PHS Accessibility Audit and Plan

This access report addresses the requirements of the Disability Discrimination act (DDA) 1995 and includes 'where reasonable' recommendations for remedial works along with other actions that will help meet the requirements of the Act and aid people with disabilities to access the services provided by the Percy Hedley Foundation. It is acknowledged that some desired modifications could not be completed due to the structure and design of the building.
The audit gives an indication of the problems that are present at the time of the review, and highlights actions that can be carried out to improve the situation, and improve accessibility for all people.

Name of Venue:	Contact Person:
Percy Hedley School: West Lane	Jo Hunt / Barry Reed

Disability Awareness/ Training.

DISABILITY AWARENESS / TRAINING	Response	Comments
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	Yes	- Induction programme - Ongoing Continuing Professional Development and in-service training - Provide an environment where all pupils feel safe and valued. Everyone is treated with kindness and respect. - Consistently demonstrate positive models of behaviour, avoiding stereotypes and using language that promotes and reinforces small steps to achievement rather than disability. - Respond to individual needs on an ongoing basis.
2. Do you have arrangements for staff to have the necessary training support children and young people with disabilities if required?	Yes	- Managed via therapy team e.g. Moving and Handling training, management of eating, drinking and dysphagia. - Ongoing training relating to specific children e.g. Consistent Approach Plan, NAPPI training - Staff training in specific conditions and care strategies e.g. Gastro feeds, Emergency First Aid, Medication training, Positive Behavioural support training/ awareness (PBS)
3. Do you ensure that all school policies consider the implications of Disability Access?	Yes	All policies monitored for implications of Disability Access

Physical Access Audit.

PARKING AND EGRESS	Result and Recommendation	Cost implication
Are suitable and sufficient identified parking bays provided for disabled people? (Should be less than 50m from entrance)	▪ Yes ▪ Safe crossing area also highlighted in yellow to cater for any visual or cognitive impairment	
Is there a kerb surrounding the car park?	Yes (partially: some areas of visitor and staff parking at main entrance).	
If 'yes', is there a ramp or dropped kerb?	Yes ▪ Level access to main entrance from all disabled parking bays. ▪ Dropped kerb to access some area of staff parking. ▪ Level access to annexe entrance from school yard.	
Is the approach between car park/pavement and entrance free of obstacles? If 'no', please specify the obstacle. For example, loose paving, bollards, signs, benches, surface finish, drains, gravel, etc.	Yes. Both main and annexe entrances have an overhead portico but this does not obstruct access.	
Is there adequate access to the sports field and playground?	Yes. • Level access to the sports yard and annexe garden and internal courtyard/ outdoor classroom spaces. • Ramped access to Post 16 garden area.	

ENTERING MAIN BUILDING	Result and Recommendation	Cost
Is there a suitable ramp (if levels require it) to Main Entrance?	N/A	
If not, is there a suitable alternative entrance for visitors with mobility difficulties?	N/A	
Is there adequate signage from the car park and main entrance	Yes, signage for entry and exit Clear one-way system supported by road markings	

ENTRANCE DOORS	Result and Recommendation	Cost
If entrance doors open outwards, is there enough space for them to open without obstructing passage of wheelchair?	N/A	
Does the building have automatic	Yes – main entrance	

doors?	No pupil entrance in the annexe	
If 'yes,' which way do they open?	Outwards towards car park.	
If 'yes,' do they remain open long enough for a slow moving person to pass though easily?	Yes – sensor controlled.	
If there are manual doors, are they easy to open?	Internally opening doors – pupil entrance in the annexe. Swipe controlled by staff from inside the building.	
Do they remain open during entry?	Yes, held open by staff	
Are handles at wheelchair-user height? (135cm above floor level)	Yes.	
Are the doors wide enough to allow an easy wheelchair manoeuvre? (84cm for single door and 168cm for double doors)	Yes	
Do the doors enable wheelchair-users to see people approaching from the other side? (Clear visibility between 90cm and 150cm above floor level)	Yes	
If the doors are mainly glass, is there clear identification warning on the door?	Yes	

INSIDE THE BUILDING	Result and Recommendation	Cost
If there is a reception desk/facility in this building, is it clearly and logically placed?	Yes at main entrance.	
Is there adequate provision for the hearing impaired?	▪ Hearing impaired service users have FM aided equipment within the building and access to staff trained in BSL and Makaton	
Is it of suitable height for a wheelchair user?	Yes ▪ Automatic signing in system is height and angle adjustable.	
If there is a waiting area, is it suitably large and laid out for wheelchair users?	Yes	
Are all internal floors level throughout?	Yes	
Is the floor surface free of any access or tripping hazard?	Yes	
Is there a good contrast of colour to assist access for the visually impaired?	Yes – uncluttered entrance, corridors and clear signage	
Is the lighting adequate?	Yes	

IN THE CORRIDOR	Result and Recommendation	Cost
Are corridors maintained in good repair	Yes	
Do all corridors used by visitors have enough room for reasonable passage?	Yes	

CLASSROOM (All)	Result and Recommendation	Cost
Is the door wide enough for a wheelchair?	Yes	
Are the spaces into which the door opens unobstructed?	Yes	
Is there level access into the room?	Yes	
If 'no', could access to the room be made easier? e.g. a ramp, wider door.	N/A	
Library – are books easily accessible?	School library in central open space next to the school hall. Bookshelves at various lights	
Is there a selection of "large print" books?	Yes	
Are the sports facilities accessible for wheelchair users?	Yes. ▪ School gym, sports hall, hydrotherapy pool and associated changing and personal care facilities are all wheelchair accessible.	

Furniture	Result and Recommendation	Cost
Is Classroom furniture designed to meet user needs?	Yes ▪ Budgeted on an annual basis to ensure suitability for individual student need ▪ The annexe has been equipped in order to configure rooms to meet ongoing needs of the school population. ▪ Reorganised spaces within the Upper School are also being equipped to meet the ongoing needs of the school population. ▪ Resources in classrooms are organised to reflect student need ▪ Provide and resource social areas and quiet spaces within school to meet student need. New pod area has been created within the Key Stage 4 area. ▪	Yes Yes Yes Yes Yes
Could a wheelchair-user move between the desks/ workstations?	Yes	

If storage is required for mobility equipment, is this adequate?	No • Some corridor spaces taken up as storage • Two equipment stores have alleviated some need for corridor storage but this is limited • Regular review of storage space and equipment in use by therapists and items not in use sent to offsite storage. This is continues to be reviewed by Central Services for the Foundation as a whole.	Yes
Are there any chairs/seats with arms for those requiring extra upper body support?	Yes	

TOILETS	Result and Recommendation	Cost
Is there a designated and properly equipped accessible toilet in the building?	Yes – multiple facilities for pupils. Visitors: a. Use of accessible toilet within the Hydrotherapy Pool reception, unescorted if wearing red lanyard b. Use of accessible toilet near meeting room in annexe, escorted if wearing red lanyard. c. Use of high care bathroom – available on specific request.	
If 'yes,' is the facility adequate?	Yes. ▪ Multiple styles to meet full range of care needs	
If 'yes,' is there clear access for users? e.g. not used for storage	Yes	
If 'yes,' are emergency and lighting cords easily distinguished?	Yes ▪ Minimal 1:1 carer support in high care bathrooms.	
If there is no accessible toilet, is there one that could be used by a wheelchair user? (220cm long x 160cm wide)	NA	

EMERGENCY ACCESS / EXIT	Result and Recommendation	Cost
Are emergency exits clearly indicated?	Yes	
Are fire escapes for use by people with disabilities?	Yes	

Are emergency procedures made clear to all?	Yes	
	- Personal Emergency Evacuation Plans (PEEPS) are available for students with physical disabilities and those with identified emotional distress or challenging behaviours related to evacuation. - Suitable equipment available for those with disabilities e.g. ResQmats. - Half Termly Fire Drills - Identified staff received externally sourced Fire Warden Training: updates provided as needed every 3 years. - Fire wardens available to sweep premises.	

Access to the curriculum	Response comments and recommendations	Cost
Do you prioritise pupil participation in school activities?	Yes. ■ Student activities are always differentiated and made accessible to all wherever possible. ■ Student voice, engagement and decision making promoted through the school council. ■ Promotion of pupil awareness of the rights of the child and disability awareness through the PHSCE curriculum, class and school assemblies and whole school activities such as involvement in national campaigns e.g. Children in Need.	
Do you reflect identified areas of need in lesson planning and delivery?	Yes. ■ Ongoing programme of staff training in disability issues to reflect the needs of students within the school and anticipatory needs for future population. ■ Ongoing and effective programme of monitoring for all teaching and therapy staff in relation to planning, preparation, lesson delivery and recording procedures to ensure differentiated curriculum meets student needs, ■ Purchase of appropriate resources ongoing to increase student participation. ■ Differentiated curriculum pathways	
Do you ensure access to computer technology appropriate for all pupils?	Yes. ■ ICT working party work within the school development plan to prioritise the purchase of computer technology as required by individual need ■ Staff updated on available technology as needed by ICT working party/ product representatives. ■ E safety training provided to all pupils, and their families on a regular basis. ■ E safety training provided at least yearly to all staff.	Yes

Are newsletters, documents and resources available in alternative formats as required?	Yes. ■ Resources and letters in first language wherever possible. Use of a translator employed as required. ■ Large print, altered font, symbols, voice output communication aids, eye gaze technology, coloured paper and overlay acetates, reduced visual content and braille texts used when needed. ■ Signed support available as needed – staff with specific training and qualification employed as needed. ■ Audio resources used when needed. FM loop system available. HI trained staff employed as needed. ■ Staff trained to use sensory modulation strategies employed and resources deployed to promote pupil participation as needed. ■ Information disseminated to parents via letter, email, class and school blogs, school newsletter and school website.	

Conclusion

Hedleys: Percy Hedley School requires relatively little in terms of structural modification to suit the terms of the Disability Discrimination Act.
There are actions intended in the immediate future that would improve facilities even further and maximise the function of rooms to provide an improved service.
Advice is given on areas where there is need for updating and modifying the fabric of the building in order to meet the ongoing needs of the students but it should be noted that cost implications included in this report are approximate.
This report does not mean that the site would be fee from criticism; however it is felt that it does reflect the schools intention to comply with legislation as far as is reasonably practicable.
The table below gives a brief indication of the areas to be addressed in order to improve the level of compliance to the law and has included a suggested set of priorities; however there is no clear legislative guidance to indicate a time limit.

Summary of Priorities for development.

Section	Priority Level		
	High	**Medium**	**Low**
Inside the Building		Regular review of facilities available for those with visual impairment.	
Classrooms	Regular review of classroom space, equipment used within these and number of people occupying those		
Furniture		Regular review of equipment and use of internal and offsite storage facilities to maximise space.	

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May 2021

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May 2022