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| **POLICY** | **ACCESSIBILITY POLICY** |
| **STATUS/DATE OF THIS VERSION** | March 2021 |
| **APPROVED BY** | Board of Trustees |
| **RATIFIED BY** | **23 March 2021** |
| **REVIEW** | March 2024 |

This policy applies to all the schools in Unity Education Trust (as listed below). Procedures for implementation vary between schools and any queries about this policy should be directed to the school concerned – normally to the Headteacher/Head of School:

* Beeston Primary
* Garvestone Primary
* Grove House Infant
* Kings Park Infant
* Northgate High School and Dereham Sixth Form College/Dereham Education & Soccer Academy
* The Short Stay School for Norfolk
* The Pinetree School

**Introduction**

# **3-year period covered by the plan:** March 2021 – February 2024

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995

(DDA) to cover education. Since September 2002, the Governing Body or Academy Trust has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Unity Education Trust to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the Trust’s school's curriculum;
2. improving the environment of the Trusts schools to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and added to the annual board agenda. Below is an action plan showing how the schools will address the priorities identified in the plan. Attached in appendix 1 is the accessibility audit which was conducted in March 2021to assess areas for priority action.

# **The Trust’s Context**

UET is a Multi-Academy Trust built on developing like-minded schools to be outstanding education providers through collaborative working that develops a ‘unity of purpose’ in all that we do.

Our collaborative work ensures the development of outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education. We have strong central support services to ensure our schools continue to be supported to deliver exceptional service to our pupils, parents, carers and the local community.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for all young people attending our schools. We are committed to providing the best possible opportunities for all our learners and we continue to work hard to deliver outstanding education for learners from pre-school right up to age 19. Our school’s range in size from 20 to 1200 students and effective collaboration, across our schools, is an important part of who we are.

**The Trust’s Aims**

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

* Acknowledge all children and young people have the right to be healthy, happy and safe, to be loved and respected and to have high aspirations for their future.
* Acknowledge that children and young people who exhibit vulnerable or challenging behaviour should be appropriately supported to make educational progress in line with their peers or their own trajectory of success
* Acknowledge that successful progress for our most vulnerable and challenging learners benefits the young people themselves foremost, but also their schools, communities, families and ultimately our society and economy.
* Increase the extent to which disabled pupils can participate in the curriculum
* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils
* Our schools aim to treat all their pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
* This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).
* 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
* Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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| **Aim** | **Current Good Practice** | **Objectives** | **Actions** | **Responsibility** | **Deadline** | **Success**  **Criteria** |
| Increasing the extent to which pupils with special educational needs and disabilities (SEND) can participate in the Trust’s school's curriculum; | All schools (mainstream and specialist) undertake provision mapping for learners with SEND and enable full and equal curriculum access in line with all children’s provision. | Ensure curriculum offers the highest standard of education for all learners through annual review of the curriculum | Review the Curriculum offer to ensure  it is inclusive  and maximises the potential for all learners to achieve | CEO  DoE  Director of Specialist provision  Principal Headteachers  Heads of School | Spring 2021  (Annual review) | A broad, balanced and relevant curriculum which comprises our intent, implementation and impact across our curriculum (including the wider extra-curricular opportunities) which enables students to achieve and successfully access their next stage of education, employment or training. |
| Improving the environment of the Trust schools to enhance the extent to which delivery to pupils with special educational needs and disabilities can take advantage of education and associated services; | Currently all schools have accessible facilities and are sufficiently flexible to enable the majority of physical needs to be met.  Some minor limitations exist especially in relation to more specialist facilities. | Through site reviews and audits, to address (within the physical limitations of some sites) and improve  access to specialist facilities in line with premises development plans and available funding | Review and implement improvements  to any  aspects identified in the audit/premise's development plan through Central Services Finance Team | Premises Teams  CEO  CFO  DoE  Director of Specialism  Principal  Headteachers  Heads of School  SENCo | Annually as part of premises review  CIF bid opportunities  Capital programme | Minor limitations caused by physical environment and risk assessed according to SEND/Care Plans/ Health and Safety Audits/Premises Development Plan |

**Co-ordination and Evaluation**

The co-ordination, monitoring and review of this plan will lie with the Trust Board.

The plan will be monitored termly through the committee’s meetings and will be formally reviewed annually.

This plan must also be viewed alongside:

* Trust Premises Development Plan
* Individual School Development Plans
* Equality Policy
* Health and Safety Policy

**Plan availability**

This plan will be available directly from the Trust’s website, and via links from the individual School websites.

**Accessibility Plan audit-**  **Library block School Dereham Sixth Form College**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground and upper | Em escape routes below |  |
| Corridor access | Good | None |  |
| Lifts | Single platform lift | None |  |
| Parking bays | None | N/A |  |
| Entrances | Auto doors if required | N/A |  |
| Ramps | None | N/A |  |
| Toilets | Accessible toilet available | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | Directional | Consider Braille signage |  |
| Emergency escape routes | Only stairs from upstairs | Consider evacuation chair and training |  |

**Accessibility Plan audit-**  **Crown Rd Block School Dereham Sixth Form College**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single | N/A |  |
| Corridor access | Good | Consider mag door holders |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Two | One not in use |  |
| Ramps | Good | Consider blocking off second fire exit room 8 as stairs consider ramp exit from room 10 |  |
| Toilets | Accessible toilet available | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | Doors | Consider Braille |  |
| Emergency escape routes | Good | Consider / check for direction plan of evacuation routes | Site manager to check and report. |

**Accessibility Plan audit-**  **Reception Block Main entrance** **School Dereham Sixth Form College**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground | N/A |  |
| Corridor access | Good | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | Two disabled in main carpark | Consider one in students carpark |  |
| Entrances | Good Auto doors of required | Consider ramped side exit to rest area for students |  |
| Ramps | None | N/A |  |
| Toilets | No accessible toilet | Consider remap Ladies for accessible toilet |  |
| Reception area | Small cramped area part of corridor | Consider options for opening up  Or moving reception completely |  |
| Internal signage | Doors | Consider Braille |  |
| Emergency escape routes | Side door no ramp | Consider ramp |  |

**Accessibility Plan audit-**  **Rm 21** **Mobile**  **School Dereham Sixth Form College**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single | N/A |  |
| Corridor access | Narrow | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Small door | N/A |  |
| Ramps | None | Consider ramp access |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | N/A | N/A |  |
| Emergency escape routes | Exit stairs no ramp access | Consider Ramp |  |

**Accessibility Plan audit-**  **Eco Buildings Café / Maths building School Dereham Sixth Form College**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground | N/A |  |
| Corridor access | Good | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Auto door if required | N/A |  |
| Ramps | Small manual ramp for access from decking for eco cafe | Consider ramping front door access |  |
| Toilets | Eco Maths accessible toilet | N/A |  |
| Reception area | None | N/A |  |
| Internal signage | Doors | Consider Braille |  |
| Emergency escape routes | Good |  |  |

**Accessibility Plan audit-**  **Art / Hall Block** **School Dereham Sixth Form College**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single | N/A |  |
| Corridor access | Good | N/A |  |
| Lifts | None | N/A |  |
| Parking bays | None | N/A |  |
| Entrances | Double auto doors | N/A |  |
| Ramps | None | See below |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | Doors | Consider braille |  |
| Emergency escape routes | Very tight back exit to hall need to check for lighting. | Check for external escape lighting Consider ramp for art room |  |

**Accessibility Plan audit-**  **Chemistry Block School Dereham Sixth Form College**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground | N/A |  |
| Corridor access | None | N/A |  |
| Lifts | None | N/A |  |
| Parking bays | None | N/A |  |
| Entrances | One | N/A |  |
| Ramps | None | N/A |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | None | Consider braille |  |
| Emergency escape routes | One exit guarded from traffic |  |  |

**Accessibility Plan audit-**  **Grounds School Dereham Sixth Form College**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | N/A | N/A |  |
| Corridor access | Good all-round availability to main building blocks | Consider ramp to room21 Mobile |  |
| Lifts | N/A | N/A |  |
| Parking bays | Two main building | Consider one for student carpark |  |
| Entrances | Mainly good auto door access where required | N/A |  |
| Ramps | Access ramp to Crown road block | Consider replacement hand rail  Other ramps in building reports |  |
| Toilets | N/A | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | N/A | Consider external signage |  |
| Emergency escape routes | Good through route to emergency evacuation area. | N/A |  |

**Accessibility Plan audit-**  **School - DESA**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | One storey | None |  |
| Corridor access | Wide and clear | None |  |
| Lifts | None | None |  |
| Parking bays | Large car park | None |  |
| Entrances | Two ramped entrances, two stepped fire exits | None |  |
| Ramps | Two | None |  |
| Toilets | In club house | None |  |
| Reception area | Wide and clear | None |  |
| Internal signage | Good | None |  |
| Emergency escape routes | Suitable number of escape routes in place | None |  |

**Accessibility Plan audit-**  **Design Tec/Art Building** **School Northgate High School**

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| --- | --- | --- | --- |
| **Feature** | **Description** | **Actions for consideration** | **Management decision** |
| Number of Storey’s | Ground only with split level | None |  |
| Corridor access | N/A | None |  |
| Lifts | None | N/A |  |
| Parking bays | None | N/A |  |
| Entrances | Double door | N/A |  |
| Ramps | None | N/A |  |
| Toilets | Adult unisex 1 | N/A |  |
| Reception area | Lobby | N/A |  |
| Internal signage | Doors |  |  |
| Emergency escape routes | Direct from classrooms | Consideration for Accessibility Strategy for individuals required needs. |  |

**Accessibility Plan audit-**  **Food/Art and Computing**  **School**   **Northgate High School**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground only split level 6 classrooms | Consider amp access to AR1 |  |
| Corridor access | Lobby and stairs | None |  |
| Lifts | None | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Lobby | N/A |  |
| Ramps | None | Possible Ramp access to AR1 |  |
| Toilets | Boys upper level / Girls lower level | N/A |  |
| Reception area | N/A |  |  |
| Internal signage | Doors / building | Directional signage to classrooms  Tactile signage |  |
| Emergency escape routes | Adequate for population |  |  |

**Accessibility Plan audit- English Block / Drama / Learning Hub** **School Northgate High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground and upper | Consideration for Accessibility Strategy for individual required needs. |  |
| Corridor access | Well set out and open | N/A |  |
| Lifts | One platform lift conforms to DDA | N/A |  |
| Parking bays | N/A |  |  |
| Entrances | Double doors x 3 | One set of Auto doors |  |
| Ramps | None |  |  |
| Toilets | Two disabled Toilets, one upper and one Ground Two other staff toilets shared. |  |  |
| Reception area | N/A | N/A |  |
| Internal signage | Doors | Consider tactile |  |
| Emergency escape routes | Chair for lift Learning hub egress has step | Training in the use of the chair required  Consider ramp from Learning hub |  |

**Accessibility Plan audit-**  **Ann Gregory Building** **School Northgate High School**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground with 4 Classrooms and Three offices | N/A |  |
| Corridor access | Well set out and open | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Two | N/A |  |
| Ramps | Concrete slow incline to door entrances | N/A |  |
| Toilets | Boys/Girls/Disabled | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | Doors | Tactile signage |  |
| Emergency escape routes | Adequate | N/A |  |

**Accessibility Plan audit-**  **Music building School Northgate High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground floor Classroom with tutorial rooms | N/A |  |
| Corridor access | N/A | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | 3 | N/A |  |
| Ramps | None | N/A |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | N/A | N/A |  |
| Emergency escape routes | As Entrance and clear (with visual Fire alarm light) | N/A |  |

**Accessibility Plan audit-**  **Music mobile School Northgate High School**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground | Replace mobile with building |  |
| Corridor access | N/A | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | Single door | N/A |  |
| Ramps | To entrance door |  |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | N/A | N/A |  |
| Emergency escape routes | Escape for disabled would be entrance as ramped | N/A |  |

**Accessibility Plan audit- Referral Mobile** **School Northgate High School**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground | N/A |  |
| Corridor access | N/A | N/A |  |
| Lifts | N/A | N/A |  |
| Parking bays | None | N/A |  |
| Entrances | one |  |  |
| Ramps | One on fire exit | N/A |  |
| Toilets | None | N/A |  |
| Reception area | N/A | N/A |  |
| Internal signage | N/A | N/A |  |
| Emergency escape routes | Ramped with egress | N/A |  |

**Accessibility Plan audit-**  **Main Building School Northgate High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Upper and Ground Multiple level changes | To consider disabled access to Languages possibly move History classroom upstairs permanently bringing one Language classroom downstairs | Consideration for Accessibility Strategy for individual required needs. |
| Corridor access | Adequate width but with split levels consideration and access assessment for individuals require for needs | Consideration for Accessibility Strategy for individual required needs. |  |
| Lifts | None. | N/A |  |
| Parking bays | One Disabled | Consider second at front of school |  |
| Entrances | Partial accessibility for disabled |  |  |
| Ramps | No Internal ramped areas general building construction / Layout does not allow |  |  |
| Toilets | Accessible disabled near reception |  |  |
| Reception area | Large open plan |  |  |
| Internal signage | Room's areas | Consider Tactile |  |
| Emergency escape routes | Not all accessible for disabled | Consideration for Accessibility Strategy for individual required needs including  Peep. |  |

**Accessibility Plan audit-**  **Grounds** **School Northgate High School**

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| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | N/A |  |  |
| Corridor access | Access to all buildings from ground | Consideration for Accessibility Strategy for individual required needs. |  |
| Lifts |  |  |  |
| Parking bays | One | Consider second |  |
| Entrances | All buildings s have doors accessible for the disabled | Consideration for Accessibility Strategy for individual required needs. |  |
| Ramps | Multiple ramps around school allowing free flow for the wheel chair access and no split-level trips edges. |  |  |
| Toilets | N/A |  |  |
| Reception area | N/A |  |  |
| Internal signage | All step edges painted yellow |  |  |
| Emergency escape routes | Pre-planned escape routes to field around school | Consideration for Accessibility Strategy for individual required needs. |  |

**Accessibility Plan audit-**  **Maths block School Northgate High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Ground and upper | N/A |  |
| Corridor access | Adequate | N/A |  |
| Lifts | None | N/A |  |
| Parking bays | N/A | N/A |  |
| Entrances | 5 Entrances / Exits 3 can be accessed by wheelchair | N/A |  |
| Ramps | Concrete ramp to Maths entrance |  |  |
| Toilets | Boys Girls and staff Gents Ladies | Consider room for Disabled toilet |  |
| Reception area | N/A | N/A |  |
| Internal signage | Doors | Consider tactile |  |
| Emergency escape routes |  | Consideration for Accessibility Strategy for individual required needs. |  |

**Accessibility Plan audit-**  **School – Beeston Primary School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | One | None required |  |
| Corridor access | Adequate | None required |  |
| Lifts | No | None required |  |
| Parking bays | No | Not possible to put in place as road side parking only |  |
| Entrances | Disabled access and ramps | None required |  |
| Ramps | Yes | None required |  |
| Toilets | 2 both with disabled access | None required |  |
| Reception area | N/A | None required |  |
| Internal signage | None | Signage to be put in place |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Garvestone Primary School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | 2 storey | Fire exit at bottom of stairs has keys and a bolt |  |
| Corridor access | Narrow in areas but in line with the age of the building | None required |  |
| Lifts | N/A | None required |  |
| Parking bays | The site does not have a designated parking bay | Allocate disabled parking bay |  |
| Entrances | Level and clear of obstruction | None required |  |
| Ramps | Ramp to mobile classroom | None required |  |
| Toilets | 1 disabled toilet | None required |  |
| Reception area | Good access | None required |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Grove House Infant School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | One storey | None required – No accessibility implication |  |
| Corridor access | Wide and clear | None required – No accessibility implication |  |
| Lifts | None | Limits accessibility to first floor conference room. Small meeting room is available on ground floor |  |
| Parking bays | Disabled bay provided adjacent to entrance | None required – No accessibility implication |  |
| Entrances | |  | | --- | | Main entrance level |   Nursery/Reception Entrance has steps preventing wheelchair access. | Nursery/Reception – investigate possibility of ramp or alternative access route. |  |
| Ramps | None available | None required – No accessibility implication |  |
| Toilets | 1 disabled toilet available on ground floor | None required – No accessibility implication |  |
| Reception area | Level and clear with no instructions | None required – No accessibility implication |  |
| Internal signage | Good signage – clear and well positioned | None required – No accessibility implication |  |
| Emergency escape routes | A variety of escape routes exist throughout the building | None required – No accessibility implication |  |

**Accessibility Plan audit-**  **School – King's Park Infant School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required – No accessibility implication |  |
| Corridor access | Wide and clear | None required – No accessibility implication |  |
| Lifts | None | None required – No accessibility implication |  |
| Parking bays | Disabled Bay provided adjacent to entrance | None required – No accessibility implication |  |
| Entrances | |  | | --- | | Main entrance and entrance to Year 2 level  Ramp to reception classroom |   Year 1 entrance has a step preventing wheelchair access. | Year 1 – investigate possibility of ramp or alternative access route. |  |
| Ramps | None available | None required – No accessibility implication |  |
| Toilets | 1 disabled toilet available | None required – No accessibility implication |  |
| Reception area | Level and clear with no obstructions | None required – No accessibility implication |  |
| Internal signage | Good signage – clear and well positioned | None required – No accessibility implication |  |
| Emergency escape routes | A variety of escape routes exist throughout the building | None required – No accessibility implication |  |

**Accessibility Plan audit-**  **School – Compass Belton**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear | None required |  |
| Lifts | None | None required |  |
| Parking bays | Disabled bay available | None required |  |
| Entrances | Level and some ramped | None required |  |
| Ramps | Ramps throughout | None required |  |
| Toilets | Disabled toilet available | None required |  |
| Reception area | Accessible and ramped | None required |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Brooklands School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | One | None required |  |
| Corridor access | Wide and clear throughout school | None required |  |
| Lifts | None | None required |  |
| Parking bays | Sufficient number of bays available | Mark a designated disable bay |  |
| Entrances | Wide | None required |  |
| Ramps | Available all doors | None required |  |
| Toilets | Disabled toilet available and clear | None required |  |
| Reception area | Good access and lowered access window | None required |  |
| Internal signage | Good signage – clear and well positioned | None required |  |
| Emergency escape routes | Clear exit routes are evident | Clarify whether a path is needed through the garden |  |

**Accessibility Plan audit-**  **School – Douglas Bader School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear | None required |  |
| Lifts | None required | None required |  |
| Parking bays | Disabled bay provided but limited parking | None required |  |
| Entrances | Level and ramped | None required |  |
| Ramps | Provided in some areas | None required |  |
| Toilets | 2 disabled available | None required |  |
| Reception area | Level and clear with no obstructions | None required |  |
| Internal signage | Adequate | None required |  |
| Emergency escape routes | A variety of accessible routes exist throughout the building | None required |  |

**Accessibility Plan audit-**  **School – Earthsea School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear in all areas | None required |  |
| Lifts | None required | None required |  |
| Parking bays | The site does not have a designated disabled parking bay. Gate access to site not disabled friendly | Full assessment of parking |  |
| Entrances | Main entrance has step preventing wheelchair access | Investigate possibility of ramp |  |
| Ramps | Ramp to mobile classroom | None required |  |
| Toilets | Two disabled toilets on site | None required |  |
| Reception area | Main entrance has step preventing wheelchair access | Investigate possibility of ramp |  |
| Internal signage | Adequate signage | None required |  |
| Emergency escape routes | A variety of accessible escape routes exist throughout the building | None required |  |

**Accessibility Plan audit-**  **School – Hooper Lane School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Two storey | None required |  |
| Corridor access | Tight in places but clear | Monitor |  |
| Lifts | None | None required |  |
| Parking bays | Designated disabled parking bay in secondary car park  Level and ramped | None required |  |
| Entrances | Level and ramped | None required |  |
| Ramps | Ramps throughout | None required |  |
| Toilets | Three disabled toilets | None required |  |
| Reception area | Good access and lowered access window | None required |  |
| Internal signage | Adequate – replace and update some signage | New signage needed |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Compass Lingwood**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear | None required |  |
| Lifts | None | None required |  |
| Parking bays | Disabled bay adjacent to entrance | None required |  |
| Entrances | Some with steps and some ramped | None required |  |
| Ramps | Ramps throughout | None required |  |
| Toilets | Disabled toilet available | None required |  |
| Reception area | Main entrance has step hindering wheelchair access | Investigate possibility of ramp or alternative access group |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Locksley School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Two storey | None required |  |
| Corridor access | Wide and clear | None required |  |
| Lifts | 2 lifts (out of use) | Arrange service and repair if needed back in use |  |
| Parking bays | Disabled bays in car park | None required |  |
| Entrances | Level and ramped | None required |  |
| Ramps | Ramps throughout | None required |  |
| Toilets | Disabled toilet available | None required |  |
| Reception area | Accessible and ramped | None required |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Pinetree School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear in all areas | None required |  |
| Lifts | None required | None required |  |
| Parking bays | Designated disabled parking bay | None required |  |
| Entrances | Level and clear of obstruction | None required |  |
| Ramps | Available at some doors | None required |  |
| Toilets | No issues | None required |  |
| Reception area | Some tight access | None required |  |
| Internal signage | Adequate | None required |  |
| Emergency escape routes | A variety of accessible escape routes exist  Stepped fire exit in Willow suite | None required |  |

**Accessibility Plan audit-**  **School – Compass Pott Row**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Second storey in administration block | None required |  |
| Corridor access | Tight in places | Monitor |  |
| Lifts | None | Limits accessibility to second floor |  |
| Parking bays | No designated disabled parking bay | Review possibility of reserving space |  |
| Entrances | Front entrance door lipped. Door opens the wrong way | Door accessible to wheelchairs with help |  |
| Ramps | Lack of ramp to mobile | Activities can be relocated to main building if access is required |  |
| Toilets | Disabled toilet provided on ground floor | None required |  |
| Reception area | Accessible | None required |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |

**Accessibility Plan audit-**  **School – Rosebery School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature**  *For example:* | **Description** | **Actions for consideration** | **Management decision** |
| Number of storeys | Single storey | None required |  |
| Corridor access | Wide and clear | None required |  |
| Lifts | None required | None required |  |
| Parking bays | Disabled bay adjacent to entrance | None required |  |
| Entrances | Level and ramped | None required |  |
| Ramps | Ramps throughout | None required |  |
| Toilets | Disabled toilet available | None required |  |
| Reception area | Accessible and ramped | None required |  |
| Internal signage | Clear and in place | None required |  |
| Emergency escape routes | In place | None required |  |