take account of the needs of visually disabled people?	X		
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	X		
	(b) of a quality that is sympathetic to acoustics – i.e. not	X		
	so "hard" as to cause acoustic confusion?	X		
	(c) firm for wheelchair manoeuvre?	X		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
C19.	Is it fitted with an induction loop?		X	
C20.	If public telephone is available (say at reception, is it, and its instructions):	N/A		
	(a) at a height suitable for all users?			
	(b) equipped with inductive coupling?			
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	Map is available but not tactile and signage poor

General notes:

Long term planning needs to consider the implementation of an induction loop or portable loop.

Signage which is tactile and accessible for those with visual need should be reviewed.

Review of configuration of side entrance for wheelchair access in terms of ability to open the door unaided.

Date of survey…10/10/22…………….

D – HORIZONTAL MOVEMENT AND ASSEMBLY

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
D01.	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02.	Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04.	Is turning space available for w.ch. users?	X		
D05.	Do natural and artificial lighting avoid glare and silhouetting?	X		
D06.	Are there visual clues for orientation?		X	
D07.	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	X		
	(b) avoid light reflection and sound reverberation?	X		
D08.	Do textured surfaces convey useful information for people with impaired vision?		X	
D09.	Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		X	Escape signage complies however other signage needs review
D10.	Are there tactile signs and information for those with impaired vision?		X	
D11.	Is the maintenance of these items checked regularly?	X		

D12.	Is lighting designed to meet a wide range of needs?	X		
D13.	Is sufficient circulation space allowed for wheelchair users?	X		
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16.	Are all areas for assembly/meeting equipped with an induction loop system?		X	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?		X	
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?	N/A		
D19.	Are telephones fitted with inductive loop couplers?		X	
D20.	Is a minicom available for use by people with hearing disabilities?		X	

General notes to block:

Long Term planning required to enable an induction loop at the academy.

Signage needs to be reviewed to ensure accessible for all.

Loop funding to be investigated.

Date of survey…10/10/22…………….

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

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

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

A mark in the 'N' column indicates that the element should be

given consideration in the school's Accessibility Plan.

		Y	N	Notes
E01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting?	X		Yellow strips on stairs
E02.	Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?		X	Handrails in place but extension beyond not
E03.	Is any level change clearly lit?	X		
E04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	X		
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		
E06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	N/A		
E07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]		X	Ramps into classrooms not easily negotiated. Corridor width and layout precludes installation of lower gradient ramps
E08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?		X	A moveable ramp could be purchased if the need became evident.
E09.	Are steps available as an alternative to any ramp or ramped surface?	X		
E10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)?	N/A		If in Maths block classes are re-roomed
E11.	Platform Lift	N/A		

(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels?			
(b) Is the platform adequate for wheelchair use and manoeuvre.			
(c) In the event of a power failure does the platform return to lower level?			
(d) Is the equipment maintained and its operation checked regularly?			
E12. Stairlift	N/A		
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels?			
(b) Is the platform adequate for wheelchair use and manoeuvre?			
(c) Is approach convenient and safe at all appropriate landings?			
(d) Does the stairlift have a 'Soft-Start' action?			
(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
E13. Lift	N/A		
(a) Is the lift's location clearly defined by visual and tactile information?			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?			
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
(d) Does the lift door open widely enough for wheelchair user access?			
(e) Does door operation allow slow entry and exit?			

(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer?			
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			
(i) Is there audible floor indication?			
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

General notes to block:

A lift is in the academy but it is not in use.

Date of survey…10/10/22…………….

F - DOORS

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

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

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

		Y	N	Notes
F01.	Do the doors serve a functional/safety purpose? (delete)	X		
F02.	Can they be readily distinguished?	X		
F03.	If glass, are they visible when shut?	N/A		
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?		X	Not in every case
F05.	Does the clear opening width permit wheelchair access?	X		
F06.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
F07.	Is any door furniture/handle at a height for standing/sitting use?	X		
F08.	Are door/handles clearly distinguished?	X		
F09.	Can the door furniture/handles be easily operated/grasped?	X		
F10.	If door closers/mechanisms are fitted do they provide the following:			
	(a) security linkage?		X	
	(b) delay-action closure?		X	
	(c) slow-action closure?	X		
	(d) minimum closure pressure?		X	
F11.	Is door/mechanism function checked regularly?	X		

General notes:

Date of survey…10/10/22…………….

G - LAVATORIES

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
G01.	Is WC provision made for people with disabilities?	X		
G02.	Do all lavatory areas have slip-resistant floors?	X		
G03.	Are they easy to distinguish by colour contrast from walls?	X		
G04.	Are all fittings readily distinguishable from their background?	X		
G05.	Are all door fittings/locks easily gripped and operated?	X		
G06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		disabled and ambulant disabled units.
G07.	Is provision made for wheelchair users? If so:			
G08.	Is the wheelchair approach free of steps/narrow doors/obstructions, etc?	X		
G09.	Is the location clearly signed?	X		
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11.	Are the door fittings/locks and light switches easily reached and operated?	X		
G12.	Is there an emergency call system and is someone designated to respond?	X		
G13.	Can the emergency call system be operated from floor level?	X		
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		
G15.	Are the fittings arranged to facilitate these manoeuvres?	X		
G16.	Are hand washing and drying facilities within reach of someone seated on the WC?	X		
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		

G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X	
G19.	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?	X	
G20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	X	

General notes:

Date of survey…10/10/22…………….

H – FIXTURES AND FITTINGS

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?		X	No physical measures in place for those with hearing impairments
H02.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	X		
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	N A		
H04.	Is it possible for people with disabilities to serve as volunteers?	X		
H05.	Are all fittings readily distinguishable from their background?	X		
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	Staff room has stepped internal access and a small step from the quad. No lowered units.
H09.	Are all relevant locations clearly signed?		X	Could be improved

General notes:

Canteen access for servery area difficult to be accessed for wheelchairs

Staff room access needs to be considered

Signage needs to be reviewed.

Date of survey…10/10/22…………….

I - INFORMATION

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
I01.	Is the building equipped to provide hearing assistance?		X	Needs to be a long term priority. Portable loop?
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03.	Is there a tactile plan or diagram of the building?		X	Question the need for given visitors are accompanied. Could do with a map showing ramped routes and accessible classrooms.
I04.	Are there large-print versions of information about the building/activities available?		X	
I05.	Is there 'braille' information available for people with visual disabilities?		X	
I06.	Is there an 'audio' version of information about the building available?		X	
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		
I08.	Where a payphone is provided does it have a hearing aid coupler?	N/A		
I09.	Are all relevant locations clearly signed?		X	There are signs for classrooms and department areas but these could be improved.

General notes:

Signage is a key area of improvement required across the academy. Although classrooms and department areas are signposted more is needed to ensure all areas of the building can be located. Furthermore these need to be tactile.

A hearing induction loop is a key development required.

Date of survey…10/10/22…………….

J – MEANS OF ESCAPE

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

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

A mark in the 'N' column indicates that the element should

be given consideration in the school's Accessibility Plan.

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system?		X	
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply?	N/A		
J04.	If people with disabilities cannot evacuate from the building independently, are designated and signed refuges available?	X		We have personal evacuation plans which may include refuges.
J05.	If refuges are available are they equipped with 'carry chairs'?		X	
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
J07.	Is the evacuation strategy checked regularly for its effectiveness?	X		
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	X		
J09.	Are all fire warning devices and detectors checked routinely and regularly?	X		

General notes: