



# Accessibility Statement, Audit and Plan

<b>Approved by:</b>	Full Governing Body
<b>Last reviewed on:</b>	May 2024
<b>Next review due by:</b>	May 2025

## **Accessibility Statement, Audit and Plan**

At Grimsdyke School we take real pride in offering a broad and balanced curriculum that excites and develops a wide range of qualities in each and every child. As staff we feel that learning should not just be confined to the classroom. Students need to engage in their learning in a wide range of situations and environments, meeting high expectations and challenges set by not only their classroom teacher but also their peers through collaborative learning.

This in turn will not only foster independent but also lifelong learning which allows all students that move through Grimsdyke School to become successful in the future. Everyone in the school is important and included. We promote an ethos of care and trust, in order ensure that every member of our school community feels that they truly belong and are valued. The School works hard to ensure there are no 'invisible children' here, recognising everyone's uniqueness and success. The School recognises learning in all its forms and is committed to nurturing lifelong learners. This is a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 states that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion, belief or sexual orientation".

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's inclusion and equality objectives, and will similarly be published on the school website.

### **Inclusion Statement and Objectives:**

The School has consistently high expectations and we acknowledge that each pupil has individual and unique needs. Additionally, some pupils require support or differentiated provision in order to reach their full potential. The School recognises that different children will require different types of support for different lengths of time and that, in order for all children to succeed, the School will need to plan for these needs accordingly.

The School aims to ensure that all pupils have the opportunity to reach their full potential. A supportive environment with meaningful access to a broad and balanced curriculum will be provided in order to ensure that this is achieved.

Inclusion may be defined as involving “the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation” (**Index for Inclusion, Booth & Ainscow 200:13**). Inclusion affects culture, policies and practices, responding to diversity within school and community.

### **Key Principles**

**Valuing Diversity:** All children should be equally valued whether or not they have special or additional educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is achieved when this is recognised and regarded positively.

**Entitlement:** Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. The school should make reasonable adaptations to allow this to happen. Parents and children (if appropriate) should be consulted about the adaptations that are necessary to ensure inclusion.

**Participation:** All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.

**Individual Needs:** The development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs, and to accommodate their diversity.

**Planning:** All planning should be based on inclusive principals. Inclusion requires ongoing strategic planning at school, year group, class and individual pupil level.

**Collective responsibility:** The principal of inclusion extends across the all work of the school as an institution. It is an issue for all staff rather than the exclusive responsibility of a particular group of individuals.

**Professional development:** Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need be supported through this process and have access to a range of appropriate courses, advice, and resources.

**Equal Opportunities:** All pupils should receive a broad and balanced curriculum that recognises their different talents and learning styles and addresses the specific nature of any particular special needs.

In order to effectively manage the provisions of an inclusive education at Grimsdyke School, the Governing Body has adopted a range of policies. The following Inclusion [Policies](#) should be referred to in order to understand the school’s approach to inclusion in specific cases:

[Safeguarding and Child Protection Policy;](#)

[Teaching and Learning Policy;](#)  
[Behaviour Policy;](#)  
[Special Educational Needs Policy;](#)  
[English as an Additional Language Policy;](#)  
[Pupil Premium Policy;](#)  
[Anti- bullying Policy;](#)  
[Physical Restraint Policy;](#)  
[Medical Needs Policy;](#)  
[Intimate Care Policy;](#) and  
[Equality Statement.](#)

The School's Accessibility Statement, Audit and Plan shows how access is provided or how it is planned to be improved for disabled pupils, staff and visitors to the school anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Audit and Plan contains relevant and timely actions to: -

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Audit and Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new

Accessibility Audit and Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The Accessibility Statement, Audit and Plan will be published [on the school website](#).

The Accessibility Statement, Audit and Plan will be monitored through the Governors Pastoral Committee.

The Accessibility Statement, Audit and Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of audit and action plans showing how the school will address priorities identified.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body/ Pastoral committee;  
Head Teacher;  
Deputy Head Teacher;  
Assistant Head Teacher;  
Inclusion Manager;  
School Business Manager; and  
Site Manager

An Access Audit was carried out by the Pastoral Committee in May 2024. Provision and recommendations were identified:

**1. Is your educational setting compliant with the Equality Act 2010?**

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no – note of any action to be taken
1	Do you have an Accessibility Plan?	✓	<ul style="list-style-type: none"> <li>See plan included in this document.</li> </ul>		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓	<ul style="list-style-type: none"> <li>Parents and pupils consulted through SSP review meetings –see file notes.</li> </ul>		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	<ul style="list-style-type: none"> <li>Referenced as part of safeguarding training.</li> </ul>		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	<ul style="list-style-type: none"> <li>Adaptations made to the building for students with disability.</li> <li>Provision made for school trips/activities.</li> </ul>		
5	Do you have evidence that your school community endeavors	✓	<ul style="list-style-type: none"> <li>Right respecting ethos</li> </ul>		

	to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)		<p>in school, which complements our own <a href="#">SCORE values</a>.</p> <ul style="list-style-type: none"> <li>• Staff training.</li> <li>• Provision of extra-curricular activities.</li> </ul>		
6	Have you published your SEN information report?	✓	<ul style="list-style-type: none"> <li>• See <a href="#">school website</a>.</li> </ul>		
7	Is your SEN information report linked to the Local Offer?	✓	<ul style="list-style-type: none"> <li>• School and <a href="#">Harrow local offer</a> links on same page as SEN Information report.</li> </ul>		
8	Do all staff understanding the needs of the pupils/students and support them accordingly?	✓	<ul style="list-style-type: none"> <li>• Specialist provision for disability, medical need and SEN.</li> </ul>		
9	Do you have inclusive, whole school policies, processes and practices?	✓	<ul style="list-style-type: none"> <li>• Policies on <a href="#">website</a></li> <li>• Staff given protocols for managing students with specific needs.</li> </ul>		
10	Do you proactively including pupils/students with SEND, and their families, in all enrichment activities?	✓	<ul style="list-style-type: none"> <li>• Students with SEND offered <a href="#">PSD</a> places for sport.</li> <li>• Provision made for school trips.</li> </ul>		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what	✓	<ul style="list-style-type: none"> <li>• Achievement assembly rewards.</li> </ul>		

	they find difficult?		<ul style="list-style-type: none"> <li>• <a href="#">Behaviour policy</a> provides merits and commendations.</li> </ul>		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	<ul style="list-style-type: none"> <li>• Students sometimes observe teaching at interview and feedback.</li> <li>• Student presentations included in interview process.</li> </ul>		

## 2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	<ul style="list-style-type: none"> <li>• See Detailed Physical Access Check List.</li> </ul>		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	<ul style="list-style-type: none"> <li>• Use of wireless network, laptops and tablets when ICT room not accessible.</li> </ul>		
3	Are pathways around the setting and parking arrangements	✓	They are compliant.		

	safe, easily accessible and well signed?		We are resurfacing the disabled ramp into the main office in 2024.		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	<ul style="list-style-type: none"> <li>Alarms are auditory and there is safety lighting provided. Personal evacuation plans (PEEPs) ensure students and staff with sensory needs are catered for when needed.</li> </ul>		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	<ul style="list-style-type: none"> <li>Facility has been regularly used and maintained.</li> </ul>		
6	Are calm low sensory areas available in the setting?	✓	<ul style="list-style-type: none"> <li>We have created a sensory room/therapy space with a calming environment for students who need it.</li> </ul>		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	<ul style="list-style-type: none"> <li>Spaces are suitable for use by students with physical disability where they are accessible. Additional adaptations made</li> </ul>		

			when students are using spaces in practice.		
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	<ul style="list-style-type: none"> <li>• Yes as and when required.</li> </ul>		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	<ul style="list-style-type: none"> <li>• Yes as and when required. Occupational Therapy (OT) advice is implemented for students with specific needs.</li> </ul>		
10	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	✓	<ul style="list-style-type: none"> <li>• Personal Evacuation Plan's (PEEP) include this provision.</li> </ul>		
11	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties?	✓	<ul style="list-style-type: none"> <li>• Classroom signs such as timetables include visual and graphic elements to support students with learning challenges</li> <li>• Picture cards used alongside simple signs for communication</li> </ul>		<ul style="list-style-type: none"> <li>• Braille signs/ materials not held routinely but would be made available if we had students or families with need</li> </ul>

			with students who have low verbal skills		
12	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?			✓	<ul style="list-style-type: none"> <li>There is no requirement for this with any student at the School at this time.</li> </ul>
13	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	<ul style="list-style-type: none"> <li>Disabled student and family had input into provision of toilet and lift facilities.</li> </ul>		

### 3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	<ul style="list-style-type: none"> <li>Signage has been recently updated.</li> </ul>		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils?	✓	<ul style="list-style-type: none"> <li>This is currently represented through class reps –they are invited to meetings.</li> </ul>		
3	Is personalised and creative support arranged so that	✓	<ul style="list-style-type: none"> <li>Personalised</li> </ul>		

	pupils/students can access all activities including trips /visits and afterschool and breaktime activities?		provisions are made for trips and school activities. Individual risk assessments are completed, where necessary.		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events?	✓	<ul style="list-style-type: none"> <li>Funding applications are made by school where necessary e.g. for school transport.</li> </ul>		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	<ul style="list-style-type: none"> <li>Transitions are managed both into the school and on leaving through liaison with other settings.</li> </ul>		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	<ul style="list-style-type: none"> <li>Plans and procedures put in place where needed.</li> </ul>		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	<ul style="list-style-type: none"> <li>Art therapy, music therapy, learning mentor, Emotional Literacy Support Assistant (ELSA) and social skills groups run for this purpose.</li> </ul>		

			<ul style="list-style-type: none"> <li>• A waved approach to provision in school for those in need of more formal therapeutic support</li> <li>• Outside services referred to or commissioned as needed e.g. Harrow Horizons, NHS Mental Health Support Team (MHST)</li> </ul>		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	<ul style="list-style-type: none"> <li>• Plans put in place when appropriate.</li> </ul>		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?	✓	<ul style="list-style-type: none"> <li>• Implemented as part of RRS agenda in the school and <a href="#">Behaviour Policy</a>.</li> <li>• This is also covered in the <a href="#">PSHE</a> curriculum which is based on the Jigsaw scheme of work.</li> </ul>		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that	✓	<ul style="list-style-type: none"> <li>• Letters are sent to families in advance</li> </ul>		

	preparations can be made by their families?		<p>with specific information.</p> <ul style="list-style-type: none"> <li>• Risk assessments are done and shared as required to put in place any reasonable adaptations needed to include a student with SEND in a school activity or trip.</li> </ul>		
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#### 4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	<ul style="list-style-type: none"> <li>• Regular theme at whole staff inset sessions and training</li> </ul>		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	<ul style="list-style-type: none"> <li>• There is a termly inclusion input into staff training sessions.</li> <li>• A TA training</li> </ul>		

			programme is run to develop skills of this staff group.		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	<ul style="list-style-type: none"> <li>Adaptations are made to support where needed</li> </ul>		
4	Do classteachers/PE staff know how to include pupils/students with disabilities in PE?	✓	<ul style="list-style-type: none"> <li>Inset training session from LA and PE team.</li> <li>There is ongoing support from OT/Physio for students with changing needs.</li> </ul>		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	<ul style="list-style-type: none"> <li>Through termly School Support Plan's (SSP) review meetings and target setting.</li> </ul>		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	<ul style="list-style-type: none"> <li>Assess, Plan, Do and Review (APDR) is used for SSPs and escalation of support.</li> </ul>		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	<ul style="list-style-type: none"> <li>Please See Q5.</li> </ul>		

8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	<ul style="list-style-type: none"> <li>• Please see school assessment data – monitored termly for this group.</li> </ul>		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	✓	<ul style="list-style-type: none"> <li>• Due to small numbers of such students, this is variable on a year on year basis.</li> </ul>		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	<ul style="list-style-type: none"> <li>• Google classroom is used for homework.</li> <li>• Homework club is provided to give additional support where needed.</li> </ul>		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	<ul style="list-style-type: none"> <li>• Supply staff is given an arrival briefing, including TAs and purple folder in class.</li> <li>• Cover staff such as PSD and French teacher have a summary of needs across the school</li> </ul>		

			shared with them which includes educational and medical needs.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	<ul style="list-style-type: none"> <li>All staff have weekly Planning, Preparation and Assessment (PPA) time.</li> </ul>		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	<ul style="list-style-type: none"> <li>Students with needs have laptop/ tablet to use as appropriate.</li> </ul>		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	<ul style="list-style-type: none"> <li>School and agency TAs supported to do this.</li> </ul>		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	<ul style="list-style-type: none"> <li>Where it is needed e.g. induction loop for hearing when student required it.</li> </ul>		

## 5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	<ul style="list-style-type: none"> <li>This is on the <a href="#">website</a> and available from school office upon request.</li> </ul>		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	✓	<ul style="list-style-type: none"> <li>Parents given contact information particularly when statement transfers to EHCP.</li> <li>Also hold coffee mornings to promote the work of Harrow Parents Forum/Young Carers/MHST team.</li> <li>Parents sign posted to <a href="#">SENDIAS</a> as part of EHCPNA application process.</li> </ul>		

3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	<ul style="list-style-type: none"> <li>• Policies on website were reviewed with parent group prior to posting.</li> </ul>		
4	Do you hold review meetings etc at times when parents are able to attend?	✓	<ul style="list-style-type: none"> <li>• Meetings are well attended.</li> </ul>		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	<ul style="list-style-type: none"> <li>• Termly meetings include review and target setting. Notes are kept and sent to families.</li> </ul>		
6	Is information available in a variety of languages?			✓	<ul style="list-style-type: none"> <li>• Some information is as a response to need – 31 languages in school means that translation service employed as required.</li> </ul>
7	Is information available in a variety of formats including <ul style="list-style-type: none"> <li>- 'easy read'</li> <li>- large print</li> <li>- symbols</li> <li>- audio?</li> </ul>	✓	<ul style="list-style-type: none"> <li>• Information made available in relevant formats as requested/required.</li> </ul>		
8	Are staff familiar with IT used to share information with people with disabilities?	✓	<ul style="list-style-type: none"> <li>• School is using Arbor and Google Classroom.</li> </ul>		

9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	<ul style="list-style-type: none"> <li>• <a href="#">Contact details</a> are on website and on all communication.</li> <li>• Year group emails for parents to allow for signposting if required.</li> </ul>		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	<ul style="list-style-type: none"> <li>• At key points e.g. transfer meetings, transition etc.</li> </ul>		
11	Do you signpost families without the internet to libraries to access information and the Local Offer?	✓	<ul style="list-style-type: none"> <li>• School provides information and access where needed.</li> </ul>		
12	Do you use the Local Offer to keep up-to-date with SEND developments?	✓	<ul style="list-style-type: none"> <li>• Inclusion manager also attends SENCO forum for this purpose.</li> </ul>		

## Detailed Physical Access Check List

### 1 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?		✓	<ul style="list-style-type: none"> <li>• Drop kerbs provided – no action needed.</li> </ul>
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?		✓	<ul style="list-style-type: none"> <li>• Visual signage in place – others made available as required</li> </ul>
11	Is there car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking are suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✓		<ul style="list-style-type: none"> <li>• Note – ramp to front door.</li> </ul>

## **2 Routes and external level change including ramps and steps**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?	✓		
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?		✓	<ul style="list-style-type: none"> <li>• Visual signage in place – others made available as required</li> </ul>
8	Are there handrails to one or both sides?	✓		
9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are all nosings marked and/or readily identifiable?	✓		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		

## **3 Entrances – including Reception**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed matwell?	✓		

5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓		
7	Can the door furniture be used at both standing and seated height?	✓		
8	Can it be easily grasped and operated?	✓		<ul style="list-style-type: none"> <li>Note – automatic door.</li> </ul>
9	<p>If the door has a closer mechanism does it have:</p> <ul style="list-style-type: none"> <li>Delayed closure action?</li> <li>Slow-action closer?</li> <li>Minimal closure pressure?</li> </ul>	✓		<ul style="list-style-type: none"> <li>Monitors person when closing to be safe and speed appropriate.</li> </ul>
10	If the door is power-operated does it have visual and tactile information?		✓	<ul style="list-style-type: none"> <li>Visual only.</li> </ul>
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
13	Do lobby layouts enable all users to clear one door before going through the next?	✓		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		
15	Does the lighting installation take account of the needs of visually disabled people?	✓		
16	<p>Are floor spaces</p> <ul style="list-style-type: none"> <li>Slip resistant, even when wet?</li> </ul>	✓		

	<ul style="list-style-type: none"> <li>• Of a quality that is sympathetic to acoustics – ie not so ‘hard’ as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>			
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
19	Is it fitted with an induction loop?		✓	<ul style="list-style-type: none"> <li>• Mobile system used for student who required it.</li> </ul>
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	✓		<ul style="list-style-type: none"> <li>• Visual information available – other formats provided as required</li> </ul>

#### **4 Horizontal Movement and Assembly**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces:	✓		

	<ul style="list-style-type: none"> <li>• Allow ease of movement for wheelchair users?</li> <li>• Avoid light reflection and sound reverberation?</li> </ul>			
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
9	Are there tactile signs and information for those with impaired vision?		✓	<ul style="list-style-type: none"> <li>• Provided as required</li> </ul>
10	Is the maintenance of these items checked regularly?	✓		
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	<ul style="list-style-type: none"> <li>• Mobile system used for students who require it.</li> </ul>

## **5 Doors**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
4	Does the clear opening width permit wheelchair access	✓		

5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> <li>• security linkage?</li> <li>• delay-action closure?</li> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>	✓		
10	Is door/mechanism function checked regularly?	✓		

## **6 Toilets**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions	✓		

	etc?			
8	Is the location clearly signed?	✓		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?			
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	✓		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?			N/A

## **7 Fixtures and Fittings**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is any server/counter accessible to all users, including those with hearing impairments?	✓		
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		✓	<ul style="list-style-type: none"><li>• Staff room is not accessible to wheelchair user. Comparable facilities are accessible in the main building.</li></ul>
6	Are all relevant locations clearly signed?	✓		

## **8 Information**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is the building equipped to provide hearing assistance?		✓	<ul style="list-style-type: none"><li>• Mobile loop used for hearing impaired students.</li></ul>
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building/activities available?		✓	<ul style="list-style-type: none"><li>• Provided as required</li></ul>

4	Is there braille information available for people with visual disabilities?		✓	<ul style="list-style-type: none"> <li>• Provided as required</li> </ul>
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## **9 Means of Escape**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a visible as well as audible fire alarm system?		✓	PEEPs make provision for this where needed
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly?	✓		

**Grimsdyke School**  
**ACCESSIBILITY PLAN**

<b>Items identified as requiring action as a result of Accessibility Audit undertaken in January 2023</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Staff facilities are accessible to those with a range of additional needs	<ul style="list-style-type: none"><li>• Staff needs monitored via the recruitment process</li><li>• Reasonable adaptations made as required</li></ul>	HT SBM	Long	Ongoing	