



**GREAT FINBOROUGH
CHURCH PRIMARY**

Accessibility Plan 2020-23

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Chair of Governors:	Jamie Warner
Chair of Committee:	
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Great Finborough Church Primary

Accessibility Plan 2020-23

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is a wide one. A disabled person is someone who has 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 definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down's Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Our school believes that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

- We *include* all children meeting their individual needs.
- Teachers adapt lessons for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- We make every effort to narrow the gap in attainment for children with Special Educational Needs (SEND).
- English as an Additional Language (EAL) is not considered a Special Educational Need but these children's needs will be met through differentiation.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and special educational needs.

At present we have no students with severe disabilities, but those currently within school include:

- Hearing impairment
- Hyper mobility
- ASD
- Behavioural problems
- Dyslexia
- Sensory processing
- Speech disorders
- ADHD
- Social communication disabilities
- epilepsy

We are not aware of any specific disabilities being present in the intake for the next two years,

When making plans we are aware that the core of the school is a Victorian building and, for this reason, there are some physical constraints on making adjustments to the building.

An audit of the schools provision has been made taking into account the needs of current pupils, staff and visitors and those known to be joining us in the next two years.

This plan will be reviewed bi-annually and whenever we become aware of children or adults (staff or visitors) who have needs beyond those currently addressed.

Audit Results

<p>Disability awareness/training.</p>	<ul style="list-style-type: none"> • In line with Code of Practice for Special Needs we have an updated SEND Policy document which is reviewed annually. • All staff are aware of the implications of the Disability Act and the related DDA policy. • When new members of staff (teachers, learning support assistants and mid day supervisors) are appointed, training needs will be assessed. • At present disabled access into and around the school, and toilet facilities are considered to be good and meet the needs of our current pupils.
<p>How does your school deliver the curriculum.</p>	<ul style="list-style-type: none"> • Please see our SEND Information report, attached to this document
<p>How does your school deliver materials in other formats for anyone who wants it?</p>	<ul style="list-style-type: none"> • School will ensure that if requests are made for alternatives, then we will endeavour to accommodate requests either internally or via the Advisory service. • Staff are aware of the need to be proactive in approaching parents/carers who may need support in accessing written information. • Written material is presented to all stakeholders in a user friendly manner. • Much of the school's written documentation is now available on the school website. • All stakeholders are able to contact the school via email. • Appropriate furniture is selected and located under the direction of OT/Physio staff in consultation with teachers. • School endeavours to familiarise all staff with the technologies available to assist people with disabilities. • Pictures & visuals for children with speech disorders, as advised by speech & language therapists
<p>General. (Victorian building : availability of space impacts on this section)</p>	<ul style="list-style-type: none"> • Fire and Emergency procedures have been reviewed and plans produced for all pupils, staff and visitors with additional needs.
<p>Getting to the building.</p>	<ul style="list-style-type: none"> • All visitors, including taxis for the disabled are required to park in the village car park (coaches for swimming or trips may stop in Middlefield Drive) in the interests of safety • In the event of access being needed for someone with severe mobility problems the school gates could be opened at an appropriate time to allow for temporary parking in the playground • School has good disabled access via a level surface and a sloping ramp to the front door.

Internal Facilities.	<ul style="list-style-type: none"> • The building has had internal adaptations made to accommodate disabled stakeholders – doorsteps have been removed. • Corridors, classrooms and hall are all on one floor level.
Vertical Movement.	<ul style="list-style-type: none"> • The front (old) entrance door is not appropriate for wheelchair accessibility. • The entrance at the back of the school via the glass corridor may need to have a sloping access ramp fitted if required for accessibility.
External Facilities	<ul style="list-style-type: none"> • External gates and paths are all accessible. • The school garden has sufficient space round the planting beds to be accessible to wheelchair users. • The school field is very muddy in winter and would not be accessible to wheelchair users except for the area of Astroturf.
Sensory impairment.	<ul style="list-style-type: none"> • Non-Visual Guides will need to be fitted if required by staff or pupils in the future • Hearing loop will need to be fitted if required by staff or pupils in the future. • School has two Soundfield systems to assist pupils with minor hearing difficulties.

Great Finborough Church Primary

SEND Information Report

Who are the best people to talk to in school about my child's Educational Needs and/or Disabilities (SEND)?

- Class teacher: He/She is responsible for:
 - Ensuring that all pupils have access to good or outstanding teaching
 - Ensuring that the curriculum meets your child's individual needs
 - Checking on the progress of your child
 - Letting the SENDCO know as necessary about the targeted support they are implementing
 - Communicating specific targets and sharing and reviewing these with parents
- SEND co-ordinator - Mrs Susan Baldry: She is responsible for:
 - Coordinating all the support for students with SEND
 - Developing the school's SEND policy to make sure that all pupils get a high-quality response to meeting their needs
 - Coordinating provision made to support individual pupils with SEND and ensuring that records are kept up to date
 - Providing professional guidance to colleagues
 - Organising training for staff so they are confident to meet the needs of your child and others in the school
 - Ensuring that parents are kept well informed about the support their child is getting
- The SEND Governor- Mr Peter Samson: He is responsible for:
 - Making sure that the necessary support is provided for any child who attends the school who has SEND, through regular contact with school staff.

Contact details:

- **Phone:** 01449 613208
- **Email Address:** admin@greatfinborough.suffolk.sch.uk and SEND@greatfinborough.suffolk.sch.uk

How do teachers at our school identify and assess pupils with SEND?

At Great Finborough we acknowledge the importance of the early identification of SEND, as outlined in the SEND Code of Practice 2014.

- Through liaison with parents and feeder settings, observation and tracking of progress.
- Use of outside agencies when appropriate.
- Pupil progress meetings.
- Use of a variety of specific standardised assessments to provide a more detailed picture of the child's needs
- Reports from professionals

What kinds of SEND are provided for at our school?
The new code of practice states that there are four main broad areas of SEND.

Cognitive and Learning

Child may have difficulties with the following skills needed for effective learning such as:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Communication and Interaction

Children may have a delay or disorder in one or more of the following:

- Attention and interaction skills
- Understanding
- Speech and expressive language

Sensory and Physical

Children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/Fine motor skills
- Visual and/or hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building/equipment
- Over sensitivity to noise/smell/light/touch/taste
- Sensory processing disorder

Social, Emotional and Mental Health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behavioural difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image
- Social communication difficulties
- ASD

We will use our best endeavours to ensure that your child's learning and medical needs are met.

We work with a range of diagnosed conditions including:

- ADHD
- Autism
- Dyslexia and dyscalculia
- Dyspraxia
- Speech and Language
- Hearing Impairment
- Epilepsy
- Global developmental delay

How does the school communicate with the parents of SEND children?

- Informal dialogue between parents and class teachers in order to seek their views and listen to any concerns that they may have
- Parents are involved in the devising and reviewing of the learning plan, including Education Health Care plans
- Discussions about any appropriate referrals to outside professionals to support child's learning
- Attending meetings with outside agencies and sharing of information
- Use of home-school contact books can be used if necessary
- Regular feedback on progress in an agreed manner
- Reports and parent consultations
- Induction and curriculum evenings
- Termly class newsletters
- Information on website
- Parent/ community involvement events
- Range of reward systems

How do staff communicate with the children who have SEND?

- Every term each child has a 1:1 session with their class teacher to access their views about education and learning.
- Children who are able to are involved in the devising and reviewing of their learning plan, including Education Health Care plans. They share in their individual target setting across the curriculum so that they know what their targets are and why they have them
- Visual timetables are clearly displayed in each classroom
- Instructions are broken down into clear simple steps (with a visual aid if necessary)
- They give children time to speak and listen carefully and respectfully to what they have to say
- Sharing Learning Objective and Success Criteria. Teachers provide verbal feedback in response to success criteria and also provide opportunities for children to self-review their work and their progress
- Star of the day and head teacher awards

How does the school enable children with SEND to access the whole curriculum and support their emotional well-being?

- SENDCO makes sure that all staff are aware of the needs of those pupils with SEND so that information can inform their planning
- Personalised planning with clear targets devised with pupils and parents
- Adapting lessons and resources sensitively to suit children's learning and emotional needs
- Small group support- programmes delivered to meet groups of children's needs
- Individual support
- Other professionals consulted as soon as a difficulty has been identified and investigated within school.
- Advice in reports from other professionals followed in school
- Sound field systems
- Reduced timetables
- Subject leaders ensure that teachers have the appropriate resources for the teaching of their subject area
- Ensuring that the PSHE curriculum covers aspects related to: feelings, personal and collective achievements, self-image, e-safety and anti-bullying
- Circle Time
- Sports Leaders
- Daily Collective Worship which discusses and celebrates the core Christian values.
- Displaying and celebrating children's work.
- Star of the day and head teacher awards.

What are the different types of support available for pupils with SEND in this school?

- All children receive class teacher input via good/outstanding classroom teaching
- An intervention group that may be run in or outside the classroom
- An intervention group run by a teaching assistant, class teacher or outside professional who has received training to run these groups
- Specialist monitoring and assessment by outside agencies. If a child is identified as needing more specialist input the SENDCO can refer them to an outside professional with parental permission. The outside professional may work with the child to understand their needs and make recommendations to the school.

How is extra support allocated to pupils?

A basic level of funding for SEND is contained within the school's budget. Additional funding can be applied for by the school for individuals whose needs are severe and complex.

At Great Finborough we use the following interventions:

- Dancing Bears and Bear Necessities for supporting early phonics
- Time to Talk for supporting speaking and listening skills
- Gym Trail for supporting fine and gross motor skills
- LDA Listening Skills for supporting listening
- AcceleRead and AcceleWrite for supporting Reading and Writing skills
- Power of 2 for supporting Maths
- Numicon for supporting Maths within lessons
- Lego Therapy for supporting social skills
- Precision Teaching for supporting individual reading and writing targets
- BEAT dyslexia
- Social communication group
- Social stories
- Social snack times

How does the staff evaluate the effectiveness of the provision provided for children with SEND?

- A provision map is created and then reviewed termly
- Pre and post intervention data
- Assessment coordinator and SENDCO analyse tracking data
- Annual review of SEND policy and SEND information report
- Termly Pupil Progress meetings with the head teacher
- Book scrutiny
- Lesson Observations
- Regular discussions between class teachers and SENDCO
- Review of individual support plans

How do children with SEND engage in activities with other children?

Provision is tailor made to suit the child so that they can be included in:

- Educational visits
- Residential visits
- Clubs/Activities

How accessible is the school environment in supporting children with SEND?

Despite our Victorian buildings our environment is monitored and adapted to make effective provision for a wide range of physical and sensory abilities. Detailed information can be found in the school's Accessibility Policy.

What other agencies do the school work with to support SEND children?

Where necessary we liaise with agencies who provide for areas such as:

- Speech and language
- Autistic spectrum
- Specific learning difficulties
- Sensory impairment
- Personal, social and emotional development
- Child health and development
- Family support
- Educational Welfare
- Other agencies as required to support specific children's needs
- Local Authority support services

What is the expertise of your staff and what staff training has been provided?

- All teachers – qualified teacher status with regular, relevant updates.
- SENDCO – qualified teacher with experience of SEND support
- Safeguarding training
- First Aid/Paediatric First Aid training
- Food hygiene and Fire safety training
- Forest Schools- Level 1 and Level 3
- 1 Higher Level Teaching Assistant (HLTA) in school
- Teaching assistant (TA) training (varied according to needs of cohort and specific interventions to be delivered)
- Sensory processing training
- Makaton training
- Safe handling training
- Updates in staff meetings
- School Nurse training on medical needs
- CPD opportunities for all staff (local and national)

How is transfer between schools managed for SEND children?

Children in EYFS are gradually introduced to school through home visits to meet the teacher, come and join in sessions, teachers visiting feeder settings and parents' induction evening. New entrants into EYFS are provided with a transition book which they can look at during the summer holidays with their families.

On leaving our school children visit their next setting on transition days and have meetings and additional visits depending on their particular needs. SENDCO will attend transition meetings at the High Schools with their SENDCO. Support from outside agencies to support pupil transition may be necessary.

Children joining our school between these times are carefully tracked as a focus group.

Each year group has a transition day in July. Information evenings for parents are held in July to inform them of the changes in curriculum and the expectations for their children.

Who, outside of school, can I turn to for advice and support?

Contact details of support services/groups for parents of pupils with SEND, for example SENDIASS. The Suffolk Parent Partnership Service has now changed to the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

At school we are always happy to help and listen but sometimes you may want impartial advice from outside of school. This might be about services available in the Local Authority, transition to secondary school or other issues that may come up.

SENDIASS provides impartial information, advice and support to parents of children with special educational needs and disabilities (SEND) and young people with SEND up to the age of 25.

- In Suffolk, parents and young people can contact the helpline on 01473 265210.
- Parents can contact SENDIASS by email: parent.partnership@suffolk.gov.uk
- Parents may also be able to find the information on their website: www.suffolk.gov.uk/parentpartnership

For more information please read the school's SEND Policy which can be found on the website.

You may have heard of the 'local offer'. This is part of the SEND reforms; as part of the Children and Families Act, from September 1st 2014 local authorities must publish a local offer setting out information about the provision available for children and young people in their area who have SEND.

Schools must contribute to the local offer by sending certain information to the local authority.

For more information about Suffolk's Local Offer visit: <https://www.access-unlimited.co.uk/send-reforms/local-offer/>

The SEND Information Report is reviewed and updated annually in consultation with parents and staff members.
The next review will be in March 2021.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Curriculum (Learning and Social)					
Continue to purchase resources appropriate to individual pupil needs, as recommended by the Advisory Service	Work with the Advisory Service to identify specific needs. Source required items.	Ongoing	School Budget	SENDCO	
Access to Information					
Provide an update to Disability Awareness training, including Equalities legislation for all staff	Identify and evaluate sources of training Book training, ensuring staff available to attend	March 2021	School Budget	SENDCO	



NAME OF SCHOOL: Great Finborough Church Primary

CONTACT PERSON: Stephen Dodd

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?				x	
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x				

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? <i>(see guidance notes)</i>						
3	Do all staff seek to remove all barriers to learning and participation? <i>(see guidance notes)</i>	x				
4	Is teaching appropriately differentiated to meet individual needs so that all children and young people make good progress? <i>(see guidance notes)</i>	x				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x				
7	Are reasonable adjustments made for all learners? <i>(see guidance notes)</i>	x				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? <i>(see guidance notes)</i>	x				
9	Are staff aware of and make provision for exam access arrangements? <i>(See guidance notes)</i>	x				
10	Do you provide access to appropriate technology for those with disabilities?	x				
11	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? <i>(see guidance notes)</i>						
12	Do you have arrangements to provide information in simple language, symbols, large print, on DVD or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x			We have facilities to provide information in simple language and symbol format would make arrangements for other formats if this was needed
13	Do you have the facilities such as ICT to produce written information in different formats?	x				

14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities in a range of media?		x			Recently we have not had requests for this, but do so if asked or the need is identified.
15	Is furniture and equipment selected, adjusted and located appropriately?	x				
16	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	x				

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

MAIN SCHOOL BUILDING:

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	6	17B	Number of those teaching spaces which are accessible:	6
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>			x		We currently have no visually impaired learners
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	x				PEEPs are in place for all pupils with disabilities
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?			x		No pupils in school currently who require adjustments
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>		x			HT Office and staffroom can be used when required.
24	Is the playground and outdoor recreational facilities made accessible to all?	x				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>			x	No school car parking

26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>	x			There is a small slope leading from the playground to the front door. This is unlikely to pose a problem but staff need to be aware.
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		x		
28	Do all those steps have a contrasting colour edging?			x	
29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			x	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	x			
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			x	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>	x			
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>		x		Door to fire exit to old Front Door from the Hall has several steps not navigable by wheelchair and insufficient room for a ramp. The room has an alternative exit door.
35	Do all the corridors have a clear unobstructed width of 1.2m?		x		Red/Green corridor and Blue Class corridor have coat pegs each side. If wheelchair access is required for these rooms this might have to be reviewed.
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	x			
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>	x			Disabled toilet has a shower and sufficient space to be used as a changing room.

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>	a	b	c	d	Step to Headteacher's Office
		Yes	No	N/A		Comments for school use
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>		x			

40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>		x		This only affects the Headteacher's office and alternative private arrangements would be made for learners to meet the Headteacher, e.g., in the staffroom
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			x	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i>			x	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>		x		The fire exit to the road from the school hall is accessible only via steps and the run is too steep and narrow to provide a ramp. There is also a step from the door in the glass corridor to the outside.

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				x	No staff or pupils require this at present
45	Could any of the décor be confusing or disorientating for pupils with disabilities?				x	No staff or pupils to whom this applies at present
		Yes	No	N/A		Comments for school use
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		x			
47	Does the block have a "Soundfield" sound reinforcement system?	x				
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	Two portable Soundfield systems are available and moved between teaching areas dependent on the needs of the children in each teaching area.				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No, no children with significant hearing impairment..				
50	Does the school provide appropriate auxiliary aids to those who need them?	Yes				

NEW CLASSROOM BLOCK

17A	Number of teaching spaces in block (<i>refer to AMP data</i>)	2	17B	Number of those teaching spaces which are accessible:	2
18A	Number of social spaces in block (<i>see guidance notes</i>)	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? (<i>both internal & external</i>)			x		As Main School
20	Do you have a clear evacuation plan for individuals with disabilities? (<i>see guidance notes</i>)	x				As Main School
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				As Main School
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?			x		As Main School
23	Are quiet rooms/calming rooms available to children who need this facility? (<i>see guidance notes</i>)		x			As Main School
24	Is the playground and outdoor recreational facilities made accessible to all?	x				As Main School

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? (<i>see guidance notes</i>)			x	As Main School
26	Are there any barriers to easy movement around the site and to the main entrance? (<i>see guidance notes</i>)		x		As Main School
27	Are steps needed for access to the main entrance? (<i>see guidance notes</i>)		x		As Main School
28	Do all those steps have a contrasting colour edging?			x	As Main School
29	If there are steps, is a ramp provided to access the main entrance? (<i>see guidance notes</i>)			x	As Main School
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	As Main School
31	Is it possible for a wheelchair user to get through the principal door unaided? (<i>see guidance notes</i>)	x			As Main School
32	If no, is an alternative wheelchair accessible entrance provided? (<i>see guidance notes</i>)			x	As Main School

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? (<i>see guidance notes</i>)	x			As Main School
34	Do all internal doors allow a wheelchair user to get through unaided? (<i>see guidance notes</i>)	x			As Main School
35	Do all the corridors have a clear unobstructed width of 1.2m?	x			As Main School
36	Does the block have a wheelchair accessible toilet? (<i>see guidance notes</i>)	x			As Main School
37	Does the block have accessible changing rooms/shower facilities? (<i>see guidance notes</i>)		x		Would use shower in main school

4d VERTICAL MOVEMENT		a	b	c	d	
		Yes	No	N/A	Comments for school use	
38	How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>					
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			x		As Main School
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			x		As Main School
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			x		As Main School
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i>			x		As Main School
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>			x		As Main School

4e SENSORY IMPAIRMENT		1	2	3	4	
		Yes	No	N/A	Comments for school use	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				x	No staff or pupils to whom this applies at present
45	Could any of the décor be confusing or disorientating for pupils with disabilities?				x	No staff or pupils to whom this applies at present
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>		x			
47	Does the block have a "Soundfield" sound reinforcement system?		x			There are two portable units available in the school and these would be moved into the block if required by a pupil
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	N/A				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	As Main School				
50	Does the school provide appropriate auxiliary aids to those who need them?	Yes				

SCHOOL FIELD

17A	Number of teaching spaces in block (<i>refer to AMP data</i>)	1	17B	Number of those teaching spaces which are accessible:	1
18A	Number of social spaces in block (<i>see guidance notes</i>)	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? (<i>both internal & external</i>)			x		No staff or pupils to whom this applies at present
20	Do you have a clear evacuation plan for individuals with disabilities? (<i>see guidance notes</i>)	x				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?			x		No special needs at present
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	x				Not applicable outdoors
23	Are quiet rooms/calming rooms available to children who need this facility? (<i>see guidance notes</i>)		x			As Main School
24	Is the playground and outdoor recreational facilities made accessible to all?		x			The field is very muddy in winter and only the astroturf area would be accessible to wheelchair users – but we have none in school at present

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? (<i>see guidance notes</i>)			x	
26	Are there any barriers to easy movement around the site and to the main entrance? (<i>see guidance notes</i>)		x		But ground condition can sometimes be a problem. Slight slope in access from school to field.
27	Are steps needed for access to the main entrance? (<i>see guidance notes</i>)		x		But the main door out of the school to the Field has a step. If we had a child or adult with mobility problems they would need to go via Red class where there is a ramp, or we would need to install a ramp at the back door.
28	Do all those steps have a contrasting colour edging?			x	
29	If there are steps, is a ramp provided to access the main entrance? (<i>see guidance notes</i>)			x	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	
31	Is it possible for a wheelchair user to get through the principal door unaided? (<i>see guidance notes</i>)		x		See 27
32	If no, is an alternative wheelchair accessible entrance provided? (<i>see guidance notes</i>)			x	Via Red Class

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			x	
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>			x	
35	Do all the corridors have a clear unobstructed width of 1.2m?			x	
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>			x	
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>			x	

4d	VERTICAL MOVEMENT	a	b	c	d	Comments for school use
38	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey <i>(see guidance notes)</i>					
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			x		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			x		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			x		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i>			x		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>			x		

4e	SENSORY IMPAIRMENT	1	2	3	4	Comments for school use
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				x	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?				x	
		Yes	No	N/A	Comments for school use	
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>				x	
47	Does the block have a "Soundfield" sound reinforcement system?				x	
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>					
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)					
50	Does the school provide appropriate auxiliary aids to those who need them?					

PLAYGROUND

17A	Number of teaching spaces in block <i>(refer to AMP data)</i>	2	17B	Number of those teaching spaces which are accessible:	1
18A	Number of social spaces in block <i>(see guidance notes)</i>	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? <i>(both internal & external)</i>		x			
20	Do you have a clear evacuation plan for individuals with disabilities? <i>(see guidance notes)</i>	x				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?		x			We have no VI learners at present
23	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>		x			
24	Is the playground and outdoor recreational facilities made accessible to all?	x	x			

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>			x	
26	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		x		
27	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		x		
28	Do all those steps have a contrasting colour edging?			x	
29	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			x	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	
31	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>			x	
32	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			x	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			x	
34	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>			x	
35	Do all the corridors have a clear unobstructed width of 1.2m?			x	
36	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>			x	
37	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>			x	

4d	VERTICAL MOVEMENT
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38	How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>	a	b	c	d	
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			x		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? <i>(see guidance notes)</i>			x		
41	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			x		
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			x		
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>			x		

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				x	
45	Could any of the décor be confusing or disorientating for pupils with disabilities?				x	
		Yes	No	N/A	Comments for school use	
46	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>				x	
47	Does the block have a "Soundfield" sound reinforcement system?				x	
48	If there is a "Soundfield" system, in what area? <i>(please state here)</i>					
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)					
50	Does the school provide appropriate auxiliary aids to those who need them?					