

## ACCESSIBILITY PLAN

### Gillamoor CE Primary School

#### 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 pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

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.

At Gillamoor CE Primary School our values of respect, love & care and honesty form the basis of everything that we do.

Our school is committed to promoting equality, diversity, and inclusion in line with the **Equality Act 2010** and the expectations set out in the **Ofsted Education Inspection Framework**.

We uphold the following principles:

- **Compliance with the Equality Act 2010:** We actively work to eliminate discrimination, harassment, and victimisation, and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We recognise and support all protected characteristics, including race, disability, gender, religion or belief, sexual orientation, and others.
- **Public Sector Equality Duty (PSED):** We have due regard to the need to:
  - Eliminate unlawful discrimination and other prohibited conduct.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between different groups within the school community.
- **Inclusive curriculum and environment:** In line with Ofsted's expectations, we provide a broad, balanced, and inclusive curriculum that reflects the diversity of our pupils and prepares them for life in modern Britain. We ensure that all pupils, including those with SEND, have access to high-quality teaching and learning.
- **Policies and training:** Our policies on behaviour, safeguarding, admissions, and recruitment reflect our commitment to equality. Staff receive regular training to ensure they understand their responsibilities and can support all pupils effectively.
- **Monitoring and accountability:** We regularly review our practices and outcomes to ensure that no group is disadvantaged. We publish equality objectives and monitor

progress towards them, as required under the Equality Act.

Through these values and actions, we aim to create a school culture where everyone feels respected, valued, and able to thrive.

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.

Our school'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 the Governing Body.

## 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by Governing Body.

## Links with Other Policies

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

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

- Risk assessment policy

We consulted with pupils, parents, staff, governors, and where appropriate, local authority representatives and disability advocacy groups.

Schools must make reasonable adjustments in anticipation of disabled pupils' needs, not just in response to individual cases.

This includes the provision of auxiliary aids and services, such as adapted keyboards or hearing loops, where necessary.

This plan also supports the school's compliance with the Public Sector Equality Duty (PSED).

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

<b>Signed:</b>	Samantha Bond
<b>Date:</b>	16.10.2025
<b>Review Date:</b>	16.10.2028

# ACCESSIBILITY AUDIT CHECKLIST

1	Curriculum	YES	NO	N/A	NOTES
1.1	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Are classrooms arranged in a way that enables full and independent access for disabled pupils, including appropriate space, layout, and resources to support their needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Navigators is a difficult space due to size
1.3	Do lessons provide opportunities for all pupils to achieve?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Are lessons responsive to pupil diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Are all pupils encouraged to take part in music, drama and physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	Do you provide access to computer technology appropriate for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All children have access to a chromebook or ipad
1.11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Not overseas)
1.12	Are there high expectations of all pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.13	Do staff seek to remove all barriers to learning and participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2	Approach from public transport to school entrance gates	YES	NO	N/A	NOTES
2.1	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Are there separate entrances for cars and pedestrians?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.3	Is the route wide enough, and free of kerbs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1m – 1.5m width of path
2.4	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff support with this

2.5	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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3	Car Parking	YES	NO	N/A	NOTES
3.1	Is there car parking for disabled people or people with reduced mobility?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	On the road parking
3.2	Is there an appropriate number of accessible parking spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No set parking spaces but ample parking.
3.3	Are accessible car parking bays signposted from the car park entrance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4	Are accessible parking bays marked out and easily identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.6	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

4	External Ramps and Steps	YES	NO	N/A	NOTES
4.1	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No ramp but there is an alternative entrance
4.2	If no permanent ramp is provided, can a portable ramp be made available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.4	Do steps have lighting available?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

5	Main Entrance, Lobby and Reception Areas	YES	NO	N/A	NOTES
5.1	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Can people on each side of the door, either seated or standing, see each other?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	If fitted, are door control systems fitted at heights suitable for all users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	Does the door pressure allow ease of access for all users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Are thresholds flush and level, and mat wells firmly fixed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.7	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not through main door but alternative entrance is available
5.8	If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5.9	Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.10	Have front line staff (reception) had access awareness/ equality training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6	Corridors, horizontal movement and activity spaces	YES	NO	N/A	NOTES
6.1	Are corridors a minimum width of 1500mm? (Better to be 1800mm for wheelchairs to pass each other)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	Are suitable signs provided, from both standing and seated positions, where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	Are fire extinguishers positioned to ensure they do not create hazards for visually impaired people?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7	Doors	YES	NO	N/A	NOTES
7.1	Can fire doors be held open on magnetic devices?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Are doors well contrasted from their surroundings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Are door handles easy to use, of the correct type, at the right height, and tonally contrasted from the door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4	Can people on each side of the door, either seated or standing, see each other?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not fire doors downstairs
7.5	Are doors wide enough for all users (800mm clear)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6	On the opening side of the door, is there at least 300 mm of clear space to allow a user to grasp the handle and swing the door past a wheelchair footplate or walker?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7	If double doors, does one leaf allow 800mm clear opening width?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

8	Vertical movement, internal level change	YES	NO	N/A	NOTES
8.1	Is the ramp properly graded, wide enough, with suitable handrails both sides?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.2	Are surfaces slip resistant, with kerbs at the edges?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	If no permanent ramp is provided, can a portable ramp be made available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

8.5	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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9	Vertical movement, Stairs	YES	NO	N/A	NOTES
9.1	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Stairs to the upstairs classroom is tight and does not have ample space
9.4	Is suitable visual and tactile information fitted at each floor level?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9.5	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9.6	Is there suitable lighting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10	Vertical movement, Passenger Lifts, platform lifts and platform stairlifts	YES	NO	N/A	NOTES
10.1	Is a passenger lift provided within the school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10.2	Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.3	Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides??	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.4	Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.5	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.6	Does the lift have audible announcements and visual displays?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.7	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.8	Are the controls at both levels and within the lift identifiable, and reachable from sitting and standing levels, and have a handrail for people with limited balance? Is audio/visual information available for blind people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.9	Does the stairlift platform when not in use automatically revert to folded position?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

11	WC Provision Generally	YES	NO	N/A	NOTES
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11.1	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.2	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.3	Are the floors slip resistant?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.5	Are fittings easily distinguished from their background?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.6	Are compartment doors controls easily gripped and operated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.7	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11.8	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12	Accessible WC Provision	YES	NO	N/A	NOTES
12.1	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.2	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.3	Is the flush on the same side as a person would transfer to make it easier to reach?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.4	Is the toilet seat height between 480 mm and 500 mm from the finished floor level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.5	Is the toilet seat firm and stable, not soft or cushioned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.6	Does the toilet seat contrast visually with the toilet pan and surrounding surfaces?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.7	Is a backrest provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.8	Is the toilet seat in the accessible toilet provided <i>without a lid</i> , ensuring unobstructed access for users with mobility challenges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.9	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.10	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.11	Is there a shelf available near the toilet for people to use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.12	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

12.13	Are the door fittings/locks and light switches easily reached and operated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.14	Is there an emergency call system and is someone designated to respond?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.15	Can the emergency call system be operated from floor level?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.16	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.17	Are handwashing and drying facilities within reach of someone seated on the toilet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.18	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13	Changing/Shower Facilities	YES	NO	N/A	NOTES
13.1	Are there changing facilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2	Do you offer discrete changing facilities for people that need them?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3	Within the main changing area or accessible toilet, are there accessible showering facilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13.4	Is the height of the shower head variable?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.5	Have a tip-up seat and suitable handrails been provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.6	Is there a dressing cubicle and does it comply with required size and layout?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.7	Are lockers easily reached and operated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.8	Are all fittings readily distinguishable from their background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.9	Does the floor have a slip resistant finish?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14	Bathrooms	YES	NO	N/A	NOTES
14.1	Is there a bathroom?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.2	Is the bathroom provided with fittings suitable for use by people with disabilities including assisted use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.3	Are all fittings easily reached and operated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.4	Are all fittings readily distinguishable from their background?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.5	Does the floor have a slip resistant finish?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.6	Is a hoist provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

15	Horizontal Movement Fixtures and Fittings	YES	NO	N/A	NOTES
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15.1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.4	Are arrangements in place for alternative arrangements for people who may struggle with noisy or echoey spaces, including corridors?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.6	Is turning space in lobbies adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Certain spaces are tight due to being an old building
15.7	Are doors within corridors and entering rooms accessible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.9	Are there visual clues for people to navigate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.10	Do floor surfaces allow ease of movement for wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.11	Do floor surfaces avoid light reflection and sound reverberation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.12	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15.13	Is lighting designed to meet a wide range of needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.14	Are rooms maintained to reduce hazards for people with visual disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.15	Are there quiet spaces for people to go when needed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quiet space in the library
15.16	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15.17	Are seating arrangements/spaces suitable for use by people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.18	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.19	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.20	Are serveries/counters accessible to all users, including those with hearing impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15.21	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

15.22	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Consider height of coin slot, information displayed and how items are dispensed.
15.23	Are all fittings readily distinguishable from their background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This could be switches, power door pads, coat hooks or other fixtures. Good contrast between walls and fixtures will help independence. This doesn't mean redecorating; having a contrasting colour plate behind the fixture will help.
15.24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.25	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15.26	Is the main reception area equipped with induction loops for people with hearing aids?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.27	Are all areas for assemblies/meetings equipped with an induction loop system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.28	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.29	Are relevant induction loops within teaching areas linked to A/V equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.30	Is the functioning and operation of induction loops checked regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.31	Are telephones fitted with inductive loop couplers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16	Kitchens	YES	NO	N/A	NOTES
16.1	If provided, does the kitchen have fittings suitable for use by disabled people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kitchen is only accessed by kitchen staff
16.2	Is the kitchen of adequate size and layout for disabled people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16.3	Are all fittings readily distinguishable from the background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16.4	Is lighting adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16.5	Does the floor have a slip resistant finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

17	Means of Escape	YES	NO	N/A	NOTES
17.1	Is there an audible alarm system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.2	Is the audible fire alarm supplemented by a flashing light system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.3	Are fire exit routes accessible to all, including wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.4	Are Fire Evacuation Plans in position to ensure disabled people are evacuated safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17.5	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.6	Are there Personal Emergency Evacuation Plans in place for everyone who may require assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not required at this time but would be in place if needed
17.7	Are external fire points and routes accessible and monitored?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18	Building Management	YES	NO	N/A	NOTES
18.1	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.2	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.3	Is door ironmongery regularly maintained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.4	Are lifts, platforms and stairlifts regularly serviced?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.5	Are accessible WCs kept clear and not used for storage?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.6	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.7	Do you consider tonal and colour contrast before a redecoration scheme?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.8	Do new signs integrate effectively with current signage?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.9	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.10	Are induction loops and infra-red systems clearly signed and checked regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.11	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.12	Is there a fire escape strategy for visitors who may require assistance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.13	Is there a personal egress plan prepared for any member of staff who may require assistance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.14	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19	Equality Adjustments	YES	NO	N/A	NOTES
19.1	Do you have a prayer room or a designated quiet room?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not applicable at the present but opportunity to develop if needed
19.2	If you have a prayer room, do you have designated washing facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19.3	Do you have a designated quiet room?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19.4	Do you have access to spoken language interpreters and are staff confident about how to utilise this?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not currently as not required
19.5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19.7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20	Materials in other Formats	YES	NO	N/A	NOTES
20.1	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.2	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.3	Do you have the facilities such as ICT to produce written information in different formats?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.4	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.5	Is there a tactile plan or diagram of the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.6	Are there large-print versions of information about the building/services/activities available?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20.7	Is there Braille information about the building/services/activities available for people with visual impairments?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20.8	Is there Easy Read information about the building/services/activities available?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20.9	Are there alternative format reading books available in the library?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## ACTION PLAN 1 – CURRICULUM

Section	Item	Strategies/Action	Priority	Cost	For follow up monitoring		
					Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
1	Curriculum						

## ACTION PLAN 2 – BUILDING AND FACILITIES

Section	Item	Strategies/Action	Priority	Cost	For follow up monitoring		
					Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
2	Approach to School						
3	Car Parking						
4	External Ramp and Steps						

					For follow up monitoring		
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
5	Entrance / Reception						
6	Corridors						
7	Doors	- Ensure signage on doors to support navigation					
8	Vertical Movement6						
9	Stairs						
10	Lifts						
11	WC Provision General						
12	Accessible WC Provision						
13	Changing and Shower facilities						
14	Bathrooms						
15	Horizontal Movement Fixtures and Fittings						
16	Kitchens						
17	Means of Escape						
18	Building Management						
19	Equality Adjustments						

## ACTION PLAN 3 – ALTERNATIVE FORMATS

					For follow up monitoring		
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
20	Alternative Formats	<ul style="list-style-type: none"> <li>- Staff training on alternative communication when required</li> <li>- Easy Read versions of documents to be developed</li> </ul>					