



# Lady Boswell's C.E. (Aided) Primary School

*Learning Together,  
Christ at the Centre,  
Learning for Life*

**ACCESSIBILITY PLAN**

Date of Policy: March 2026

Date of Next Review: March 2029

Policy to be authorised by: Full Governing Board

Policy approved: March 2026

Policy Author: Hannah Pullen & Hannah Browning

Signature:

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

**As a result, our children will:**

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

**At Lady Boswell's our Christian ethos drives our desire to positively promote equality, accessibility and inclusion, ensuring that, all members of our School community are welcomed and fully supported to actively engage and thrive in all aspects of school life.**

*We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.*

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

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

The school supports any appropriate partnerships to develop and implement the plan.

Kent County Council has published its own Education Accessibility Strategy here:

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/205784/KCC-Education-Accessibility-Strategy-2025-28.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0008/205784/KCC-Education-Accessibility-Strategy-2025-28.pdf) with the following three aims:

1. Increasing the extent to which disabled pupils can participate in the schools' curriculums.
2. Improving the physical environment of the schools so that disabled pupils are able to take increased advantage of educational benefits, facilities or services provided or offered by the schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school

## 2. Legislation and guidance

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

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

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It can be found in Appendix 1 below. This plan was written following consultation with all stakeholders (pupils, staff, parents and governors) alongside a review of the accessibility audit found in Appendix 2.

## 4. Monitoring arrangements

The Accessibility Plan covers the three-year period 2026-2029 and will be reviewed sooner if there are significant changes in our context or building. It will be reviewed by the Co-Headteachers and SENCo.

The Accessibility Plan is approved by Full Governing Body.

## **5. Links with other policies**

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

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

## Appendix 1 : Accessibility Action Plan

Education Accessibility Strategy Aim	Objectives	Actions	People Responsible	Early Success Indicators and Milestones
<p><b>Increasing the extent to which disabled pupils can participate in the school's curriculums.</b></p> <p><b>Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</b></p>	<p>Embed the 'Access' approach to adaptive teaching.</p>	<ol style="list-style-type: none"> <li>1. INSET for all teaching staff to launch Access Framework (pulling together of previous good practice).</li> <li>2. Developmental observations to refine practice</li> <li>3. Monitoring activities (book looks, learning walks etc) to ensure practice is embedded</li> <li>4. Training provided for support staff</li> </ol>	<p>HTs</p>	<p>Monitoring activities demonstrate fidelity to the approach.</p> <p>Outcomes for all pupils show that gaps are not widening over time.</p>
	<p>Remove barriers to writing to improve writing outcomes for those with SEND.</p>	<ol style="list-style-type: none"> <li>1. SENCO to access funds from Communities model to ensure SEND pupils have the tools needed to access the writing curriculum (writing slopes, accessible materials etc)</li> <li>2. Funding to be directed to expand dyslexia / SpLD friendly reading scheme to ensure a much wider range of hi/low books are available to pupils throughout KS2 to remove barriers to accessing quality reading materials.</li> <li>3. Headteachers, SENCO and Strong Foundations Lead to work together to ensure that strategies for writing in EYFS and KS1 ensure no pupil is</li> </ol>	<p>SENCO</p> <p>English Lead</p> <p>Strong Foundation Lead</p> <p>HTs</p>	<p>% of SEND Pupils achieving age related expectations increases to above 50%</p>

		<p>disadvantaged and gaps do not appear early on.</p> <ol style="list-style-type: none"> <li>English lead to ensure that new handwriting approach is accessible to all and is supported by gross and fine motor activities to remove barriers for those with co-ordination difficulties.</li> <li>SENCo to work to develop Lady B's as an exemplary Dyslexia / SpLD Friendly School.</li> </ol>		
	<p>Further develop our comprehensive and responsive CPD offer so that all staff are able to support children with high-incidence SEND (Autism, ADHD, Dyslexia / SpLD).</p>	<ol style="list-style-type: none"> <li>HT and SENCo to audit high incidence SEND against current staff training matrix and identify further gaps</li> <li>HT and SENCo to establish a SEND induction CPD checklist to ensure all new staff are quickly equipped to support children with additional needs and disabilities.</li> <li>SENCo to obtain further training before any child with a disability or medical condition we are not experienced in starts the School.</li> </ol>	<p>HTs SENCo</p>	<p>Staff surveys show that teachers and TAs are confident to support a wide range of disabilities.</p> <p>Monitoring of the quality of teaching and learning demonstrates that needs are being met.</p> <p>Parental satisfaction in SEN support is high in annual survey.</p>
	<p>Continue to build SEND capacity so that the School has the structures in place to welcome and include pupils with disabilities.</p>	<ol style="list-style-type: none"> <li>To establish a system of supervision to ensure staff have the skills required to support children with SEND.</li> <li>Continue to build capacity within the SEND team, regularly reviewing staffing structure to ensure we have the capacity to meet the demands of an increasing SEND register.</li> </ol>	<p>HTs SEND Team</p>	<p>Children with SEND achieve well against their individual targets.</p>

		3. Maximise CPD strategy to ensure all staff have the knowledge and skills to respond to all SEND needs		
	Explore ways to include all children with neurodiversity, including those with complex needs, in large scale events such as the Summer Production and Pupil-led Church Services.	<ol style="list-style-type: none"> <li>1. SENCO to work with Year 5 &amp; 6 teachers and parents to review each child individually so that any barriers can be removed and their preferences for participation can be met.</li> <li>2. SENCO to support Year 5 &amp; 6 teams in having individual conversations with parents, to reduce barriers of Term 6 curriculum, and to consider pupil preferences for participation. CT to write personalised curriculums with SENCO and parents to maximize engagement</li> <li>3. SEND Teacher to work alongside Enrichment, EVC and Worship Lead to create a neurodiversity checklist /protocol for all neurodiverse pupils <ol style="list-style-type: none"> <li>1) Consent/Pupil Voice</li> <li>2) Social Story using widgeit</li> <li>3) Reasonable adjustment consideration</li> <li>4) Plan A and Plan B shared with parents, child, office</li> </ol> </li> </ol> <p>This would be accessible for all children with SEND</p>	<p>Year 6 Teachers SENCo HTs</p> <p>SEND teacher CTs</p>	Children are included in a way that is meaningful and positive for them, each year going forward.

	Ensure that our extended School provision (Orchard and enrichment clubs) consistently have the capacity to support children with complex SEND	<ol style="list-style-type: none"> <li>1. SENCo to work with Orchard Manager to review training needs.</li> <li>2. SENCo to work with Orchard Manager to apply Mainstream Core Standards to the Orchard environment, where appropriate.</li> </ol>	Orchard Manager SENCo	
<b>Improving the physical environment of the school so that disabled pupils are able to take increased advantage of educational benefits, facilities or services provided or offered by the school.</b>	Re-develop the School's Care Suite so that the School can meet the needs of pupils with specific medical needs.	<ol style="list-style-type: none"> <li>1. Office Manager and Medical lead to address storage of spare uniform and purchase improved storage facilities.</li> <li>2. Caretaker and Business Manager to ensure that the changing table is functional and that the necessary equipment is installed to meet the needs of specific individuals.</li> </ol>	Medical Lead (Office)	Care suite in used by September 2026
	Continue to develop the physical environment so that pupils have access to a range of physical and sensory supports in and out of the classroom.	<ol style="list-style-type: none"> <li>1. SENCo to secure community funding to enable pupils to access standing desks &amp; wobble chairs additionally to what is already available for those with identified sensory processing difficulties.</li> </ol>	SENCo	The School has access to the necessary equipment by July 2026.
	Consider carefully the needs of pupils with disabilities when developing the outdoor play environment.	<ol style="list-style-type: none"> <li>1. Ensure that the outside area is laid with appropriate surfacing for ease of access for those with physical disabilities</li> <li>2. Ensure accessible play equipment to facilitate gross motor play for children with physical disabilities.</li> <li>3. Ensure children with neurodiversities are explicitly consulted in the development</li> </ol>	OPAL lead	Access is evident in long term OPAL plan.

		of play that suits their preferences and play styles.		
<p><b>Improve the accessibility of information so that other stakeholders (parents, employees, governors and visitors) can take full advantage of the facilities and services offered by School.</b></p>	<p>To continually review new content on the revised website to ensure screen-reader compatibility.</p>	<ol style="list-style-type: none"> <li>1. Screen reader compatibility: whilst our website has been built to include functionality that works with screen readers, we may need to make some improvements by working with our website provider.</li> <li>2. Regular audits and user testing: We commit to annual audits and user testing.</li> <li>3. User feedback: We will incorporate feedback from users to enhance accessibility.</li> <li>4. Keeping up-to-date: We will endeavour to keep up to date with evolving accessibility standards and best practices</li> </ol>	<p>HTPA School Business Manager</p>	<p>Website is complaint</p>
	<p>To explore the use of AI systems in supporting accessibility for adults in the School environment.</p>	<ol style="list-style-type: none"> <li>1. Consult with staff members with neurodiversity and/or dyslexia / SpLD to evaluate how AI can remove barriers and aid accessibility.</li> <li>2. Refine AI platforms and include in whole school policy, adding guardrails and DPIAs as appropriate</li> </ol>	<p>HTs</p>	<p>AI Policy includes reference to accessibility by July 2026.</p>

<b>Improve the School environment so that other stakeholders (parents, employees, governors and visitors) can take full advantage of the facilities and services offered by School.</b>	Parking	<ol style="list-style-type: none"> <li>1. Re-mark out disabled parking bay</li> <li>2. Add eye level signage for disabled parking bay</li> <li>3. Add directional signage to disabled parking bay</li> </ol>	Site Manager	
	Routes and pathways	<ol style="list-style-type: none"> <li>1. Add vertical wayfinding signage at KS1 gate entrance to school office, disabled parking, Orchard.</li> <li>2. Add tactile dropped kerb access at driveway crossing</li> </ol>	SBM / Site manager  Outside contractor	
	Entrance and doors	<ol style="list-style-type: none"> <li>1. Add push to exit signage on main door</li> </ol>	Site manager	
	Horizontal movement fixtures and fittings	<ol style="list-style-type: none"> <li>1. Add colour variation plate behind light switches.</li> <li>2. Add navigation signs from main hall to access corridors (KS1 already done, EYFS and KS2 to match)</li> <li>3. Test hearing loop in school office and repair / replace as needed</li> <li>4. Purchase a portable hearing loop for use as needed</li> </ol>	Site manager  HT  Office Manager Office Manager	
	Vertical movement	<ol style="list-style-type: none"> <li>1. Add step warning signage to EYFS and KS1 exit doors</li> <li>2. Investigate tools to highlight step up to provide greater visual contrast in EYFS and KS1 external doors</li> </ol>	Site manager	
	Toilets	<ol style="list-style-type: none"> <li>1. Adjust location of toilet roll holders and soap dispensers</li> </ol>	Site manager	

	<p>Accessible toilets</p>	<p>Main Accessible Toilet and Changing Space (left transfer)</p> <ol style="list-style-type: none"> <li>1. Add clearer visual signage to facilities</li> <li>2. Add a lever mixer or automatic tap for ease of use to both sinks</li> <li>3. Replace grab rails and toilet seats to ensure that there is appropriate contrast</li> <li>4. Replace flush to a pedal plate</li> <li>5. Add automatic soap dispenser</li> <li>6. Improve storage of spare uniform for hygiene and accessibility reasons</li> <li>7. Move toilet roll dispenser to a more accessible position</li> <li>8. Ensure the light switch is easily visible and reachable from a seated position</li> <li>9. Relocate defib into medical room</li> <li>10. Add tear off paper supply and PPE to stock</li> <li>11. Add nappy / disposable pad bin</li> <li>12. Add storage shelf for medical equipment</li> </ol> <p>KS2 Accessible toilet (right transfer)</p> <ol style="list-style-type: none"> <li>1. Adjust plumbing to ensure reliable supply of hot water</li> <li>2. Improve storage of overstock to ensure safe access</li> <li>3. Relocate hand towel dispenser so that it is accessible to all</li> <li>4. Add storage shelf for medical equipment</li> </ol>	<p>Site manager / School Business Manager to consider outside contractor refurbishment</p>	
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	Emergency evacuation	<ol style="list-style-type: none"> <li>1. Add process in signing in protocols that identifies visitors that require assistance in an emergency.</li> <li>2. Develop a plan of accessible fire exits that could be shared with wheelchair users</li> <li>3. SBM to develop and share GEEPs for hirers and other groups of people that do not regularly use the building</li> <li>4. Adjust fire evacuation policy to ensure explicit reference to the alternative muster points.</li> </ol>	<p>Office Manager</p> <p>Office Manager</p> <p>Business Manager</p> <p>Business Manager</p>	
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## Appendix 2: Accessibility Audit completed March 2026

Access rating – (1= very bad to 5 = very good) Priority rating – (1= non-priority to 3 = high priority)

A1-A19	Description	Access rating	Urgency rating	Notes
<b>Parking</b>				
A1	Is the building within convenient distance of a public highway to enable people to use public transport?	4		
A2	Is there car parking for disabled people or people with reduced mobility?	4		
A3	Is there an appropriate number of accessible parking spaces?	4		
A4	Are accessible parking bays marked out and easily identified?	2	2	Previous marking worn
A5	Are there directions and/or signs to easily locate the accessible parking?	2	2	Natural path but no specific signage
<b>Routes and pathways</b>				
A6	Is the route from the car park to the building clearly marked/found?	3	2	Natural path but no specific signage
A7	Is the route free of kerbs and does it have sloped access at appropriate points?	3	2	Dropped kerb missing at driveway – requires tactile dropped kerb as those entering from Radley’s field gate would not be able to navigate the crossing.
A8	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	5		Via Orchard door
A9	Is there tactile paving built into sloped paths and other crossing points?	4		
A10	Is the general path’s surface smooth and slip resistant, and is the route to the building kept free of snow, ice and fallen leaves?	4		
A11	Is the route wide enough to allow wheelchair users and others to pass each other?	3		
A12	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment?	4		
A13	Are routes adequately lit?	5		
A14	Is wayfinding signage easy to see and navigate?	2	2	Natural path but no specific signage
A15	Is the route level or gently sloping?	4		

A16	Are there steps as part of the route to the premises? If so, is there an alternative level access to the building that is not too long distance?	5		
A17	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	5		
A18	Are there contrasting surfaces at the top and bottom of steps?	5		
A19	Do steps have lighting available?	5		
B1-B16	<b>Entrance and Doors</b>	Access rating	Priority rating	Notes
B1	Do disabled staff/visitors need to let someone within your school know they are there to gain entrance? (This might be because of security to the building, limited access to the venue or specific opening times)	5		
B2	Is the main entrance door of sufficiently light weight to be opened by any user (whether a wheelchair user, someone with limited strength or someone using a walking aid)?	5		
B3	If the push pad or security swipe entrance is fitted, is it clearly marked and easy to access for all people?	4		
B4	If the door is glass, is it visible when shut?	4		
B5	Does the entrance door clearance when opening permit passage of a wheelchair user?	5		
B6	Does it have a level or flush threshold, and a recessed matwell?	5		
	<b>Internal doors</b>			
B8	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate/Walker?	3	1	Not in all cases – some change not possible due to building design
B9	Are door handles of a type easily used by all people?	5		All lever or push handles
B10	Are door handrails at a height for standing/sitting use, and are door handles clearly distinguished?	4		Metal / wood contrast complaint.
B11	Can it be easily grasped and operated?	3		
B12	If the door has an open/close mechanism does it have:			
	(a) delayed action?	5		
	(b) slow-action?	5		

	(c) low resistance weight?	5		
B13	If the door is power-operated does it have visual and tactile information explaining this?	3	2	Signage worn and needs replacing
B14	If there is a lobby between two sets of doors, do the inner and outer doors meet the same criteria?	n/a		
B15	Does the clear opening width of doors permit wheelchair access?	4		
B16	Are door mechanism functions checked regularly?	5		
C1-C33	<b>Horizontal movement fixtures and fittings</b>	Access rating	Priority rating	Notes
C1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	4		
C2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	3		
C3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	3	1	Variable across the school. Adequate contrast between walls and doors. Where new wood flooring installed, limited contrast between walls and doors.
C4	Are corridors noisy and echoey when walking or talking?	4		
C5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	5		
C6	Is turning space in lobbies adequate?	5		
C7	Are doors within corridors and entering rooms accessible? (See section 2 – doors)	3	1	Variable across the school. Widths compliant but no internal automatic doors. Main hallway doors fixed open (automatic release in emergency)
C8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	4		
C9	Are there visual clues for people to navigate?	3	1	No unaccompanied visitors due to safeguarding policy so anyone unfamiliar would be escorted at this time
C10	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	5		
	(b) avoid light reflection and sound reverberation?	5		

C11	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	n/a		
C12	Is lighting designed to meet a wide range of needs?	5		Various lighting options available in most spaces including low level lighting to support sensory needs
C13	Are rooms maintained to reduce hazards for people with visual disabilities?	4		Limitations of classroom environments – risks minimized where possible.
C14	Are there quiet spaces for people to go when needed?	5		Sensory rooms and breakout spaces available
C15	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	5		
C16	Are seating arrangements/spaces suitable for use by people with visual impairments?	5		Good colour contrasts between chairs and tables
C17	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	5		
C18	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	5		
C19	Are serveries/counters accessible to all users, including those with hearing impairments?	3		Counter above 700mm but staff able to assist. Alternative spaces available for eating where hall environment provide sensory overload.
C20	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	n/a		
C21	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	n/a		Consider height of coin slot, information displayed and how items are dispensed.
C22	Are all fittings readily distinguishable from their background?	2	2	This could be switches, power door pads, coat hooks or other fixtures. Good contrast between walls and fixtures will help independence. This doesn't mean redecorating; having a contrasting colour plate behind the fixture will help.
C24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	4		
C26	Is any staff accommodation suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced-level kitchen units and sink and lever action taps?	n/a		
C28	Is the main reception area equipped with induction loops for people with hearing aids?	3	2	Needs to be tested as no confirmation that it is working reliably.
C29	Are all areas for assemblies/meetings equipped with an induction loop system?	1	2	Some classrooms have a portable loop system that could be moved as required.

C30	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	1	2	School should consider purchasing a portable loop for use.
C31	Are relevant induction loops within teaching areas linked to A/V equipment?	5		
C32	Is the functioning and operation of induction loops checked regularly?	1	2	To be tested
C33	Are telephones fitted with inductive loop couplers?	1	1	
D1 – D33	<b>Vertical Movement</b>	Access rating	Priority rating	Notes
D1	Is the location of any steps/stairs/ramps clearly indicated by use of signs/colour/contrast/texture/lighting?	3	2	Single story building.
D2	Do any steps/stairs/ramps have a handrail to one/both side(s), and do they extend 300mm beyond the top and bottom of any flight?	3	1	True where two steps. For single step down, no hand rails in place. Portable ramp available.
D3	Do stairwells have markers to identify when a person is at the bottom of a run of stairs?	n/a		
D4	Are any level areas between flights or at the top/bottom of stairwells clearly lit?	n/a		
D5	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	n/a		
D6	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	n/a		
D7	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	4		Steeper gradient on exit doors for Year 2 classrooms. Portable ramp available.
D8	Are all ramp gradients easily negotiated?	4		As above
D9	If a permanent ramp cannot be provided (perhaps in a listed building) can a moveable ramp be made available?	5		As above
D10	Are steps available as an alternative to any ramp or ramped surface?	5		Some people may find using steps easier than a ramp.
D11	Where level change is less than a full storey in height is a power-operated lift appropriate?	n/a		
	<b>General toilets</b>	Access rating	Priority rating	Notes
E1	Do all lavatory areas have slip-resistant floors?	5		
E2	If used by all users, is the approach to the facilities free of steps/narrow doors/obstructions?	5		Separate disabled facilities

E3	Are fixtures and fittings easy to distinguish by colour contrast from walls?	5		
E4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	5		
E5	Are all door fittings/locks easily gripped and operated?	5		
E6	Are mirrors positioned at a height and location suitable for all users?	5		
E7	Is the location of the different toilets clearly signed?	4		
E8	Do you have a wider cubicle within the general toilets that could be used by someone with limited mobility?	5		One adult toilet has wider cubicle
E9	Are handrails fitted to the larger cubicle?	1	1	Available in accessible cubicle
E10	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	3	2	All require significant twisting
	<b>Accessible toilets</b>			Accessible toilets can be complex, consider looking at <a href="#">CAE Accessible Toilet guide</a>
E11	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	5		One left and one right transfer toilet in building
E12	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	3	2	Main toilet compliant, KS2 toilet storage issues
E13	Is the flush on the same side as a person would transfer to make it easier to reach?	5		
E14	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	5		
E15	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	5		
E16	Is there a shelf available near the toilet for people to use?	1	2	
E17	Is the soap dispenser and toilet roll holder of a type that is easily used by a range of people and appropriately positioned for ease of use?	2	2	Not correct type or location
E18	Are the door fittings/locks and light switches easily reached and operated?	2	2	Light switches not easily accessible
E19	Is there an emergency call system and is someone designated to respond?	5		Tested and compliant, designated person responded.
E20	Can the emergency call system be operated from floor level?	5		Often these are tied up or put up high to avoid being accidentally pulled, but they are full length for a reason.

E21	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	5		This can be a complex area – consider looking at recommended guidance.
E22	Are handwashing and drying facilities within reach of someone seated on the toilet?	3	2	Drying facilities not in easy reach
E23	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	2	2	
<b>Changing area</b>				
E24	Do you have a Changing Place facility, and is it available purely for pupils/staff and external groups using the building or offered as a community facility?	n/a		See <a href="http://www.changing-places.org/">http://www.changing-places.org/</a> for more information. Toilet not accessible from both sides and no hoist.
E25	Do you offer discrete changing facilities for people that need them?	5		.
E26	Within the main changing area or accessible toilet, are there accessible showering facilities?	n/a		
E27	Is there a wide shower seat or possibly two shower seats?	n/a		
E28	Are clothes hooks/lockers of a suitable size and height to meet all users' needs?	n/a		
E29	Are locker locks easy to use for people with limited dexterity or strength?	n/a		
E30	Do you offer gender neutral toilet facilities?	5		
<b>Fire Exits</b>		Access rating	Priority rating	Notes
F1	Is there a visible as well as audible fire alarm system in all parts of the building, including toilets and stairwells?	4		Throughout KS2 building, in the school hall and in all accessible toilets. Not in 'older' KS1 and EYFS classes.
F2	If there are no visual alarms in place, do you provide a pager system for deaf staff/pupils?	4		Not currently. Office would be aware of evac assistance.
F3	Are fire exit routes accessible to all, including wheelchair users?	3	3	Not all fire exits are accessible – need a system of communicating nearest accessible fire exit.
F4	Is evacuation from upper and lower levels possible using:			
	a) an evacuation lift /platform lift with a protected power supply?	n/a		
	b) Caterpillar platform lifts?	n/a		
	c) an evac chair?	n/a		
F5	Do you provide regular evac training for staff which includes the person/s that will need supporting in this way?	5		Fire drills
F6	Do disabled staff and pupils have individual PEEPs?	5		

F7	Do you have GEEPs in place for external groups, visitors and events?	1	3	The General Emergency Evacuation Procedure is for events or meetings with a group of people that don't usually use the building.
F8	Are PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person?	3	2	PEEPs yes, GEEPs not currently in place
F9	If disabled people cannot evacuate from the building independently, are designated and signed refuge areas available?	n/a		
F10	If refuges are available, are they equipped with intercoms to let people know they are there?	n/a		
F11	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	5		Alternative muster points available – KS1 and KS2 playgrounds.
F12	Are external fire points and routes accessible and monitored?	5		
F13	Are all fire warning devices and detectors checked routinely and regularly?	5		
	<b>Description</b>	Access rating	Priority rating	Notes
G1	Do you publish on your website information on the accessibility of your premises and services?	5		
G2	Do lighting installations in the building take into account the needs of people with visual impairments being able to access information?	5		
G3	Is there a tactile plan or diagram of the building?	1	1	Not currently available
G4	Are there large-print versions of information about the building/services/activities available?	4		Can be made available
G5	Is there Braille information about the building/services/activities available for people with visual impairments?	1	1	
G6	Is there an audio version of information about the building/services/activities available?	3	1	Website where information is published is accessible for text to voice software
G7	Are there BSL/Makaton videos/information about the building/services/activities available?	1	1	
G8	Is there Easy Read information about the building/services/activities available?	1	1	
G9	Are there alternative-format reading books available in the library?	4		
G10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	5		

G11	Where a payphone is provided does it have a hearing aid coupler?	n/a		
G12	Are all locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background?	3	1	Signage limited – see previous
G13	Are mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone?	5		
	<b>Equality Adjustments</b>	Access Rating	Priority Rating	Notes
H1	Do you have a prayer room or a designated quiet room?	4		No designated room but capacity to make space available
H2	If you have a prayer room, do you have designated washing facilities?	n/a		Yes – within community room if used as a prayer room
H3	Do you have a designated quiet room?	4		Sensory room, Community room, Orchard 1, Orchard 2, Early Years intervention space
H4	Do you have access to language interpreters and are staff confident about how to utilise this?	3		Google translate via ipads
H5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	5		Vision, equality statement, accessibility policy
H6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	5		
H7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	5		