



THE BEWDLEY SCHOOL

We fly with our own wings

THE BEWDLEY SCHOOL

Accessibility Policy

Person Responsible: Operations Manager / Assistant Head Teacher

Principles

The Bewdley School is committed to providing a fully accessible school environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind and adapting our facilities and curriculum to meet their emerging needs. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally

The school is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy is adhered to by all staff members, students, parents and visitors.

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.

The school's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents and visitors to the school within a given timeframe.

Aims

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum.
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents and visitors with disabilities.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

Purpose

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

Process

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

- The school will collaborate with the LA in order to effectively develop and implement the plan.
- An access audit will be undertaken by the governing board and SENCO every year.
- The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

SEND

The school strives to ensure that all existing and potential students are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness. Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

Admissions and Transition

The school will act in accordance with the Admissions Policy. The school will apply the same entry criteria to all students and potential students. The school will support students with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of EHCP students, and students with SEND, are invited to a transition meeting prior to the student starting school in order to discuss the student's specific needs.

Curriculum Access

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress. The head of department for each subject and the SENCO will work together to adapt a student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons. Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis.

The school, in discussion with the student and their parents, will ensure that reasonable adjustments, in line with common sense and practical application, will be made for any disability or impairment. There are established procedures for the identification and support of students with SEND in place at the school.

Detailed information on students with SEND are given to relevant staff in order to aid teaching. Specialist resources are available for students with visual impairments, such as large print reading books. Learning support assistants are deployed to implement literacy, numeracy and/or speech programmes as appropriate.

Site Access

The school is committed to ensuring that all students, staff members, parents and visitors have maximal access to areas and facilities within the school premises.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually.

Accessibility Audit 2023

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all students, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

This audit is used to enable effective access to the school grounds and will be carried out every **year**. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**.

Name of school	Date of audit
The Bewdley School	Summer 2023

audit will access all disabilities which may include:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for students with English as an additional language (EAL).

This

Question	Comments	R/A/G
What changes to accessibility has the school made since creating its most recent accessibility audit?	Increased disabled parking Redesign of Inclusion facilities / team and structures / additional training and specialisms added to team. Sixth Form block had automated doors installed in 2022 The lift within D Block has had automated doors along with door to PD Room in 2022 Library has been moved onto the ground floor to improve accessibility and a new SEND classroom has been developed to support students.	
Since previous accessibility audit have targets been denied or rejected? (Detail)	N/A	

Access to the curriculum

Question	Comments	R/A/G
How do staff adapt lesson plans so that all students can participate and reach their full potential?	Ongoing monitoring and evaluation of teaching and learning identify differentiation as a features of quality first teaching. All key information about students with special educational needs (SEN) is shared with colleagues, coupled with strategies for how to meet their needs. The school's SEN register is subject to ongoing review. Details of a student's SEN status are identified on SIMS class marksheets. More able, gifted and talented students are identified by the school and this information is shared with colleagues and identified on SIMS marksheets. Where specialist equipment is required for students to access learning (e.g. a seating wedge, wedge pencil, ruler with handle) these are provided for students. When planning an activity for which a student may require extra support, there is a form for teaching staff to request extra support (staff, equipment) to facilitate this. This is sent to the SEN team.	
How does the school ensure that all students have access to extracurricular activities?	A full list of extracurricular activities is identified each term and is shared with parents through the school website. Extra support can be made available to support any students who have extra provision during the school day. Appropriate transport is made available for students where possible and appropriate (eg – coach with a wheelchair lift).	
How does the school make sure all students with SEND are able to participate in school trips and activities?	All trip proposals are sent to the school's School Visitor Co-ordinator (SVC). Trips are assessed to make them as accessible for all as possible. Extra support is be made available to support any students who have extra provision during the school day.	

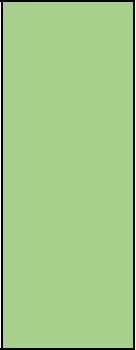
	Where required, trip leaders plan for adapted transport to ensure that students with any disability are not disadvantaged. An integral aspect of the planning is first aid. Details of any SEND related medical conditions are included in the student profile on SIMS. Trip leaders are responsible for ensuring appropriate first aid provision is available to meet these needs. This is monitored by the school's SVC.	
Does the school have a compliant admissions policy in place which offers fair and equal access to all students?	Yes. The school's admissions policy is included on the school website under statutory policy documentation.	
How does the school ensure students with SEND have equal admission opportunities when taking entry exams?	The school does not have any entry exams.	
How does the school enable all students to have access to the full curriculum without hinderance?	Lifts and ramps throughout the school ensure that all students are able to access teaching in specialist teaching rooms. All students are offered a broad and balanced curriculum. A small minority of students in KS3 do one subject less on their timetable. This is actioned based on evidence including reports from professionals where applicable, and in consultation with parents. A small number of students are offered one option less at KS4. This is to enable the school to maximise their chances of success by offering space in the curriculum for them to manage their workload and to have any extra maths and English support as required. Where specialist equipment is required for students to access learning (e.g. a seating wedge, wedge pencil, ruler with handle) these are provided for students. When planning an activity for which a student may require extra support, there is a form for teaching staff to request extra support (staff, equipment) to facilitate this. This is sent to the SEN team.	

	Some students (e.g. those with dyspraxia) may be permitted to wear school uniform for the whole day they have PE to ensure they are not placed at a disadvantage when changing. Learning Support Assistants are deployed to support students who may need extra help accessing an aspect of the curriculum wherever possible and appropriate. Some students who may struggle to access mainstream PE (due to physical disabilities) may access this aspect of the curriculum through an activity such as riding for the disabled.	
What has the school put in place so that all students feel secure, make progress and reach their full potential?	The school has robust policies, including, behaviour, safeguarding and SEND. These all promote the safety of students. The school's Personal Development programme promotes healthy lifestyles, including guidance to support students with managing their social, emotional and mental health. There is termly monitoring of assessment data to identify students who may not be making expected progress. Class teachers support these students through quality first teaching as a first step. Heads of Year, supported by form tutors, monitor and mentor students who are not making the expected progress. The school operates a system of an "exit pass" which enables a student to take a short break (ideally up to 5 minutes) to promote self-regulation. There are posters identifying key members of the school's safeguarding leads around the school site (in all classrooms and corridors). These are also included in student "planner" documentation.	
How does the school make sure students with SEND can participate in physical activities in the curriculum?	All students participate in the school core PE lessons. TA provision is available for those students who require this.	

The PE department have alternative sport provision for those who are unable to participate in a particular discipline. This includes sports such as boccia. The school celebrates inclusive sports and participates in the local inclusive sports activities when possible.

Some students (e.g. those with dyspraxia) may be permitted to wear school uniform for the whole day they have PE to ensure they are not placed at a disadvantage when changing.

Some students who may struggle to access mainstream PE (due to physical disabilities) may access this aspect of the curriculum through an activity such as riding for the disabled



Access to the curriculum (continued)

Question	Comments	R/A/G
How does the school make use of its teaching assistants when supporting students with SEND?	Learning Support Assistants are deployed to support students based on an evidence of need. The school aims to develop student independence wherever possible, whilst ensuring that an individual's needs are being met.	
How does the school include all students in group work and class work?	Teachers are expected to have a seating plan for all classes. This ensures that all students are seated by a teacher and removes the risk of social exclusion of one student by their peers. When students are working in groups teachers use a range of strategies to group students. Students in lessons might be grouped according to: - Ability (either similar ability or created to ensure a spread of ability) - Teacher defined groupings - Seating plan directed group work (i.e. – students working with the students to/in front of/ behind) Whilst peer selected grouping is not promoted, where this is used, colleagues are expected to monitor the groupings to ensure that these are effective and inclusive.	
How does the school ensure all students have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	All students follow the same core curriculum in KS3. This includes all creative subjects. Reasonable adjustments are made to support these students to access the curriculum. This can include use of equipment such as ear defenders to support students with sensory needs. The drama curriculum is designed to support students who are not comfortable with performing. This enables these students to adopt roles such as directing, or managing props, lighting and so on.	

	Students who may experience anxiety in creative subjects are issued with an exit pass. This enables them to leave the lesson as requires. Student use of exit pass is monitored. A very small minority of students require a personally tailored curriculum which may include withdrawal from a particular subject. This is considered on a case-by-case basis. Wherever applicable, this is adopted as a temporary measure.	
How does the school involve and support students with SEND when participating in discussions and giving presentations?	Teachers use strategies such as “no hands” to control participation in lessons and discussions. Information about students and student need is shared with colleagues through the SEN register, this will help identify those who may struggle to speak in a more public forum. Colleagues are encouraged to use strategies such as think time, or call a friend to enable all students time to process information and to seek peer support when responding.	
How does the school ensure that students with SEND have access to online learning materials and IT lessons?	All students have access to online learning materials through the school's Office 365 subscription. This includes access to core office applications as well as Teams which is used to support students in the event of moving to a remote curriculum. Students are supported with using the Immersive Reader features in Office applications as required. Specially adapted IT equipment is made available to students who have an identified need. Specialist programmes are available for students who need these. Due to licensing, these programmes may not be accessible through all machines in school. Under such circumstances, there is an identified laptop with the specialist software which is stored in Curriculum Support. Information about Immersive Reader has been shared with all colleagues and made available to parents through the school website. Alternative means of recording are made available to students as required.	

	The school operates a homework club after school. This is open to any student who does not have access to IT materials out of lessons, as well as to those who need further support or who prefer to complete homework in school. The school system has a colour veil option to support those who struggle with the contrast of white on black. Students who have more specialist programmes may be able to access these through the school's "remote access" option.	
How does the school train staff to assist students with SEND to access online learning materials and participate in IT lessons?	All staff have had training on using online learning materials. User guides are available to support colleagues who require support or a refresher with this. This information is available on the school website. Videos have been produced to support students and staff with understanding and accessing aspects of IT in lessons. There is a user guide for both staff and students available on the school website. All TAs have had training on how to use Show My homework and Immersive Reader. This will enable them to support students both in lessons and with how to access these remotely.	

Access to the curriculum (continued)

Question	Comments	R/A/G
What learning resources does the school provide for students with sensory impairments?	Some students use radio mics in lessons. This may necessitate the teacher wearing a microphone. The school works with the hearing impairment team to support these students. Details about students with a hearing impairment, including in-class expectations is included on the school's SEN register. The school receives support from the local Hearing Impairment team and follow advice on seating and acoustics in lessons wherever practical. Information about strategic seating for students with visual impairments is identified on the school's SEN register. Where applicable a live speaker can be made available to support students with accessing listening materials in MFL lessons. Students with visual impairments are identified on the school SEN register. This may include information about the minimum font size required for resources for the student. The school receives support from the local Visual Impairment team and follow advice in lessons wherever practical. Information about strategic seating for students with visual impairments is provided for staff. This may include information about the student's ability to cope with artificial lighting or about any adapted eyewear the student may need to be able to access the lesson. Reasonable adjustments are made for students with sensory impairments linked to uniform. Accordingly, some students wear an adapted school uniform.	
How does the school support students with disabilities that affect numeracy, literacy and speech?	There are supported groups in both maths and English. These are smaller groups with greater levels of support. The curriculum for these groups is designed to support the	

	ongoing acquisition of key numeracy and literacy skills. Extra literacy and numeracy intervention is available to those students who require extra support. Where a student has difficulties with reading and spelling, reading and spelling ages are monitored termly to help target any further support as required. The school works with the SALT (speech and language team) to support any students with an identified speech and language difficulty.	
How are staff trained to meet the needs of all students?	Ongoing CPD on quality first teaching. Core information about students with needs is shared with all colleagues through the SEN register. Supplementary support information is available to all colleagues through the SEN files on the school's shared area. The school's SENCO and the SEN team can be contacted by colleagues requesting further information. Staff have received training on diabetes and how this can impact on learning. Staff have had training on supporting neurodiverse students in particular. Advice from specialist teachers is shared with colleagues through the school SEN register and email.	
How does the school ensure it communicates effectively with students and parents with sensory impairments?	The school does not currently have a record of parents with sensory impairments.	Objective – conduct an audit of parent/carers sensory impairments.
How does the school seek feedback about accessibility from students, parents and staff?	Personal Evacuation Plans (PEP) are shared with parents/carers annually. Parents are required to sign these to confirm that they agree with the plan. The school does not currently seek feedback from students, parents and staff regarding accessibility.	Objective – to review how to seek student voice and further feedback from parent body on accessibility.

Access to the physical environment

Question	Comments	R/A/G
What facilities does the school have to meet the needs of students who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?	A new Bathroom Management Area was constructed in 2018, this is a separate building extension that provides specialist facilities for supporting students with additional hygiene and personal care requirements.	
How does the school enable students and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	Students & Staff with ambulatory impairments are released early from lessons to travel around the site safely with extra time. In specific cases as identified within EHCP, students are escorted by their designated Teaching Assistant.	
How does the school make sure students with hearing impairments are notified when the school bell rings?	Students are supported in specific cases as identified within EHCP students supported by their designated Teaching Assistant. In some areas of the school, there are visual bells which flash when an alarm or signal is being sounded.	
How does the school ensure all visitors, staff members and students have equal access to all areas within the school premises?	There are lifts available in all 2 storey buildings. Ramps are in place for less accessible doors. There are dropped curbs around the school site to enable non-ambulant students to access the site. There is external lighting in many areas of the school site. There are automatic doors on 4 of the school's 6 blocks. There are disabled toilet facilities in each of the school teaching blocks. The school's Health and Safety Policy identifies clear walkways for ease of access. With one exception, all door frames are wider to enable passage for wheelchair users.	

How has the school made sure that floors and lighting are suitable for students, staff and visitors who are visually impaired or who have physical disabilities?	All classrooms have new LED lighting installed that are up to the required Lux levels for the space. Flooring in all rooms is level and suitable for the type of room. Floors are left clear for easy access to classrooms and corridors.	
What measures are in place to ensure that students with language impairments or EAL understand signage on the premises?	Where possible, signage is supported with visuals. Some areas of the school are identified by multi-language signage.	

Car park and school grounds

Question	Comments	R/A/G
How does the school ensure car parks and access and egress routes are clearly identified?	Entrance to site is via secure electronic gates, clear signage is installed outside of and within the school site directed pedestrians and vehicles.	
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	Site is regularly swept by Site Team and external contracts ensuring paths are free from debris. Site walks are regularly undertaken to identify any issues.	
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	Beyond the main entrance the site, vehicle access to the building is only available by emergency services and delivery vehicles. All paths are wide enough for vehicle access.	
How does the school keep access routes from being misused?	Site has perimeter fence and gates installed to prevent unauthorised access to site and Safeguard student and staff.	
How does the school make sure access routes are free from obstructions?	Site Team regularly walk the site ensuring that paths are free and clear of obstructions	

How does the school make sure that access routes are adequately lit?	External lighting on buildings along with lamp posts around the side are available to illuminate pathways when dusk / dark	
How does the school keep access routes free from snow, ice, fallen leaves and litter?	Site Team carry out regular litter picks and leaves and debris are cleared by external contractors regularly. In adverse weather Site Team grit / clear main walk ways and paths	

External Ramp / Steps

Question	Comments	R/A/G
Does the school have fixed or temporary ramps available to enable safe access to the building for students, staff and visitors?	Fixed ramps are available on the Bathroom management Area / S Block linkage to B Block. Temporary ramp is installed on access to Kitchen on B Block. Students do not access the Kitchen area.	Objective Replace temporary ramp with fixed ramp to safer and easier access
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	Ramp is unavailable for access to B3 due to the steepness of the height change, in this instance a stairlift has been fitted	
Do the ramps have handrails on one side, both sides, or none?	B Block – Both side handrail (x2), single side handrails (x3) C Block – Both side handrails E Block – Both side handrail S Block – Neither as walls either side	
If the school does not have handrails on its ramps, why is this?	S Block ramp was installed in July 2020 and due to the design, a handrail is not required within the regulations	
How does the school keep the surfaces of its ramps slip-resistant?	Anti-slip slabs are installed on S Block, other ramps are regularly cleaned and swept	

How does the school keep the ramps adequately lit?	Flood lighting installed by S Block Ramp, ramp at rear of C is located near lamp post	
How does the school ensure the ramps are clearly identifiable?	Ramps are identifiable by different coloured railing or different coloured material.	
How does the school keep the ramps safe for use and in good working condition?	Regular Site Walks by Site Team and Operations Manager to ensure that site is up to standard. Process in place for staff to report issues.	

Entrance

Question	Comments	R/A/G
How has the school made building entrances clearly distinguishable from the façade?	Signage is placed around the site with clear directions to building entrances. Clear markings are on the buildings to identify entry and exit points	
If any doors are made of glass, how has the school made them identifiable?	External glass doors are identifiable with decals on, for visually impaired to identify. Frames are different colours as well to identify doorways	
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	Entrances to all blocks are wide enough for wheelchair access with clearance for easy manoeuvring in and out of blocks	
How has the school ensured that doors can be used at both seating and standing height?	Handles are at required height to allow for wheelchair and users to operate them.	
How has the school made sure that all door handles can be grasped and operated easily?	Where possible doors are push / pull open with handles at low heights for wheelchair access.	

How has the school made power-operated doors identifiable?	Power-operated doors are identified with signage on / around the doors or with the indication of a power-operated button to press. These are in B, D & S Block	Objective Review power-operated door functionality in B3	
How has the school made sure that entryway surfaces are slip-resistant, even when wet?	Non-slip flooring installed throughout or classrooms / corridors are carpeted with the exception of A. In this cases, large mats are installed to fire and Health & Safety standards for the size and type of use.		

Corridors and aisles / Reception

Question	Comments		R/A/G
How has the school made sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	The electronic signing in system is located on a flexible stand, this is placed on a low-level table for use from standing or sitting. All relevant information is available via the electronic system.		
How has the school made sure its reception areas are adequately lit for those with visual impairments?	New LED lighting was installed in September 2020, to ensure Lux levels of light is to required standards. The reception area is a large glass atrium.		
How does the school keep its reception areas free from obstacles and hazards?	Identified area for visitors which is a clear walkway from the entrance to this area. Any objects are placed to edge of reception along walls. The school's Health and Safety policy references clear walkways.		
How has the school ensured that reception fixtures can be used at both seating and standing height?	All fixtures e.g. electronic sign in, pen / table are at standard height to be operated from standing or sitting.		
Do all reception areas have an induction loop?	Not at present.	Objective install induction loop in reception	
If any of the school's reception areas are not fitted with an induction loop, why is this?	Reception is large open space. The need for an induction loop remains under review.	As above	
How has the school ensured telephones and other fittings are suitable for all users?	The school's phone system installed in May 2020, with visual and audio controls / hand free / speaker phone features and functionality		

If the school has any aids to help people navigate the building, how have these been adapted for use by those with disabilities?	Signage in place around the building at readable height from standing and sitting identifying navigation around building on bright yellow background.	
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	All corridors / passageways are wide enough for wheelchair users. Height adjustable student desks are available.	
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	Corridors are kept clear of objects to ensure clear walkways, deliveries are only made to main reception in a designated space. Hard slip surfaces have matting installed at entry and exit points. These are a different colour to the floor so they are easily identifiable.	
How does the school use its lighting to help those with visual impairments or visual sensitivities?	LED lighting has been installed across the school to ensure light levels are at the required level, rooms are able to adjust lights within sections of the room depending on need.	
How has the school used visual clues to help students, staff and visitors orientate themselves in passageways?	Students, staff and visitors are issued with maps where required.	
How has the school used tactile signs and information to help those with visual impairments find their way?	Not in use at the present, although toilet signage in D block is tactile signage. The school does not presently have any staff or students who require this.	Objective - to review need for tactile signage to support any students.
Has the school considered the travel distances of those with ambulatory disabilities?	Students with ambulatory disabilities are supported with access to be dropped on site. Students are able to have travel throughout the school day to support with minimal student traffic.	
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?	Not at present	Objective - To review need for induction loops and couplers.

How are these systems maintained?	Not required at present	
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Toilets

Question	Comments	R/A/G
How has the school ensured lavatory provisions are available to students, staff and visitors with disabilities?	Designated disabled toilets are positioned across the school, with a dedicated Bathroom management area within one of the school blocks.	
How has the school made lavatory and disabled lavatory facilities clearly identifiable?	All designated disabled toilets are identified with clear signage in written and symbol format.	
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?	Within the newer blocks handrails and fittings are a darker colour than the walls. (normally blue) in blocks where these are similar colour signage is displayed	
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?	Locks are at low level and thumb turns / thumb bar for easy access, locks are checked regularly to ensure they are easy to use	
How has the school made sure lavatories and disabled lavatories are appropriately lit?	LED lighting is being installed throughout the school to ensure that appropriate lighting is available throughout the site.	
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	All disabled toilets are fitted with emergency alarm cords, which run from ceiling to floor. These are located near to the toilets / sink for easy access.	
How does the school maintain the emergency call system?	Systems are regularly tested and maintained through a contract to ensure they are in working order	
If the school has not fitted an emergency call system, why is this?	N/A	

Doors

Question	Comments	R/A/G
How has the school ensured its doors are clearly distinguishable?	Doors are a different colour to the wall and frame around them, doors are also fitted with coloured push pad to identify door opening and door location	
If any of these doors are glass, how has the school made sure they are visible when shut?	Any glass doors are visible with either wire within them, or graphics applied to the glass to identify there is a door there	
How has the school made sure that people at seated height can be seen through glass panes in doors?	Glass panels on classrooms doors are floor to door top design so visibility is clear from a seating or standing position	
How has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?	Almost all doorways within school have been made to the required width to allow wheelchair users to manoeuvre freely. There is one doorway in the PE corridor which is not accessible for wheelchair users. There is an alternative route to this space to ensure fair access.	
How has the school made door handles accessible to, and easily operated by, seated and standing users?	Door handles are at required heights for standing / sitting users. Where door possible push doors have been fitted instead of handles	
How has the school made door handles clearly identifiable?	Door handles are a different colour to the door and are identifiable e.g. Silver / Blue/ Green against a different coloured door / frame	
Has the school fitted any power assisted doors?	Power assisted doors are fitted on 4 of the 6 blocks	
If the school has not fitted any power assisted doors, why is this?	Power assisted doors are fitted on 4 of the schools 6 blocks, other blocks are currently under review	Objective: Review fitting doors onto E and A Block.

If the school has fitted power assisted doors, how are these maintained?	Power assisted doors are maintained through a maintenance contract and checked yearly for functionality.	
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Desks / Tables

Question	Comments	R/A/G
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	Height adjustable desks are available so that users are able to adjust the working height of furniture to suit, as required.	Objective: Review IT Suites / Specialist rooms e.g. DT
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?	Where fixed seating is fitted within Lecture Hall, there is a designated space for wheelchair users to enable them to take part safely with other students.	
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	Water stations are available around the school, including facilities at the main office / Inclusion suite to support all students.	
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?	Fixtures are different colours to the surround walls, including table tops and legs being different colours to distinguish between surrounds.	
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	Classrooms are fitted with height adjustable boards to enable best viewing angles for users. In rooms where this is not possible, boards have been positioned to support both standing and seated viewing. Blinds are available in some rooms, where sunlight can make board visibility more difficult.	

How do staff ensure those with visual impairments have access to information on display boards?	Alternate prints of documents are available for visually impaired users. Displays throughout school use large text, and colours that contrast against each other where possible.	
How has the school made sure bookshelves are accessible to everyone?	Bookshelves within classrooms are at table height level, where this is not possible E.g. Library – staff are available to support individual students or provide alternate ways of acquiring the required book	

Disabled Toilets

Question	Comments	R/A/G
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?		
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	Designated disabled toilets have been designed to required specification with doorways wide enough for wheelchair access.	
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Sinks in all designated disabled toilets have been set at the required level for seating use. In our Bathroom Management, these are height adjustable as required by the user	
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?	All designated disabled toilets are fitted with easy lift, push down taps so no grip is required.	
How has the school made sure lavatory signage is suitable for those with visual impairments?	Signage on toilet doors is a different colour to the door that contrasts, some disabled toilets are also fitted with brail.	

Has does the school ensure that disabled lavatories are not being misused?	Designated disabled toilets are clearly identified and students are aware of toilets they should use, CCTV is also fitted in corridors around toilets to minimise any disruptive behaviour	
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	Toilets are checked & cleaned regularly; non-slip flooring is installed in all toilets and all fixtures are fitted to the wall to ensure clear of hazards	

Means of escape

Question	Comments	R/A/G
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?	Fire bells are located throughout the block including within toilets, sounders for audibly impaired are also fitted within our Sixth Form Block. Visual lights are also fitted in 3 of our 6 blocks	
How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	Emergency exit routes in 5 of the 6 blocks are wide enough for wheelchair users. The oldest of the blocks has narrower corridors and fire exits at high level. Alternative arrangements / Risk Assessments are in place for these instances.	
What arrangements has the school made for those with disabilities when evacuating from upper floors?	Designated refuge points are located in blocks where there are upper floors. Along with these the school also has Evac-Chairs and designated staff to support individuals in these circumstances.	
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?	All emergency exit signs comply with national requirements, which glow in the dark, at suitable heights and easy to comprehend for EAL students / visitors.	

How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Regular evacuations are practices and procedures in relation to lockdown are reviewed regularly with SEND and Senior Teams.	
How has the school ensured that students and staff who require a personal evacuation plan (PEP) are provided with one?	On entry to the school students are reviewed for the need of a personal evacuation plan. These are produced and reviewed annually. These are sent to parents/carers at the start of each academic year to review and approve.	
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Schools Health & Safety Policy requires for all corridors and exits to be clear. Exits are checked regularly to ensure they are safe and ready to be used.	
What does the school have in place to check warning devices and detectors regularly?	Fire system is checked weekly with inspections and testing completed by Site Team. Twice yearly services are also conducted in line with requirements.	

Dining Hall / Non-Contact Time

Question	Comments	R/A/G
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	Students with ambulatory disabilities can access the inclusion suite which is located next to the dining hall. Access to the dining hall is also accessible via ramps and / or flat entries into the block.	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Height adjustable desks are available. These are to be located nearest to the door to enable users to manoeuvre into the room effectively.	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Staff room is adapted to allow access for wheelchair users, desks / tables are at required heights with access to tables near to doors and able to allow users to manoeuvre as required.	
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?	Dining hall is clearly identifiable on school plans, students as part of induction with SEND team are taken around key locations to ensure students are familiar with their surroundings.	
How has the school ensured classrooms are clearly identifiable?	All classrooms have door signage installed, which identifies the name / number of each classroom. These are also visible on school maps provided to students, staff and visitors.	
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?	All offices have door signage installed, which identifies the name / number of each classroom. These are also visible on school maps provided to students, staff and visitors.	
If there are lockers, how does the school ensure students and staff with disabilities have suitable access to them?	Lockers are located in D Block. Those identified with disabilities are assigned lockers at a suitable level to ensure they have easy / suitable access.	

Access to information

Question	Comments		R/A/G
How has the school ensured its buildings are equipped with hearing assistance?	No	Objective – Explore the installation of hearing assistance equipment	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	Yes, documents can be produced on request in large-print, alternative colours as required to support the needs of the reader.		
Has the school arranged for audio versions of information? If not, why is this?	Induction presentations and other key talks are now available on the schools YouTube channel for audio viewing, along with key videos being shared via social media.		
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	None	Objective – Investigate local training providers	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	All areas of the school are signed. Signage is currently in words and some is in different languages.	Ensure that signage is accessible and includes an image to support comprehension where possible and appropriate.	
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	All areas of the school are signed.	Ensure that signage includes an image to support comprehension where possible and appropriate.	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	It is able to be dissected by accessibility tools (such as ones built into browsers) to translate the website, put it into high contrast or fully immersive.		

