

ACCESSIBILITY PLAN

Ash Hill Academy



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| Approved by: | Stacey Parker Browne | Date: 9/11/2022 |
| Last reviewed on: | 9/11/2022 | |
| Next review due by: | November 2023 | |

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Accessibility Plan Regulatory Requirements

Schools and academies 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.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and academy visits.
- **Improve the physical environment of the school** to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled pupils.** This will include planning to make the written information normally provided to pupils by the academy available to disabled pupils.

Definitions

Disability is defined in the Equality Act 2010 as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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 dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academies 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.

This policy complies with our funding agreement and articles of association.

Aims

We aim to ensure that all pupils, regardless of disabilities or learning needs, have equal access to the academy. We strive to ensure that every pupil can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the academy’s facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

Publication

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

Links with other policies

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

- Health and safety policy
- Equality, Diversity and Inclusion policy
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints policy

Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DEADLINE | OUTCOME |
|---|--|--|--------------------|----------|--|
| Increase the extent to which pupils with disabilities can participate in the curriculum | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils | <ul style="list-style-type: none"> • Subject leaders to complete audit to review teaching of protected characteristics • Subject leaders to adapt schemes of learning to increase coverage | VP | Easter | Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination |
| Improve access to the physical environment | The environment is adapted to the needs of pupils as required. This includes: | Write a PEEP for each relevant pupil | Asst SENDCo | Ongoing | Staff and pupils can evacuate the building safely |

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DEADLINE | OUTCOME |
|---|--|---|--------------------|----------|---|
| to increase the extent to which pupils with disabilities can take advantage of education and the wider curriculum offer | <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | <p>Train a team of staff to use the Evac chairs</p> <p>Arrange termly evacuation rehearsal and record this on Every.</p> <p>Purchase 4 wheelchairs</p> | SENDCO | | and promptly in event of fire |
| Improve the availability of information to pupils with disabilities | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations <p>Child-friendly policies</p> <p>Link to the local offer is on academy website</p> | <p>Review website and ensure key information for pupils is easily found</p> <p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p> | VP | Xmas | All pupils can access information about the curriculum and support for learners with SEND |

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DEADLINE | OUTCOME |
|-----|-----------------------|---------------------|--------------------|----------|---------|
| | | | | | |



Appendix 2: Accessibility Audit Template

| | |
|-------------------|---|
| School | Ash Hill Academy |
| Date | 9/11/2022 |
| Audit Team | Michael Parmley, Carol O'Brien, Amy Davison, Stacey Parker Browne |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|--|---|------------------|-----------------|
| | Y/N | Partial (%) | | | | |
| Schedule 1: Approach to Building | | | | | | |
| Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.? | Yes | | No concerns raised | | D | Local Authority |
| Are there separate entrances for cars and pedestrians? | Yes | | Students access the site using the main path which runs alongside of the car park at the front of school. There is also a path adjacent to the car park on the other side of the road. Railings prevent students from walking through. | Staff (including SLT) are on duty at beginning/end of the day to manage safety. Area is manned as above and staff don't finish until at least 15 mins after the students to ensure there is no movement of vehicles at the same time | D | SLT/Site team |
| Is the route wide enough, and free of kerbs? | Yes | | | | D | Site/SLT Team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|--|---|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Schedule 2: Car Parking | | | | | | |
| Are accessible car parking bays signposted from the car park entrance? | No | | The bays are marked out on the floor only. | To add signposts to indicate accessible car parking bays. | D | Site Team |
| Are these bays wide enough and long enough to allow transfer onto a wheelchair? | Yes | | | | D | Site Team |
| Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only? | Yes | | | | D | Site Team |
| Schedule 3: External Ramps & Steps | | | | | | |
| Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides? | Yes | | | | D | Site Team |
| If no permanent ramp is provided, can a portable ramp be made available? | N/A | | | | | |
| Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit? | Yes | | | | D | Site Team |
| Schedule 4: Main Entrance, Lobby & Reception Areas | | | | | | |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|---------------------|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Is the main entrance clearly signposted, well lit, and distinguishable from facade? | Yes | | | | D | Site Team |
| Can people on each side of the door, either seated or standing, see each other? | Yes | | | | D | Site Team |
| If fitted, are door control systems fitted at heights suitable for all users? | Yes | | | | D | Site Team |
| Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door? | Yes | | | | D | Site Team |
| Does the door pressure allow ease of access for all users? | Yes | | | | D | Site Team |
| Are thresholds flush and level, and mat wells firmly fixed? | Yes | | | | D | Site Team |
| Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door? | Yes | | | | D | Site Team |
| If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door? | Yes | | | | D | Site Team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|---|-----------------|------------------|-----------------|
| | Y/N | Partial (%) | | | | |
| Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)? | | 50% | Signage is accessible for those with lower sight levels but not for visually impaired | To be reviewed | B | H&S Coordinator |
| Have front line staff (reception) had access awareness/ equality training? | Yes | | Educare training completed yearly on Awareness of Equality & Diversity | | D | SEN Coordinator |
| Schedule 5: Corridors, horizontal movement and activity spaces | | | | | | |
| Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other) | Yes | | | | D | Site team |
| Do any windows (natural light), or artificial light provide glare or silhouettes? | No | | | | D | Site team |
| Do "communication/activity spaces" have good acoustics, and the provision of an induction loop? | Yes | | There is an induction loop system in the assembly hall | | D | Site team |
| Are suitable signs provided, from both standing and seated positions, where necessary? | Yes | | No sign for the induction loop system | To be installed | D | Site team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|---------------------|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people? | Yes | | | | D | Site team |
| Schedule 6: Doors | | | | | | |
| Is the door/s necessary, can it/they be removed? | n/a | | | | | |
| Can fire doors be held open on magnetic devices (corridors)? | Yes | | | | D | Site team |
| Are doors well contrasted from their surroundings? | Yes | | | | D | Site team |
| Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door? | Yes | | | | D | Site team |
| Can people on each side of the door, either seated or standing, see each other? | Yes | | | | D | Site team |
| Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door? | Yes | | | | D | Site team |
| If double doors, does one leaf allow 800mm clear opening width? | Yes | | | | D | Site team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Schedule 7 - Vertical movement, internal level change (ramps, steps) | | | | | | |
| If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides? | | | N/A There are no ramps or steps installed internally | | | |
| Are surfaces slip resistant, with kerbs at the edges? | | | N/A | | | |
| If no permanent ramp is provided, can a portable ramp be made available? | | | N/A | | | |
| Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing? | | | N/A | | | |
| Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom? | | | N/A | | | |
| Schedule 8 - Vertical movement, stairs | | | | | | |
| Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable? | Yes | | | | D | Site team |
| Are there suitable continuous handrails to both sides, with tonal contrast from background? | Yes | | | | D | Site team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Are there suitable landings provided at intermediate levels on stairs? | Yes | | There are landings between and on each floor | | D | Site team |
| Is suitable visual and tactile information fitted at each floor level? | Yes | | | | D | Site team |
| Is there suitable lighting? | Yes | | | | D | Site team |
| Schedule 79- Vertical movement, lifts and stairlifts | | | | | | |
| Is a passenger lift provided within the school? | Yes | | Yes in all buildings except Gymnasium | | D | Site team |
| Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm? | Yes | | | | D | Site team |
| 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?? | Yes | | | | D | Site team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|------------------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| 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)? | Yes | | | | D | Site team |
| Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers? | Yes | | Braille in Porter however Da Vinci and Harper no braille signs | Attach Braille signage | C | Site team |
| Does the lift have audible announcements and visual displays? | Yes | | | | D | Site team |
| Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable. | Yes | | Platform lifts | | D | Site team |
| Are controls clearly identifiable and within reach of all users? | Yes | | | | D | Site team |
| Does the stairlift platform when not in use automatically revert to folded position? | n/a | | | | D | Site team |
| Schedule 10 - WC Provision Generally | | | | | | |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|---|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person? | Yes | | There is 1 wider toilet cubicle in each of the student toilets (out of 5) which also has a flush handle instead of button | | D | Site Team |
| Is the lobby large enough to allow easy access, and is the WC door easy to operate? | Yes | | | | D | Site Team |
| Are the floors slip resistant? | Yes | | | | D | Site Team |
| Are fittings easily distinguished from their background? | Yes | | | | D | Site Team |
| Are compartment doors controls easily gripped and operated? | Yes | | | | D | Site Team |
| Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle? | no | | No concerns as there are sufficient alternative facilities provided | | D | Site Team |
| Schedule 11 - Accessible WC Provision | | | | | | |
| Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person? | Yes | | There is an accessible WC located next to all the general toilets on each corridor | | D | Site Team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|-----------------------------|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions? | Yes | | | | D | Site Team |
| Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated? | Yes | | | | D | Site Team |
| Are floor finishes slip resistant? | Yes | | | | D | Site Team |
| Are management procedures in position to maintain viability of facility? | Yes | | Use Every management system | | D | Site Team |
| Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway? | Yes | | | | D | Site Team |
| Schedule 12: Changing & Shower Facilities | | | | | | |
| Are there changing facilities? | Yes | | | | D | Site Team |
| Is a shower compartment provided which is suitable for use by people with disabilities? | Yes | | Porter and Da Vinci | | D | Site Team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|--|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Is the height of the shower head variable? | Yes | | There is an accessible shower in Porter which has a variable head | | D | Site Team |
| Have a tip-up seat and suitable handrails been provided? | Yes | | | | D | Site Team |
| Is there a dressing cubicle and does it comply with required size and layout? | NO | | There is no separate dressing cubicle. However, the accessible shower is for an individual and there is sufficient other floor space for dressing in | NFAR – accessible shower room is suitable for full use | D | Site Team |
| Are lockers easily reached and operated? | N/A | | N/A No lockers in the shower room as for an individual | | | |
| Are all fittings readily distinguishable from their background? | Yes | | | | D | Site Team |
| Does the floor have a slip resistant finish? | Yes | | | | D | Site Team |
| Schedule 13 – Bathrooms | | | | | | |
| Is there a bathroom? | No | | N/A - Shower room only | | | |
| Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use? | N/A | | | | | |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|---------------------|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Are all fittings easily reached and operated? | N/A | | | | | |
| Are all fittings readily distinguishable from their background? | N/A | | | | | |
| Does the floor have a slip resistant finish? | N/A | | | | | |
| Is a hoist provided? | N/A | | | | | |
| Are there reception counters, services desks or serveries? | N/A | | | | | |
| Is provision made for wheelchair users (both sides) and are induction loops fitted? | N/A | | | | | |
| Is glare or silhouetting avoided at these counters (design and positioning)? | N/A | | | | | |
| Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user? | N/A | | | | | |
| Do tables allow for wheelchair access? | N/A | | | | | |
| If provided, are telephones fixed at a height that allows easy access by wheelchair users? | N/A | | | | | |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|---------------------|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Are telephones equipped with induction couplers for hearing aid users? | N/A | | | | | |
| Is a text phone available? | N/A | | | | | |
| Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on? | N/A | | | | | |
| If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)? | N/A | | | | | |
| Is the environment free of unnecessary noise e.g. heating units? | N/A | | | | | |
| Are induction loops fitted wherever information is given or meetings are being held? | N/A | | | | | |
| Are tea/coffee facilities and vending machines accessible by all? | N/A | | | | | |
| Schedule15: Kitchens | | | | | | |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|--|-----------------|------------------|--------------------|
| | Y/N | Partial (%) | | | | |
| If provided, does the kitchen have fittings suitable for use by disabled people? | Yes | | Not currently required. Would re-assess if necessary | | D | H & S Co-ordinator |
| Is the kitchen of adequate size and layout for disabled people ? | Yes | | | | D | H & S Co-ordinator |
| Are all fittings readily distinguishable from the background? | Yes | | | | D | Site team |
| Is lighting adequate? | Yes | | | | D | Site team |
| Does the floor have a slip resistant finish? | Yes | | | | D | Site team |
| Schedule 17: Means of Escape | | | | | | |
| Is there an audible alarm system? | Yes | | | | D | Site team |
| Is the audible fire alarm supplemented by a flashing light system? | Yes | | | | D | Site team |
| Are ground floor exit routes as accessible as the main entrance routes? | Yes | | | | D | Site team |
| Are Means of Escape strategies in position to ensure disabled people are evacuated safely? | Yes | | staff completed evac chair training | | D | H & S Co-ordinator |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|---|-----------------|------------------|--------------------|
| | Y/N | Partial (%) | | | | |
| 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? | Yes | | We have refuges at the top of each stairwell, though these are only adequate for approx. 30mins to an hour so would be evacuated using the chairs | | D | H & S Co-ordinator |
| Are there Personal Emergency Egress Plans in place members of staff who may require assistance? | Yes | | N/A – no staff currently have these requirements | | D | H & S Co-ordinator |
| Schedule 18: Building Management | | | | | | |
| Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow? | Yes | | | | D | Site team |
| Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions? | Yes | | | | D | Site team |
| Is door ironmongery regularly maintained? | Yes | | | | D | Site team |
| Are lifts, platforms and stairlifts regularly serviced ? | Yes | | Follow Every protocols | | D | Site team |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|------------------------------------|---------------------|------------------|--------------------|
| | Y/N | Partial (%) | | | | |
| Are accessible WC's kept clear and not used for storage? | Yes | | | | D | Site team |
| Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery? | Yes | | | | D | Site team |
| Do you consider tonal and colour contrast before a redecoration scheme? | Yes | | Follow Delta's finishes guidance | | D | DELTA/SLT |
| Do new signs integrate effectively with current signage? | Yes | | | | D | SLT |
| Are windows, blinds and lamps checked to ensure they are kept clean and in working order? | Yes | | | | D | Site team |
| Are induction loops and infra red systems clearly signed and checked regularly? | | | | Unknown – to review | | Site team |
| Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles? | Yes | | Follow Every protocols | | D | Site team |
| Is there a fire escape strategy for visitors who may require assistance? | Yes | | Visitors managed by Reception team | | D | H & S Co-ordinator |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|-----------------|------------------|--------------------|
| | Y/N | Partial (%) | | | | |
| Is there a personal egress plan prepared for any member of staff who may require assistance? | Yes | | | | D | Site team |
| When temporary facilities/displays are installed are disabled pupils/ visitors considered? | Yes | | | | D | Site team/SLT |
| Schedule 19: Curriculum | | | | | | |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | | | There is a programme of on line yearly training (Educare) and also bespoke CPD if required | | C | H & S Co-ordinator |
| Are your classrooms optimally organised for disabled pupils? | Yes | | Do have standard layouts but adapted as and when required | | C | Site Team |
| Do lessons provide opportunities for all pupils to achieve? | Yes | | Differentiation always a priority | | D | SLT |
| Are lessons responsive to pupil diversity? | Yes | | | | D | SLT |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Yes | | | | D | SLT |
| Are all pupils encouraged to take part in music, drama and physical activities? | Yes | | There is a diverse programme of enrichment activities | | D | SLT |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|---|-----------------|-------------|--|-----------------|------------------|-------------------|
| | Y/N | Partial (%) | | | | |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | Yes | | | | D | SLT |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Yes | | | | D | SLT |
| 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? | Yes | | Staff encourage students to take part in other ways using the students individual learning plans | | D | SLT |
| Do you provide access to computer technology appropriate for students with disabilities? | Yes | | Laptops/tablets provided where need is identified | | C | SLT |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | Yes | | | | D | SLT |
| Are there high expectations of all pupils? | Yes | | | | D | SLT and all staff |
| Do staff seek to remove all barriers to learning and participation? | Yes | | | | D | SLT |

| Question | Provision Made? | | Comments/Site Notes | Recommendations | Priority A,B,C,D | Responsibility |
|--|-----------------|-------------|--|-----------------|------------------|----------------|
| | Y/N | Partial (%) | | | | |
| Schedule 20: Materials in other Formats | | | | | | |
| 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 printed information? | Yes | | Assessed on individual need through individual learning plan | | C | SLT/SEN |
| 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? | Yes | | | | C | SLT |
| Do you have the facilities such as ICT to produce written information in different formats? | Yes | | | | C | SLT |