



# Accessibility Plan

This policy was approved and ratified by the Finance & Resources Committee of  
Cox Green School  
on 13<sup>th</sup> October 2021

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	9/10/12	9/10/12	June 2013
1.2	Full Governing Body	15/10/13	15/10/13	June 2014
1.3	Full Governing Body	15/10/14	15/10/14	July 2015
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1.5	Finance & Resources Committee	9/10/18	9/10/18	July 2021
1.6	Finance & Resources Committee	13/10/21	13/10/21	Oct 2024



**School Self Audit Questionnaire**

**Access to the Curriculum**  
**Access to the Physical Environment**  
**Access to Information**

**The Disability Discrimination Act 1995  
(as amended by the SEN & Disability Act 2001)**

**Planning Duty on Schools**

**COX GREEN SCHOOL**



The SEN & Disability ACT 2001 amended Part 4 of the Disability Discrimination Act 1995 and the Children and Families Bill 2013 and the Special Educational Needs Code of Practice (2014) places duties on Local Education Authorities (LEAs) and schools in relation to students with a disability and prospective students. A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The main duties under the legislation are not to treat students with a disability less favourably and to take reasonable steps to avoid putting students with a disability at a substantial disadvantage. Every school has to take reasonable steps under the 2004 Act to improve accessibility wherever possible and certainly whenever changes are made, for example Building Regulations will require improvements to be accessible to all.

LEAs and schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for students with a disability.

In order to develop their Access Plans, schools are expected to carry out an access audit covering all three of the areas: **curriculum**, **physical environment** and **information**. This questionnaire has been designed as a tool for schools to use in carrying out their audit and will be the basis of the school's Access Plan.

### Preparing an Access Plan

In preparing this plan, the Inclusion Leader has taken in to account the needs of current students with a disability as they move through the school and anticipated the needs of students who may be likely to attend the school, for example at phase transfer, by liaising with feeder schools. Within the planning duty is an anticipatory duty and requires schools to consider the needs of all prospective students, staff and visitors, for example, school lettings would need to give access to all, including use of a disabled toilet.

### Using the Self Audit Questionnaire

The first step in preparing an access plan is to carry out an audit. This questionnaire is intended to provide schools with a clear framework for the audit and has three parts:

- Part A : Access to the Curriculum
- Part B : Access to Information
- Part C : Access to the Physical Environment

The group which is overseeing production of the Access Plan should work its way through the questionnaire and may choose to delegate particular parts to individuals or smaller groups.

You will find that some questions have a fairly straight forward yes or no answer, while others, particularly those in Part A (Curriculum) may require more detailed consideration and are intended to provoke debate and discussion amongst staff and Trustees.

The completed audit, together with the physical environment audit results, will provide you with the information you need to write your Access Plan. Areas for action identified in the audit will assist you in setting priorities within the Access Plan.



## **Contents**

<b>Part A</b>	<b>Access to the Curriculum</b> <ul style="list-style-type: none"><li>• School Ethos</li><li>• School &amp; Classroom Organisation</li><li>• Differentiation</li><li>• Training</li><li>• Extra-Curricular Activities</li><li>• Use of External Support</li></ul>
<b>Part B</b>	<b>Access to Information</b> <ul style="list-style-type: none"><li>• Part B Appendix</li></ul>
<b>Part C</b>	<b>Improving the Physical Environment</b>



### **Access to the Curriculum: Part A**

The planning duty includes increasing the extent to which students with a disability can participate in the school's curriculum. This means the curriculum in the broadest sense, not just teaching and learning, but the wider curriculum of the school including after school clubs, sporting and cultural activities and school visits and trips.

As with all parts of the planning duty, schools should consider the needs of existing students with a disability and prospective students.

Schools will need to consider the general ethos of inclusion within the school, how the school and classrooms are organised, delivery and differentiation of the curriculum, training needs, use of external support and participation by students in out of school activities.



## School Self Audit Questionnaire: Part A

School name: Cox Green  
Headteacher: Cathrin Thomas

Completed by: G Newman/Tiffany Smith  
Date: 13/9/21

		Yes	Partially	No	Your Comments/ Action to be taken
<b>1. School Ethos</b>					
1.1	Do staff, Trustees and students share a philosophy of inclusion?	Y			Staff Briefings & training given focuses on this issue. All staff aware of SEND student specific information and how to differentiate work and the environment to support the student to promote inclusion. Termly meeting with the SEND Trustee to report overview of SEND need currently. SEND Trustee report which outlines the progress of these students.
1.2	Do all members of the school take responsibility for making the school more inclusive?	Y			All Students are included in mainstream curriculum – no student is precluded from any part of the curriculum due to a disability unless this would be detrimental to them. Environmental audits conducted with multi professionals including Occupational Therapists, Physiotherapists, and teachers from the sensory consortium service. All teachers are aware of these audits and the necessary actions. When there is a school trip, a risk assessment is created jointly with the SENCo and the trip leader to ensure all students can access all elements of the trip.
1.3	Is the school welcoming to all students and parents/ carers?	Y			Yes, there is an open-door policy and a network of contacting relevant staff.
1.4	Is the inclusion of all students from the local community publicised as school policy?	Y			Yes, in the school inclusion policy and the local offer is available on the school website.



		Yes	Partially	No	Your Comments/ Action to be taken
1.5	Do all staff seek to remove barriers to learning and participation where these exist?	Y			Cox Green is a fully inclusive school with a shared vision. All SEND strategies are available centrally on the system. Teachers refer to these, if they are not working successfully in lessons, teachers will contact SENCo and SAFE team in order to seek further strategies.
1.6	Does the school have high expectations of all students?	Y			Yes, as set out in the school behaviour policy and the inclusion policy.
1.7	Are there mechanisms in place to seek the views of students with SEN/ disabilities?	Y			Surveys are in place and are actioned and give opportunity for student participation. Students attend annual reviews and provided annual feedback in relation to their EHCP. Focus groups and surveys are run, which are analysed by the SENCo Parent surveys focused on SEN support and EHCP students. Student voice is actively engaged.
1.8	Does the school have regard to: <ul style="list-style-type: none"> <li>• The SEN Code of Practice 2001</li> <li>• The SEN &amp; Disability Act 2001</li> <li>• The SEN Code of Practice 2014</li> <li>• The Disability Rights Commission Code of Practice for Schools 2002</li> <li>• DfEs Guidance on Inclusive Schooling 2001</li> <li>• Equalities Act 2010</li> </ul>	Y			The school takes regard of all government legislation and Ofsted guidance and has updated procedures and policies in regard to the 2014 SEN code of practice  Inclusion Policy referring directly to the noted legislation.
<b>2. School &amp; Classroom Organisation</b>					
2.1	Are your classrooms organised to take account of students' disabilities?		Y		Rise and fall adjustable desks are installed in Science and fully accessible workstation with rise and fall sink and



		Yes	Partially	No	Your Comments/ Action to be taken
					<p>accessible cooking facilities in the Food Tech Department. Rise and fall desks are available and can be located in any other departments as needed.</p> <p>Window blinds installed at all windows to adjust light</p> <p>Acoustic panels installed in some classrooms for hearing impaired</p> <p>Most classrooms have free standing furniture that can be arranged as required.</p> <p>All blocks higher than ground floor have lifts. Ramps for wheelchair access are at all exits.</p> <p>Specialist equipment is in place to address student needs for example specialist chairs and technology, and specialist student specific PE equipment.</p>
2.2	Are LSAs used flexibly so that a range of children can benefit from their support?	Y			Yes and provide resources for visually impaired students. Support is provided in all Science, Technology and PE lessons for any student with physical or sensory impairments.
2.3	Is the school organised in such a way that students with a disability have access to facilities such as library and specialist teaching rooms?	Y			Library fully accessible, Specialist teaching rooms such as Science and Technology fully accessible and have rise and fall workstations. Sports hall have accessible changing facilities and a fully equipped hygiene room.
<b>3. Differentiation</b>					
3.1	Are children over 5 who are working towards Level 1 assessed using P levels?				N/A
3.2	Do lessons provide opportunities for all students to achieve?	Y			Yes, all lessons are differentiated according to the student specific need as per the strategies on the ISP's.
3.3	Does teaching allow for a range of learning styles?	Y			Yes as evidenced through the teaching and learning audit.
3.4	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y			Yes as evidenced through the teaching and learning lesson plans.



		Yes	Partially	No	Your Comments/ Action to be taken
3.5	Do staff recognise and allow for the additional time required by some students with a disability to use equipment in practical work?	Y			Yes, and these students are supported by an additional adult within lessons.
3.6	Do staff provide alternative ways of giving access to experience or understanding for students with a disability who cannot engage in particular activities, e.g. some forms of exercise in physical education?	Y			Teaching Assistants support in this e.g. PE Dept. Teaching Assistant e.g. wheelchair users have alternative programme of activities during this time if activity is not suitable. PE staff and physiotherapists liaise closely facilitated by the SENCo in order to ensure they are aware of the students capabilities and limitations in the certain sport. This allows the PE department to plan and differentiate according to need.
3.7	Do you provide access to computer technology appropriate for students with disabilities?		Y		Additional provision can be made for individual need e.g. some students have individual laptops to assist learning tablets have been purchased to enable access to reading for visually impaired students. Students with hearing impairment have radio aids to support and enhance their learning in lessons. Students with visual impairment have specialist equipment including a tablet and camera. Students who have difficulty reading due to significant dyslexia also have the use of a reader pen.
3.8	Do you provide equipment for students who need alternative methods of recording, e.g. lap top, dictaphone, braille.		Y		Additional provision can be made for individual need and some students have individual laptops and Kindles. Based on need, some students use laptops or tablets to record work.
3.9	Does the school have regard to: <ul style="list-style-type: none"> <li>The National Curriculum 2000 statement on inclusion</li> <li>The QCA general and subject guidelines on</li> </ul>	Y			Yes as evidenced in schemes of work for every subject area.  Laser meetings to discuss progress behaviour and attendance of all students in each Key Stage.



		Yes	Partially	No	Your Comments/ Action to be taken
	planning, teaching and assessing the curriculum for students with learning disabilities <ul style="list-style-type: none"> <li>Supporting the Target Setting Process (March 2001) DfE/QCA</li> </ul>				Teachers are set targets based on KS2 SATS and FFT. Expected levels of progress are given to all teachers who are kept accountable for this.
<b>4. Training</b>					
4.1	Do all staff in school have the necessary skills and confidence in differentiating the curriculum?	Y			Staff professional training (in line with the children and families act, 2014 and the SEND code of practice, 2014). and development programme and induction programme for new staff which incorporate student specific training and general inclusion training. Regular session in inset provided by Inclusion Manager and regular briefings given to staff group by Inclusion Manager regarding specific students'. These are also on students' ISP's and on SIMs class profiles/Edulink.
4.2	Have staff received disability awareness training?		Y		See above.
4.3	Have learning Support Assistants received specific training to enable them to support students with SEN/disabilities?	Y			All PA's have induction programme and specific training to student needs as required. Specific PA's have attended specific training to support with their job role. For example, the PA in charge of modifying work for our visually impaired students attends training and supervision. PA's who are required to deliver physio and OT regularly liaise with these professionals to support them. All PA's have attended specific training that correspond to the needs of our students. Weekly meetings are held to inform practice.
4.4	Does the school use the National Standards for		Y		Yes the Inclusion Manager has obtained the Masters National SENCo.



		Yes	Partially	No	Your Comments/ Action to be taken
	Special Education Needs Coordinators to audit the SENCO's training needs?				
<b>5. Extra-Curricular Activities</b>					
5.1	Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Y			Yes, all trips are open to all students. Specific risk assessments are created. Trip leaders liaise with Inclusion Manager and Team where needed, to have an overview of the student's specific needs in line with the trip.
5.2	Are all students able to take part in after school activities?	Y			According to activity and staffing levels available
<b>6. Use of External Support</b>					
6.1	Does the school make full use of support services, including (as appropriate) <ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• Pre School Teachers/ Counsellors</li> <li>• SEN Support Team (including PD &amp; ASD specialists)</li> <li>• Sensory Consortium Service</li> <li>• Special Schools Consultancy Service</li> <li>• Behaviour Support Service</li> <li>• Student Referral Units</li> <li>• Child &amp; Adolescent Mental Health Service</li> <li>• Traveller Education</li> <li>• Equality Services</li> <li>• Liaison Teacher for Children in Public Care</li> </ul>	Y N/A Y Y N/A Y Y Y Y Y N/A			<p>Yes. Regular liaison and visits are timetabled with: Educational Psychology; Sensory consortium; visually/hearing impaired Speech and language; Shine; ASD team; Occupational therapy; Physiotherapy.</p> <p>The school has regular contact and behaviour support.</p> <p>The school has a Speech and Language Therapist on staff.</p> <p>SENCo liaises closely with the SAFE team around any CP needs.</p> <p>SENCo makes referrals and liaises with CAMHS.</p>



## **Access to Information: Part B**

Information is essential to everyone. Under the legislation, schools have a duty to make written information normally provided by the school to its students available to students with a disability in an appropriate format. The information should take account of students' disabilities, students' and parents' preferred formats and be made available within a reasonable time frame.

Examples of the information that might be included are handouts, timetables and information about school events.

Information should be provided in alternative formats for students and prospective students who may have difficulty with standard forms of printed information.

In some cases, well-designed printed information which follows clear print guidelines may be sufficient. Other people will need information in an alternative format.

Please refer to Part B Appendix for guidance on provision of information in alternative formats.



**School Self Audit Questionnaire: Part B**  
**Access to Information**

**School name: Cox Green School**  
**Headteacher: Cathrin Thomas**

**Completed by: Gill Newman/Tiffany Smith**  
**Date: 13/9/21**

		Yes	Partially	No	Your Comments/ Action to be taken
<b>1. Provision of Information</b>					
1.1	Does the school follow clear print guidelines in the production of written materials? (See Appendix.)		Y		As required by individual student. Students with visual impairment have printed materials modified to specific font and size where needed, use of a tablet and camera.
1.2	Does the school make use of symbols and pictures when presenting information?		Y		Some information in symbol format e.g. signage but could be extended as required by individual student.
1.3	Does the school use large print when presenting information to students who may have difficulty with standard print?	Y			As required by individual student. Students with visual impairment have printed materials enlarged where needed.
1.4	Would you be able to get information transcribed into braille within a reasonable timescale if necessary?	Y			If required but not applicable at this time. RNIB service and SCS would be used to support and inform this if needed.
1.5	Do you make information available on audiotape/digital media for students who have difficulty accessing print (including visually impaired and dyslexic students)?			N	Not required at this time, will be as and when needed.  Visually impaired student makes use of a camera which creates a live feed to her tablet to enable her to access any practical's or performances as best as possible.



## **Part B: Appendix**

### **Guidance on Provision of Information In Alternative Formats**

#### **General Clear Print Guidelines**

- Type size 12 point minimum (RNIB recommends 14 point).
- Type fonts - avoid highly stylised ones and as a general rule stick to familiar ones.
- Type weight – visually impaired people prefer medium or bold weights.
- Avoid italics and all capital letters. The human eye reads by recognising the shapes of words. If text is in italics or capitals it is usually harder to read.
- Underlining should be avoided as this makes it harder to recognise letter shapes.
- Spacing between one line and the next is important – should be at least 1.5 to 2 times the space between words on a line.
- Aligning text to the left margin makes it easier to find the start and finish of each line (RNIB recommended).
- Design and layout should be simple and uncluttered.
- There must be a good level of colour/tonal contrast between the text and background on which it is printed. Many visually impaired people have difficulty with colour perception, so it is important that there is good tonal contrast. To establish whether there is good level of tonal contrast is to photocopy it on a black and white copier.
- Avoid using glossy paper.
- Avoid setting text over images.
- Format when folding paper – avoid creases which obscure text.

#### **Large Print Guidelines**

- There is no standard definition of large print – however most people who use large print prefer their print between 16 and 22 point.
- A reader using large print will take longer to read the information so keep the document short and as clear as possible.
- Incorporate clear print guidelines (above) apart from type size.



### **Braille**

Braille is an important means of accessing information for many visually impaired people.

### **Audio Tape**

Audio tape has the benefit of being accessible to everyone except those with very poor hearing. Tape is not just useful for visually impaired people but for people who have difficulties with printed information, e.g. dyslexics.

UK organisation for those producing information on tape is COTIS tel: 01829 73 33 51.  
A checklist for tape production is available from COTIS.

### **Live Speakers**

Children with a hearing impairment may have difficulty accessing audiotape information (frequently used in foreign language teaching/examinations). They will therefore require access to a live speaker in a quiet listening area.

### **Websites**

People with very little or no vision may read web pages with the help of special computer software. Good design is essential for people accessing the web in these ways. Poor design can result in an inaccessible website.

### **Further Information Available From:**

Directory of transcription organisations available from RNIB Transcription Service (Braille, tape, floppy disc and large print.) Tel: 01829 732115

The "See It Right" pack, RNIB £20. Tel: 020 7388 1266 [www.rnib.org.uk](http://www.rnib.org.uk)



### **Improving the Physical Environment of Schools: Part C**

This strand of the planning duty includes improvements to the physical environment of the school and the physical aids to access education. Much of the work in this area will involve improving access to existing buildings.

This part of the audit examines physical access in schools by taking a journey from the approach to the site, through the entrance, reception, horizontal and vertical circulation, and access to curriculum areas.

If you have more than one building on site, please use the comments section in the questionnaire to identify areas for improvement in *specific* buildings.

Please note that although this section covers some of the more technical aspects of the accessibility of physical access to buildings, it has been specifically designed to be completed by the lay person. If required, a specialist will visit the school once the questionnaire is completed to check through it with you.

If necessary, and at a later date, the borough may employ a consultant to carry out a more detailed audit of the physical environment.



## School Self Audit Questionnaire: Part C Access to the Physical Environment

School name: Cox Green School  
Headteacher: Cathrin Thomas

Completed by: Gill Newman/Tiffany Smith  
Date: 13/9/21

		Yes	Partial	No	Your Comments/ Action to be taken
<b>Section 1 – External routes, approaches and parking</b>					
1.1	If there is visitor parking within the school site, does it include designated accessible bays for disabled use which will include clear signage and road markings? Dimensions of bay should be 4.8m x 2.4m with a 1.2m wide access zone between designated parking spaces <b>Yes</b> = adequate <b>Partial</b> = minor changes required <b>No</b> = substantial adaptation required	Y			
1.2	If there is no parking on site, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?				Not applicable
1.3	Is the route from the site entrance suitable for people with mobility impairments and wheelchair users? Designated footpath to entrance Approx. path width 1.2m Firm and even surface Drop kerbs Level or ramped approach Ramp edges clearly demarcated by handrails or colour. <b>Please comment on areas for improvement.</b>	Y			Fully available



		Yes	Partial	No	Your Comments/ Action to be taken
1.4	If there are ramps/steep gradients on the route, are they suitable for wheelchair users? <b>See appendix for further information</b> <b>Yes</b> = adequate <b>Partial</b> = steep <b>No</b> = steps without a ramped alternative	Y			
	<b>Total = 8</b>				

**Total available score = 8**

**Judgements:**

Less than 2 points

2 – 5 points

more than 5 points

Considerable improvements necessary to routes and parking

Some improvements necessary

Access to routes and parking is good



## Section 2 – Main school entrance and reception

		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
2.1	Is there level access at the main school entrance? NB a small threshold not greater than 15mm can be considered level. <b>Yes</b> = level <b>Partial</b> = 1 step <b>No</b> = severe steps at entrance with no ramp alternative	Y			
2.2	If there is a ramp, is it suitable for wheelchair users? <b>See appendix for further information</b> <b>Yes</b> = adequate <b>Partial</b> = minor changes required <b>No</b> = substantial adaptation required	Y			
2.3	If there are steps are they suitable for people with mobility and visual impairments? NB: handrails to both sides or central, contrasting step edges, even rise to each step <b>See 2.2 for scoring guidance</b>	Y			
2.4	Can a wheelchair user use the intercom and open the entrance door independently? <ul style="list-style-type: none"> <li>800mm clear opening width through a single door</li> <li>handle within reach from seated position</li> <li>a small threshold step not greater than 15mm, more than 5mm chamfered or rounded</li> <li>door mat, firm and flush</li> <li>intercom at a height between 750-1000mm</li> </ul>	Y Y Y Y Y Y			Yes each door at 850mm wide Although this would be dependent on type of disability as door not automatic.  However intercom at low level to call for assistance



		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
	from floor level close to latch side of door <b>See 2.2 for scoring guidance</b>				
2.5	Does reception counter have counter height no higher than 760mm, an induction loop for people with hearing impairment and seating with arm and back support? <b>See 2.2 for scoring guidance</b>		Y		
	<b>Total = 9</b>				

**Total available score = 10**

**Judgements:**

Less than 3 points

3 – 6 points

more than 6 points

Substantial improvements necessary to entry into main building

Some improvements necessary

Access into main school building / reception is good



### Section 3 – External areas

		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
3.1	Do routes between buildings provide independent access for people with mobility impairments and wheelchair users?  (If 'partial' or 'no' please comment on areas for improvement)	Y			
3.2	What proportion of building entrances have level access?  <b>Yes</b> = more than 75% <b>Partial</b> = 25% - 75% <b>No</b> = less than 25%  Please comment on areas for improvement	Y			
3.3	How easy is it to adapt entrances, which are not currently accessible?  <b>Yes</b> = minor changes <b>Partial</b> = substantial changes <b>No</b> = impractical	Y			
3.4	Is there level access to all unique outdoor areas? E.g. sports areas, tennis courts, playgrounds, seating areas  <b>Yes</b> = all <b>Partial</b> = some <b>No</b> = none	Y			
	<b>Total = 8</b>				

#### **Total available score = 8**

#### **Judgements:**

Less than 2 points

2 – 5 points

more than 5 points

Substantial work necessary on access to routes in external areas

Some improvements necessary on access to routes in external areas

The school has good access to routes between buildings and to external areas



#### **Section 4 – Accessible Toilets and Changing Facilities**

A unisex accessible toilet should meet the following minimum criteria:

- Cubicle size 1500mm wide x 2000mm deep (preferred 2200mm);
- Outward opening door with minimum 850mm clear opening width;
- Unobstructed space to at least one side of pan for transfer from a wheelchair;
- A wash hand basin with lever type tap within reach of seated position on pan;
- Easily distinguished emergency alarm pull cord extending to the floor.



		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
4.1	Does your school have a WC that meets the above criteria?  <b>Yes</b> = all apply <b>Partial</b> = minor changes <b>No</b> = substantial adaptations, please give comments	Y			<b>13 on site</b> <b>1 in main school</b> <b>1 in lower school</b> <b>2 in Leisure centre</b> <b>1 near gym area</b> <b>1 in pre-fabricated block</b> <b>2 in library</b> <b>1 disability wet room with hoist</b> <b>1 in science/MFL block grd floor</b> <b>1 science/MFL block 1<sup>st</sup> floor</b> <b>1 Dining/Maths block grd floor</b> <b>1 Dining/Maths block 1<sup>st</sup> floor</b>
4.2	If your school provides wider access to the community are there enough accessible WCs?  <b>Please comment on location and number of WC's</b>	Y			<b>13 on site</b> <b>1 in main school</b> <b>1 in lower school</b> <b>2 in Leisure centre</b> <b>1 near gym area</b> <b>1 in pre-fabricated block</b> <b>2 in library</b> <b>1 disability wet room with hoist</b> <b>1 in science/MFL block grd floor</b> <b>1 science/MFL block 1<sup>st</sup> floor</b> <b>1 Dining/Maths block grd floor</b> <b>1 Dining/Maths block 1<sup>st</sup> floor</b>
4.3	If your school has no accessible WC is there potential to create one by adaptation?  <b>Yes</b> = easy <b>Partial</b> = minor changes <b>No</b> = substantial adaptations, please give comments				<b>Not applicable</b>
4.4	Is there an accessible changing shower facility suitable for disabled users? E.g. level entry shower, lever type controls, drop down shower seat, and space for wheelchair manoeuvre? (see diagram below) <b>Yes</b> = all apply <b>Partial</b> = minor changes <b>No</b> = substantial adaptations Please comment	Y			<b>Leisure centre changing room facility is fully accessible.</b> <b>Gym Wet room changing facilities including shower and hoist</b>



	<b>Total = 6</b>				
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**Total available score = 6**

**Judgements:**

Less than 2 points	No accessible WC/changing area provision available
2 – 4 points	Some accessible WC/changing area provision available
More than 4 points	The school has good accessible WC and changing area facilities



## Section 5 – Emergency Evacuation Plan

		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
5.1	Does your Emergency Evacuation Plan include a strategy for evacuating students with a disability, staff, visitors and community users? <b>Yes</b> = strategy in place <b>Partial</b> = minor changes required <b>No</b> = no strategy in place	Y			Personalised Emergency Evacuation Plans (PEEPS) are created and amended every term for each student with a disability to ensure they are able to safely evacuate the building
5.2	What proportion of your building(s) is easy to evacuate by people with mobility impairments and wheelchair users? <b>See appendix for more information</b> <b>Yes</b> = more than 75% <b>Partial</b> = 25-75% <b>No</b> = less than 25%	Y			2 buildings have 1 <sup>st</sup> floor areas with lifts but in evacuations lifts not to be used – all students with mobility or other conditions that may affect their evacuation have been individually trained on evacuation and have a PEEP – this is reviewed annually with them at the start of the new term and if their condition changes.
5.3	Are there visual or vibrating alarms available for use in conjunction with proprietary or conventional alarm systems for hearing impaired students, staff or visitors? <b>Yes</b> = procedure/ equipment in place <b>No</b> = no procedure			N	
5.4	If you have upper floors are there means to ensure the evacuation of people with mobility impairment and wheelchair users? <b>Yes</b> = adequate/single storey <b>Partial</b> = minor changes <b>No</b> = substantial adaptations, please give comments	Y			Students and Staff with mobility issues that affect their use of stairs have PEEP risk assessments to cover methods of evacuation in the event of an emergency. One building has a refuge alarm.
<b>Total = 6</b>					

**Total available score = 8**

**Judgements:**



Less than 2 points

2 – 5 points

More than 5 points

Considerable work necessary to improve emergency evacuation for people with a disability

Some improvements necessary

Good strategies exist for emergency evacuation for people with a disability

## Section 6 – Internal Circulation and Access to Facilities Within the School

		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
6.1	Are internal circulation routes adequate for people with mobility impairments and wheelchair users? (minimum corridor width 1200mm)  <b>Yes</b> = all apply <b>Partial</b> = minor changes <b>No</b> = substantial adaptations, please comment	Y			
6.2	What proportion of all teaching areas including library, ICT, music, drama, hall and stage are accessible to people with mobility impairments and wheelchair users?  <b>Yes</b> = more than 75% <b>Partial</b> = 25% - 75% <b>No</b> = less than 25% Please note section 7 covers curriculum access in more detail	Y			
6.3	How practical is it to adapt any existing level changes?  <b>Yes</b> = easy to adapt <b>Partial</b> = e.g. by a ramp/platform lift <b>No</b> = substantial adaptation required, please specify	Y			
6.4	What proportion of doors into teaching areas are suitable for wheelchair users?		Y		<b>All doors wider than 750mm</b> <b>Level thresholds and space to approach open doors</b>



		Yes Score 2	Partial Score 1	No Score 0	Your Comments/ Action to be taken
	N.B. clear opening widths minimum 750mm, level thresholds, level door handles, space to approach and open door  <b>Yes</b> = more than 75% <b>Partial</b> = 25% - 75% <b>No</b> = less than 25% Please comment on areas for improvement				<b>Door handles not all level</b>
	<b>Total = 7</b>				

**Total available score = 8**

**Judgements:**

Less than 2 points

Substantial improvements necessary to provide access to all areas within school

2 – 5 points

Some improvements necessary to provide access

More than 5 points

Accessibility within main school building is good



## Section 7 – Sensory and Communication facilities

		Yes or N/A Score 2	Partial Score 1	No Score 0	Your Comments
7.1	<p>Is there any equipment for people with hearing impairments installed in the school hall? e.g. induction loop/infrared system/sound field system <b>see appendix</b> Is it regularly maintained?</p> <p><b>Yes</b> = equipment + regular maintenance <b>Partial</b> = equipment without maintenance <b>No</b> = no equipment</p>		Y		<p>Students with hearing impairment have radio aid equipment that moves with them from class to class – Sensory consortium visit regularly to maintain these items.</p> <p>Some students wear hearing aids.</p>
7.2	<p>Is there any equipment for people/students with hearing impairments installed in any classrooms? e.g. induction loop/infrared system/sound field system</p> <p>Is it regularly maintained?</p> <p>If yes/partial please indicate how many classrooms in comments section <b>Scoring as 7.1</b></p>			N	<p>Students with hearing impairment have radio aid equipment that moves with him from class to class – Sensory consortium visit regularly to maintain these items.</p>
7.3	<p>Have you taken action to reduce noise in teaching areas, particularly open plan areas, to assist students with hearing impairments, e.g. through</p> <ul style="list-style-type: none"> <li>- carpeting of teaching areas</li> <li>- use of curtains as dividers across any open doorways</li> <li>- use of free standing display boards</li> <li>- ensuring heating and lighting systems are quiet enough to enable good listening</li> </ul>	Y			<p>All teaching areas carpeted apart from practical subject areas.</p> <p>Free standing display boards available.</p> <p>Heating systems quiet and maintained regularly.</p>



		Yes or N/A Score 2	Partial Score 1	No Score 0	Your Comments
	<p>- ensuring any other equipment, e.g. OHP, is quiet</p> <p><b>Yes</b> = noise reduced to a minimum in more than 75% of teaching areas</p> <p><b>Partial</b> = 25% to 75% of teaching areas</p> <p><b>No</b> = less than 25% of teaching areas</p>				Acoustic tiling installed in several teaching areas across the school.
7.4	<p>What proportion of the signage in the school to facilities and lifts (external and internal) is both visual and tactile?</p> <p>For example, signs with embossed lettering, symbols and/or Braille</p> <p><b>See appendix</b></p> <p><b>Yes</b> = more than 75%</p> <p><b>Partial</b> = 25% - 75%</p> <p><b>No</b> = less than 25%</p>		Y		Fire signage has symbols and lettering.
7.5	<p>Is there good <b>internal</b> use of tonal and colour contrast to distinguish the boundaries of floors, wall, doors and ceilings?</p> <p>Are there contrasting step nosings on internal stairs/steps?</p> <p><b>See appendix</b></p> <p>For example, if the architrave is the same colour as the door but a different colour from the surrounding wall it may outline the door opening for some visually impaired users.</p> <p><b>Yes</b> = good contrast throughout the building</p> <p><b>Partial</b> = some contrast within the building</p> <p><b>No</b> = no contrast within the building</p>	Y			



		Yes or N/A Score 2	Partial Score 1	No Score 0	Your Comments
7.6	Is there good <b>external</b> use of tonal and colour contrast to distinguish entrances? Are there contrasting step nosings on external steps? Are speed bumps and bollards clearly visible to pedestrians, i.e. contrast markings?  <b>Yes</b> = good contrast in all external areas <b>Partial</b> = some contrast in external areas <b>No</b> = no contrast externally	Y			
7.7	Is there a consistent good level of lighting around the school both internally and externally?  <b>Yes</b> = good consistent lighting throughout the building and externally <b>Partial</b> = no external lighting but with good consistent lighting internally <b>No</b> = inconsistent lighting levels both internally and externally	Y			
7.8	What proportion of classrooms and teaching areas have blinds to reduce glare for visually impaired students?  <b>Yes</b> = more than 75% <b>Partial</b> = 25% - 75% <b>No</b> = less than 25%	Y			
	<b>Total = 12</b>				

**Total available score = 16**

**Judgements:**

Less than 6 points

6 – 8 points

More than 9 points

Significant improvements necessary

Some improvements necessary

Facilities for people with sensory impairments are good



## Supplementary Question

### Section 8 – Access to Curriculum Areas & Unique Facilities

This section is about access to curriculum areas and community activities in the school. The intention is to establish to what degree access to these areas can be achieved in your school *as a whole*, as opposed to a requirement of 100% physical access to all areas. Please see the worked example overleaf for guidance on how to complete this section.

Curriculum Area		Total No. Teaching areas	No. of which accessible	Score <i>see below</i>	Comment
8.1	Art	4	4	2	Level access ground floor
	Design and Technology	2	2	2	Level access ground floor
	Humanities	9	9	2	Level access & lifts
	Science	9	9	2	Level access & lifts
	Sport	7	7	2	Level access, ramps and lifts
	Performing Arts	3	3	2	Ramps
	Mathematics	8	8	2	Lift and all level access and ramps
	English	7	7	2	All level access
	Languages	4	4	2	Level access
	ICT & Business	7	7	2	Level access
	Library	2	2	2	Level access and ramps
	Other, please specify				
	Dining Area	3	3		Dine@coxgreen, servery & Fifield open area, Reception, student services, SAFE, Leadership Offices ( reception desk not DDA height for staff safety reasons)
	Admin Areas	11	10	1	
			<b>Total</b>	<b>23</b>	

Total available score = 24      **NB: score 2 for *all* areas accessible, score 1 for *some* areas accessible, score 0 for *no* teaching areas accessible**

#### Judgements:

Less than 6 points	Substantial access improvements required for full curriculum access
6-15 points	Moderate improvements likely to be required for full curriculum access
More than 15 points	School provides full curriculum access, only minor improvements required



### Guidance Notes for Section 8: Worked Example

- Insert the total number of teaching areas for each curriculum area, e.g. Art in the example below has 2 teaching areas
- Insert the number of teaching areas for that curriculum area which are wheelchair accessible, e.g. Art has 1 out of 2 wheelchair accessible rooms
- Insert the score for each curriculum area. Score 2 if *all* areas are accessible, 1 if *some* (one or more) teaching areas are accessible, and 0 if *none* are wheelchair accessible, e.g. Art scores 1 as only some areas are accessible
- The Total figure at the bottom is the sum of the Score column

**NB: Flexible timetabling** may mean that curriculum areas on upper floors may be delivered from other locations (**score 1** in these situations). In the example below, Humanities has 3 classrooms, none of which are wheelchair accessible, however this can be delivered from other ground floor teaching areas when necessary.

### Part C: Summary

The previously identified areas from 2014, 15 ,16 and 18 have all been actioned.
Has completing this self-audit questionnaire prompted any additional concerns on access issues in your school?  No
Are there any plans for future extensions, adaptations to any buildings e.g. change of curriculum areas, or new community use, which might incorporate access improvements?  no



## **Appendix**

### **1. Car Parking**

Use standards for designated disabled parking bay.

### **2. Ramps**

#### **Gradient and Landings**

The key issue in the provision of a ramped access approach is the gradient of the ramp and the distances between landings (level area, resting point).

If the gradient and distance between landings is too great the wheelchair user may not have sufficient strength to propel up the ramp or have difficulty in slowing down or stopping when descending the ramp.

If a series of ramps to a building rise more than 2 metres an alternative means of access should be provided.

A ramp should have the lowest practical gradient.

#### **Current Constructional Standards for Schools recommends**

- a gradient of 1 in 20 if individual flights are no longer than 10 metres
- a gradient of 1 in 16 if individual flights are no longer than 6 metres
- a gradient of 1 in 12 if individual flights are no longer than 3 metres

#### **Best practice (current British Standard 8300) recommends**

- a gradient of 1 in 20 if individual flights are no longer than 10 metres
- a gradient of 1 in 15 if individual flights are no longer than 5 metres
- a gradient of 1 in 12 if an individual flight does not exceed 2 metres

Many people with mobility or visual impairments have difficulty using ramps; therefore it is recommended that steps complement ramped approaches.

example of ramped and stepped approach

### **3. Means of Escape**

Points to consider:

- Are there any barriers to means of escape for people with a disability?
- In multi-storey buildings with a lift is there an identifiable refuge (fire-protected space of suitable dimensions) or provision for assisted evacuation using a 'carry chair'?
- Are final exit routes from buildings as accessible to wheelchair users as entry routes?
- In parts of the building which may be used by people with hearing impairments, is the audible alarm supplemented by visual means of warning?



#### Automatic fire detection and fire alarm systems (Building Regulations Part B 2000)

“Automatic fire detection systems are not normally required in the Office, shop and commercial, assembly and recreation, industrial storage and other non-residential occupancies”.

#### **4. Door Opening Width**

#### **5. Aids to Communication**

A hearing enhancement system should be installed in rooms and spaces used for meetings and performances and at reception counters where the background noise level is high or where glazed screens are used.

An induction loop system is an assistive listening device which enables a Hearing Aid user to hear a sound source e.g. speaker without distractions or interference from background noises. An induction loop system consists of a microphone, amplifier/transmitter with the output connected to a continuous loop of wire that acts as an aerial and encircles the space.

An infrared system is an assistive listening device which converts a sound source into an infrared light signal which requires special headsets to receive the information.

#### **6. Signage**

To be embossed, symbol and Braille signage

#### **7. Step Nosing**

Each step nosing should contrast in colour and luminance with the remainder of the respective tread and should be on both the top of the step and front face of the step.

#### **8. Colour and Tonal contrast**

Colour is a means of providing information and communication within the environment. It is an essential component.

The creative use of colour in the environment can have an impact on people with disabilities. Too often it is given a secondary or cosmetic role. It can help people with a visual or cognitive impairment.

The above example illustrates that although there is a good level of colour contrast, tonal contrast is poor. Many people with visual impairments have difficulty with colour perception; therefore it is important that there is good tonal contrast.

For further information a CD rom “Colour and Contrast” is available from Dulux Trade: Tel 0870 242 1100



### **Communication of Policy**

This policy will be discussed at Finance and Resources Committee, published on the School website and the staff intranet.

### **Evidence of Implementation**

The Lead Trustee for Health and Safety will include this area in their termly inspections.

### **Review of Policy**

This is a statutory policy and will be reviewed every 3 years unless there are updates which are required to be made.

Other relevant policies:

- Inclusion policy