NYES | Health and Safety

ACCESSIBILITY PLAN

Bishop Monkton C of E Primary School

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 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Bishop Monkton CE School Vision Statement:
"Act justly, love kindness and walk humbly with God." Micah 6:8

Our school is committed to promoting equality, diversity, and inclusion in line with the **Equality Act 2010** and the expectations set out in the **Ofsted Education Inspection Framework**.

We uphold the following principles:

- **Compliance with the Equality Act 2010**: We actively work to eliminate discrimination, harassment, and victimisation, and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We recognise and support all protected characteristics, including race, disability, gender, religion or belief, sexual orientation, and others.
- **Public Sector Equality Duty (PSED)**: We have due regard to the need to:
  - Eliminate unlawful discrimination and other prohibited conduct.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between different groups within the school community.
- **Inclusive curriculum and environment**: In line with Ofsted's expectations, we provide a broad, balanced, and inclusive curriculum that reflects the diversity of our pupils and prepares them for life in modern Britain. We ensure that all pupils, including those with SEND, have access to high-quality teaching and learning.
- **Policies and training**: Our policies on behaviour, safeguarding, admissions, and recruitment reflect our commitment to equality. Staff receive regular training to ensure they understand their responsibilities and can support all pupils effectively.
- **Monitoring and accountability**: We regularly review our practices and outcomes to ensure that no group is disadvantaged. We publish equality objectives and monitor

progress towards them, as required under the Equality Act.

Through these values and actions, we aim to create a school culture where everyone feels respected, valued, and able to thrive.

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 available partnerships to develop and implement the plan. We work closely with North Yorkshire Council to ensure the school is compliant.

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 staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring Arrangements

This document will be reviewed **annually** but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the headteacher.

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
- Supporting pupils with medical conditions policy
- Risk assessment policy

We consulted with staff and governors, and where appropriate, local authority representatives and disability advocacy groups.

Schools must make reasonable adjustments in anticipation of disabled pupils' needs, not just in response to individual cases.

This includes the provision of auxiliary aids and services, such as adapted keyboards or hearing loops, where necessary.

This plan also supports the school's compliance with the Public Sector Equality Duty (PSED).

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Signed:	Sally A Cowling
Date:	8th December 2025
Review Date:	December 2026

ACCESSIBILITY AUDIT CHECKLIST

1	Curriculum	YES	NO	N/A	NOTES
1.1	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	☒	☐	☐	
1.2	Are classrooms arranged in a way that enables full and independent access for disabled pupils, including appropriate space, layout, and resources to support their needs?	☒	☐	☐	
1.3	Do lessons provide opportunities for all pupils to achieve?	☒	☐	☐	
1.4	Are lessons responsive to pupil diversity?	☒	☐	☐	
1.5	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	☒	☐	☐	
1.6	Are all pupils encouraged to take part in music, drama and physical activities?	☒	☐	☐	
1.7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	☒	☐	☐	
1.8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	☒	☐	☐	
1.9	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	☒	☐	☐	
1.10	Do you provide access to computer technology appropriate for students with disabilities?	☒	☐	☐	
1.11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	☒	☐	☐	
1.12	Are there high expectations of all pupils?	☒	☐	☐	
1.13	Do staff seek to remove all barriers to learning and participation?	☒	☐	☐	

2	Approach from public transport to school entrance gates	YES	NO	N/A	NOTES
2.1	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	☒	☐	☐	
2.2	Are there separate entrances for cars and pedestrians?	☒	☐	☐	Pedestrian gate at the side of the school drive.
2.3	Is the route wide enough, and free of kerbs?	☒	☐	☐	1.1m – 1.5m width of path
2.4	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	☒	☐	☐	Some pupils have the option to come in earlier to promote a positive start to the day.

2.5	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?	☒	☐	☐	

3	**Car Parking**	**YES**	**NO**	**N/A**	**NOTES**
3.1	Is there car parking for disabled people or people with reduced mobility?	☒	☐	☐	Accessible parking should be within a 50-metre distance of entrance.
3.2	Is there an appropriate number of accessible parking spaces?	☒	☐	☐	1 designated accessible parking space out of 7 spaces.
3.3	Are accessible car parking bays signposted from the car park entrance?	☐	☒	☐	No signposting but visible markings on the drive.
3.4	Are accessible parking bays marked out and easily identified?	☒	☐	☐	As a minimum there should be side chevrons, but ideally chevrons on three sides as you enter the parking space so people removing wheelchairs or walkers from the boot can do so safely.
3.5	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	☒	☐	☐	
3.6	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	☒	☐	☐	

4	**External Ramps and Steps**	**YES**	**NO**	**N/A**	**NOTES**
4.1	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	☒	☐	☐	Ramp in Robins Class (outside area) No handrails. Gradient should ideally be no steeper than 1:20.
4.2	If no permanent ramp is provided, can a portable ramp be made available?	☐	☒	☐	No required – access is all ground level throughout the school
4.3	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	☐	☐	☒	There should be a light or dark colour contrast on the front part of the step so that people with visual impairments can see it. No Steps to access Bishop Monkton School buildings.
4.4	Do steps have lighting available?	☐	☐	☒	

5	**Main Entrance, Lobby and Reception Areas**	**YES**	**NO**	**N/A**	**NOTES**
5.1	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	☒	☐	☐	
5.2	Can people on each side of the door, either seated or standing, see each other?	☒	☐	☐	
5.3	If fitted, are door control systems fitted at heights suitable for all users?	☒	☐	☐	
5.4	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	☒	☐	☐	
5.5	Does the door pressure allow ease of access for all users?	☒	☐	☐	

5.6	Are thresholds flush and level, and mat wells firmly fixed?	☒	☐	☐	
5.7	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	☒	☐	☐	External door requirements: new build 1000mm, existing/older build 775mm. If they are manual wide double doors, consider not having both open as this can hinder the entrance of wheelchair users and people pushing buggies
5.8	If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	☒	☐	☐	
5.9	Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	☒	☐	☐	
5.10	Have front line staff (reception) had access awareness/ equality training?	☒	☐	☐	

6	**Corridors, horizontal movement and activity spaces**	**YES**	**NO**	**N/A**	**NOTES**
6.1	Are corridors a minimum width of 1500mm? (Better to be 1800mm for wheelchairs to pass each other)	☒	☐	☐	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
6.2	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	
6.3	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	☐	☐	☒	No provision for an induction loop
6.4	Are suitable signs provided, from both standing and seated positions, where necessary?	☒	☐	☐	
6.5	Are fire extinguishers positioned to ensure they do not create hazards for visually impaired people?	☒	☐	☐	

7	**Doors**	**YES**	**NO**	**N/A**	**NOTES**
7.1	Can fire doors be held open on magnetic devices?	☐	☒	☐	
7.2	Are doors well contrasted from their surroundings?	☒	☐	☐	
7.3	Are door handles easy to use, of the correct type, at the right height, and tonally contrasted from the door?	☒	☐	☐	Lever handles are better than round handles and should be at a height that is easy to access.
7.4	Can people on each side of the door, either seated or standing, see each other?	☒	☐	☐	
7.5	Are doors wide enough for all users (800mm clear)	☒	☐	☐	Internal door requirements: new build 800-825mm, existing 750-775mm
7.6	On the opening side of the door, is there at least 300 mm of clear space to allow a user to grasp the handle and swing the door past a wheelchair footplate or walker?	☒	☐	☐	Required under Approved Document M Volume 2 – Buildings other than dwellings
7.7	If double doors, does one leaf allow 800mm clear opening width?	☒	☐	☐	Internal door requirements: new build 800-825mm, existing 750-775mm

8	Vertical movement, internal level change	YES	NO	N/A	NOTES
8.1	Is the ramp properly graded, wide enough, with suitable handrails both sides?	☐	☐	☒	
8.2	Are surfaces slip resistant, with kerbs at the edges?	☐	☐	☒	
8.3	If no permanent ramp is provided, can a portable ramp be made available?	☐	☐	☒	
8.4	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	☐	☐	☒	
8.5	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	☐	☐	☒	

9	Vertical movement, Stairs	YES	NO	N/A	NOTES
9.1	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	☐	☐	☒	Additionally, consider checking the type and depth of step to ensure evac chairs can be used where relevant
9.2	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?	☐	☐	☒	
9.3	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	☐	☐	☒	Consider a range of users and potentially supporting people/dogs, plus people needing to evacuate using an evac chair.
9.4	Is suitable visual and tactile information fitted at each floor level?	☐	☐	☒	
9.5	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	☐	☐	☒	Range length 3m max = 1 in 12 gradient. Ramps should look at having the least gradient possible, aim for 1 in 20 and work backwards from this gradient.
9.6	Is there suitable lighting?	☐	☐	☒	

10	Vertical movement, Passenger Lifts, platform lifts and platform stairlifts	YES	NO	N/A	NOTES
10.1	Is a passenger lift provided within the school?	☐	☐	☒	
10.2	Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	☐	☐	☒	
10.3	Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides??	☐	☐	☒	
10.4	Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	☐	☐	☒	
10.5	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	☐	☐	☒	

10.6	Does the lift have audible announcements and visual displays?	☐	☐	☒	
10.7	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	☐	☐	☒	
10.8	Are the controls at both levels and within the lift identifiable, and reachable from sitting and standing levels, and have a handrail for people with limited balance? Is audio/visual information available for blind people?	☐	☐	☒	Controls to call the lift should be around 900mm from the ground, same as internal controls which should also have tactile markings so blind people know what button they are pressing. Is there audible and visual information regarding the floor people are on? Is there a handrail for people with limited balance?
10.9	Does the stairlift platform when not in use automatically revert to folded position?	☐	☐	☒	

11	**WC Provision Generally**	**YES**	**NO**	**N/A**	**NOTES**
11.1	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle)	☒	☐	☐	
11.2	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	☒	☐	☐	
11.3	Are the floors slip resistant?	☒	☐	☐	Consider people with limited sight, those using walking aids and wheelchair users.
11.4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	☒	☐	☐	
11.5	Are fittings easily distinguished from their background?	☒	☐	☐	
11.6	Are compartment doors controls easily gripped and operated?	☒	☐	☐	
11.7	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	☒	☐	☐	
11.8	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	☒	☐	☐	

12	**Accessible WC Provision**	**YES**	**NO**	**N/A**	**NOTES**
12.1	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	☒	☐	☐	Accessible toilet should be 2200mm x 1500mm minimum to allow manoeuvring. Consider if toilets are all left or right transfer and if there is a mix. In smaller toilets people might turn their chair at an angle and transfer from the front; if this is the case a folding handrail is needed. Larger toilets might allow both left and right transfer and hoist access.

12.2	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?	☒	☐	☐	
12.3	Is the flush on the same side as a person would transfer to make it easier to reach?	☒	☐	☐	
12.4	Is the toilet seat height between 480 mm and 500 mm from the finished floor level?	☒	☐	☐	
12.5	Is the toilet seat firm and stable, not soft or cushioned?	☒	☐	☐	
12.6	Does the toilet seat contrast visually with the toilet pan and surrounding surfaces?	☐	☒	☐	Same colour
12.7	Is a backrest provided?	☒	☐	☐	
12.8	Is the toilet seat in the accessible toilet provided *without a lid*, ensuring unobstructed access for users with mobility challenges?	☒	☐	☐	Lids can pose difficulties for those needing assistance or using mobility aids when accessing the toilet. By keeping the toilet bowl open, it allows for easier manoeuvrability and transfers.
12.9	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	☒	☐	☐	
12.10	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	☒	☐	☐	
12.11	Is there a shelf available near the toilet for people to use?	☐	☒	☐	This is used for people that might have to change a medical appliance or need specific equipment; consider location.
12.12	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?	☒	☐	☐	
12.13	Are the door fittings/locks and light switches easily reached and operated?	☒	☐	☐	
12.14	Is there an emergency call system and is someone designated to respond?	☒	☐	☐	Consider where the alarm call goes to. Does it just ring outside the toilet or go to a designated office so assistance can be alerted quicker?
12.15	Can the emergency call system be operated from floor level?	☒	☐	☐	Often these are tied up or put up high to avoid being accidentally pulled, but they are full length for a reason.
12.16	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	☒	☐	☐	This can be a complex area – consider looking at recommended guidance but usually consists of **grab rails** on both sides of the toilet, with the one on the transfer side being **drop-down** to allow flexibility.
12.17	Are handwashing and drying facilities within reach of someone seated on the toilet?	☒	☐	☐	
12.18	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	☒	☐	☐	Lever or automatic taps are the best design for all.

13	**Changing/Shower Facilities**	**YES**	**NO**	**N/A**	**NOTES**

13.1	Are there changing facilities?	☒	☐	☐	
13.2	Do you offer discrete changing facilities for people that need them?	☒	☐	☐	Children can use the accessible toilet to change privately
13.3	Within the main changing area or accessible toilet, are there accessible showering facilities?	☐	☒	☐	
13.4	Is the height of the shower head variable?	☐	☐	☒	
13.5	Have a tip-up seat and suitable handrails been provided?	☐	☐	☒	
13.6	Is there a dressing cubicle and does it comply with required size and layout?	☐	☐	☒	
13.7	Are lockers easily reached and operated?	☐	☐	☒	
13.8	Are all fittings readily distinguishable from their background?	☐	☐	☒	
13.9	Does the floor have a slip resistant finish?	☐	☐	☒	

14	**Bathrooms**	**YES**	**NO**	**N/A**	**NOTES**
14.1	Is there a bathroom?	☐	☒	☐	
14.2	Is the bathroom provided with fittings suitable for use by people with disabilities including assisted use?	☐	☐	☒	
14.3	Are all fittings easily reached and operated?	☐	☐	☒	
14.4	Are all fittings readily distinguishable from their background?	☐	☐	☒	
14.5	Does the floor have a slip resistant finish?	☐	☐	☒	
14.6	Is a hoist provided?	☐	☐	☒	

15	**Horizontal Movement Fixtures and Fittings**	**YES**	**NO**	**N/A**	**NOTES**
15.1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	☒	☐	☐	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
15.2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	☒	☐	☐	This could be furniture or apparatus such as fire extinguishers sticking out but not obvious, due to colour contrast or other objects obscuring them. This could also be ‘dog legs’ in the corridor or where rooms go out onto corridors that pose a risk of people walking into others; viewing mirrors on the ceiling can help with this.
15.3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	☒	☐	☐	There should be at least a 30-point LRV difference in colour. (LRV value is on all colour cards found in paint shops – 1 is white, 100 is black)
15.4	Are arrangements in place for alternative arrangements for people who may struggle with noisy or echoey spaces, including corridors?	☒	☐	☐	The Hive and Zone provide smaller spaces for children who need it.

15.5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	☒	☐	☐	Lobbies can be any area where there is an entrance door and exit door to the destination area, usually quite small. Example: some toilets have a small lobby between the corridor and toilet or corridor to a lift.
15.6	Is turning space in lobbies adequate?	☒	☐	☐	Normally marked as a 1.5 metre area, but some powered chairs might need a larger area.
15.7	Are doors within corridors and entering rooms accessible?	☒	☐	☐	
15.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	This could be the way the sun casts shadows in a corridor or room that makes it difficult for people with a visual impairment to see the route or layout of a room clearly. This could also be objects put on windows that cast shadows.
15.9	Are there visual clues for people to navigate?	☒	☐	☐	These are usually floor numbers, names of rooms, specific colours or directional markings that helps people understand where they are and indicate where people need to go to reach a specific area.
15.10	Do floor surfaces allow ease of movement for wheelchair users?	☒	☐	☐	Consider things like different flooring e.g. lots of changes from carpet to hard floor to rubber and if there are raised lips between. How thick the pile is in the carpet? This can make wheeling difficult.
15.11	Do floor surfaces avoid light reflection and sound reverberation?	☒	☐	☐	Lots of different flooring e.g. shiny floors with glare to matt flooring and back can make navigation difficult for some people. Empty corridors with hard surfaces can make sound reverberate and make it difficult to understand conversations or announcements. Well-positioned furniture or soft art on the walls can make a lot of difference.
15.12	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?	☒	☐	☐	As with external signage consideration should be given to location, contrast, fonts and imagery used.
15.13	Is lighting designed to meet a wide range of needs?	☒	☐	☐	The type of lighting can make a difference for people with visual impairments and some people with neurodiverse conditions; the general rule is corridors and general areas should be around 300 lux and reception/where ICT is being used around 500 lux.
15.14	Are rooms maintained to reduce hazards for people with visual disabilities?	☐	☒	☐	Some classrooms are cluttered and would need simplification for a child with visual difficulties
15.15	Are there quiet spaces for people to go when needed?	☒	☐	☐	Some people may have low moods or sensory overload; having a quiet area will help them manage this.
15.16	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	☐	☒	☐	Bright lighting can have a negative impact on some people that struggle with sensory overload or have some forms of visual impairment, being able to dim the lights within an area/room can help people self-manage

15.17	Are seating arrangements/spaces suitable for use by people with visual impairments?	☒	☐	☐	Consider the layout of the room, and the colour contrast of chairs/tables to background colours. Good contrast can help people navigate and be independent.
15.18	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	☒	☐	☐	Consider how wheelchair users access seating areas and tables: can they be part of their group/class or do they have to sit separately from their classmates? Do chairs have solid or locking wheels to stop them from moving if a person is transferring, and do some chairs have arm rests to help people stand? A mixed environment is best. Can wheelchair users access and get their legs under tables?
15.19	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	☒	☐	☐	Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
15.20	Are serveries/counters accessible to all users, including those with hearing impairments?	☐	☐	☒	Food serveries in shops and restaurants can enable people to be independent if at the right height (approx. 700mm) and designed correctly. Where this isn't possible, is there someone available to assist? Is there a hearing loop at the till serving area? Are menus and other information easy to read or is there assistance available for people that may need it?
15.21	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	☐	☐	☒	This might be in assembly, in the dining area or in a sports hall where fixed seating or benches are used.
15.22	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	☒	☐	☐	Water dispenser at an appropriate height.
15.23	Are all fittings readily distinguishable from their background?	☒	☐	☐	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.
15.24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	☒	☐	☐	
15.25	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?	☐	☒	☐	Adaptations could be made to accommodate this.
15.26	Is the main reception area equipped with induction loops for people with hearing aids?	☐	☒	☐	
15.27	Are all areas for assemblies/meetings equipped with an induction loop system?	☐	☒	☐	Some areas may not be suitable and there are different solutions depending on building, location and need – consider getting advice.
15.28	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	☐	☒	☐	As above
15.29	Are relevant induction loops within teaching areas linked to A/V equipment?	☐	☒	☐	This will enable some people to better hear video and audio content or be part of a video/audio call.

15.30	Is the functioning and operation of induction loops checked regularly?	☐	☐	☒	Should be checked at least monthly, ideally more.
15.31	Are telephones fitted with inductive loop couplers?	☐	☒	☐	This will be in the specification of the telephones; it better enables people with hearing aids to use a telephone.

16	**Kitchens**	**YES**	**NO**	**N/A**	**NOTES**
16.1	If provided, does the kitchen have fittings suitable for use by disabled people?	☐	☒	☐	
16.2	Is the kitchen of adequate size and layout for disabled people?	☐	☒	☐	
16.3	Are all fittings readily distinguishable from the background?	☐	☒	☐	
16.4	Is lighting adequate?	☒	☐	☐	
16.5	Does the floor have a slip resistant finish?	☒	☐	☐	

17	**Means of Escape**	**YES**	**NO**	**N/A**	**NOTES**
17.1	Is there an audible alarm system?	☒	☐	☐	
17.2	Is the audible fire alarm supplemented by a flashing light system?	☒	☐	☐	
17.3	Are fire exit routes accessible to all, including wheelchair users?	☒	☐	☐	Consider signage, length of route and potential obstacles. Are there two routes for people to evacuate?
17.4	Are Fire Evacuation Plans in position to ensure disabled people are evacuated safely?	☒	☐	☐	Individual Peep in place for individual pupils where necessary.
17.5	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	☒	☐	☐	
17.6	Are there Personal Emergency Evacuation Plans in place for everyone who may require assistance?	☒	☐	☐	A Personal Emergency Evacuation Procedure is an individual evacuation plan for a pupil or staff member.
17.7	Are external fire points and routes accessible and monitored?	☒	☐	☐	Consider the route and how accessible it is to any assembly points, e.g. gradients, surfaces such as gravel or grass, potential obstacles such as within car parks.

18	**Building Management**	**YES**	**NO**	**N/A**	**NOTES**
18.1	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	☒	☐	☐	
18.2	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	☒	☐	☐	Teachers are told not to part here.
18.3	Is door ironmongery regularly maintained?	☒	☐	☐	
18.4	Are lifts, platforms and stairlifts regularly serviced?	☐	☐	☒	

18.5	Are accessible WCs kept clear and not used for storage?	☒	☐	☐	
18.6	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	☒	☐	☐	
18.7	Do you consider tonal and colour contrast before a redecoration scheme?	☒	☐	☐	
18.8	Do new signs integrate effectively with current signage?	☒	☐	☐	
18.9	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	☒	☐	☐	
18.10	Are induction loops and infra-red systems clearly signed and checked regularly?	☐	☐	☒	
18.11	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	☒	☐	☐	
18.12	Is there a fire escape strategy for visitors who may require assistance?	☒	☐	☐	Designated staff member allocated for visitors.
18.13	Is there a personal egress plan prepared for any member of staff who may require assistance?	☒	☐	☐	
18.14	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	☒	☐	☐	

19	**Equality Adjustments**	**YES**	**NO**	**N/A**	**NOTES**
19.1	Do you have a prayer room or a designated quiet room?	☒	☐	☐	The Hive
19.2	If you have a prayer room, do you have designated washing facilities?	☐	☒	☐	This is to enable people depending on their religion to wash hands and feet.
19.3	Do you have a designated quiet room?	☒	☐	☐	Used for people that might want to have a quiet place to go to reduce anxiety or maybe when over stimulated.
19.4	Do you have access to spoken language interpreters and are staff confident about how to utilise this?	☐	☒	☐	This could be language, BSL or deaf/blind interpreters.
19.5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	☒	☐	☐	
19.6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	☐	☒	☐	
19.7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	☒	☐	☐	

20	**Materials in other Formats**	**YES**	**NO**	**N/A**	**NOTES**
20.1	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	☒	☐	☐	

20.2	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	☒	☐	☐	
20.3	Do you have the facilities such as ICT to produce written information in different formats?	☒	☐	☐	
20.4	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	☒	☐	☐	
20.5	Is there a tactile plan or diagram of the building?	☐	☒	☐	
20.6	Are there large-print versions of information about the building/services/activities available?	☒	☐	☐	
20.7	Is there Braille information about the building/services/activities available for people with visual impairments?	☐	☒	☐	
20.8	Is there Easy Read information about the building/services/activities available?	☐	☒	☐	
20.9	Are there alternative format reading books available in the library?	☐	☒	☐	
20.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	☒	☐	☐	

ACTION PLAN 1 – CURRICULUM

					For follow up monitoring		
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**
1	Curriculum						

ACTION PLAN 2 – BUILDING AND FACILITIES

					For follow up monitoring		
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**
2	Approach to School						
3	Car Parking						
4	External Ramp and Steps						
5	Entrance / Reception						
6	Corridors						
7	Doors						
8	Vertical Movement6						
9	Stairs						
10	Lifts						
11	WC Provision General						

					For follow up monitoring		
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**
12	Accessible WC Provision						
13	Changing and Shower facilities						
14	Bathrooms						
15	Horizontal Movement Fixtures and Fittings						
16	Kitchens						
17	Means of Escape						
18	Building Management						
19	Equality Adjustments						

ACTION PLAN 3 – ALTERNATIVE FORMATS

					For follow up monitoring		
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**
20	Alternative Formats						