NYES | Health and Safety

ACCESSIBILITY PLAN

Riccall Community 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.

In addition to meeting its statutory duties under the Equality Act 2010, the school is committed to creating an inclusive environment that supports participation, wellbeing, independence and achievement for all pupils, including those with Special Educational Needs and Disabilities (SEND). The school will seek to identify and reduce environmental barriers relating to physical access, sensory processing, communication, emotional regulation, navigation, wellbeing and participation. Accessibility and inclusion considerations will form part of ongoing estate management, refurbishment, maintenance and school improvement activities.

Riccall Community Primary School aims to foster equality and inclusion through its overarching motto, "To Be The Best We Can Be," and its core PETS values: Perseverance, Enthusiasm, Teamwork, and Success. The school strives to create a culture of belonging where diversity is celebrated, prejudice is actively challenged, and every child is supported to thrive. Equality is driven by a commitment to providing tailored opportunity rather than identical delivery, using adaptive teaching methods so that pupils of all abilities can access the standard curriculum alongside their peers. For children with Special Educational Needs and Disabilities (SEND), the school aims to dismantle barriers to learning through early identification, personalized support plans, and close collaboration with parents and external specialists. By pairing high academic aspirations with a safe, nurturing environment that values individual uniqueness, the school seeks to ensure every child feels respected, supported, and equally empowered to achieve their full potential.

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.

We recognise that barriers to learning and participation are not limited to physical access. Some pupils may experience challenges relating to sensory processing, neurodiversity, communication, emotional regulation, anxiety, medical needs or independence. We will seek to understand and remove these barriers wherever reasonably practicable through inclusive practice and environmental design.

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.

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.

The school will actively involve pupils, parents and carers, staff, governors and, where appropriate, specialist professionals in the assessment, development, implementation and review of accessibility and inclusion improvements. Particular consideration will be given to the views and experiences of pupils with SEND and disabilities to ensure that accessibility planning reflects lived experience and day-to-day barriers.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 the Department for Education (DfE) guidance for schools on the Equality Act 2010 and the Department for Education (DfE) Inclusive education estates - GOV.UK

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.

Inclusive Design Principles

In carrying out accessibility assessments and improvement planning, the school will consider the Department for Education's principles of inclusive design. Assessments will include consideration of:

1. Accessibility and movement
2. Navigation and wayfinding
3. Quiet spaces and sensory comfort
4. Acoustics
5. Lighting and visual comfort
6. Ventilation
7. Thermal comfort
8. Access to nature
9. Sanitary provision
10. Furniture, fittings and equipment

The school will consider both current and future needs when planning environmental adaptations and will adopt an anticipatory approach wherever reasonably practicable.
Accessibility and inclusion considerations will be embedded within refurbishment projects, maintenance programmes, capital investment decisions and estate development planning.

Monitoring Arrangements

The school will undertake periodic assessments of the environment to identify barriers to learning, participation and wellbeing. Assessments will consider physical access, sensory environments, daily routines, transitions, wayfinding, communication, emergency arrangements, personal care facilities, specialist teaching areas and opportunities for independence. Where appropriate, a "day in the life" approach will be used to understand the experiences of pupils with SEND throughout the school day.

Accessibility assessments will adopt an anticipatory approach, considering both current and future needs of pupils, staff and visitors. Assessments will consider opportunities to remove barriers before they arise and will be incorporated into estate management, refurbishment, maintenance and capital planning processes.

The school will seek opportunities to learn from specialist settings, inclusion bases and external professionals when planning accessibility and inclusion improvements.

This document will be formally reviewed every three years and following significant building projects, accessibility audits, changes in pupil need or estate development activity.

It will be reviewed by the headteacher

It will be approved by the governing board.

Accessibility and inclusion improvements will be monitored through accessibility audits, pupil and parent feedback, SEND reviews, site inspections, premises improvement programmes, post-completion reviews of accessibility projects

The effectiveness of completed actions will be evaluated to determine whether barriers to participation have been reduced and whether additional improvements are required.

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
- SEND Policy
- Special educational needs (SEN) information report
- Fire Safety Policy and PEEP Procedures
- Equality Objectives
- Behaviour Policy
- Supporting pupils with medical conditions policy
- School Development Plan
- Risk assessment policy
- Mental Health and Wellbeing Policy

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:	DJ Llewellyn
Date:	24/09//26

Review Date:	September 2029 (or earlier)

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?	☒	☐	☐	Staff have regular training, and work alongside specialist services to engage with training.
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?	☒	☐	☐	A variety of activities are used
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?	☒	☐	☐	With support from specialist services
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?	☒	☐	☐	
1.14	Have specialist curriculum areas been reviewed for accessibility and inclusion?	☐	☐	☒	All areas of the curriculum are accessible for the pupils currently at the school
1.15	Can pupils with disabilities participate safely and independently in practical curriculum activities?	☒	☐	☐	
1.16	Are specialist teaching spaces equipped with suitable furniture, equipment and reasonable adjustments?	☒	☐	☐	
1.17	Have science laboratories, food technology rooms, workshops, music rooms and PE facilities been reviewed for accessibility and inclusion?	☒	☐	☐	
1.18	Are reasonable adjustments available to support participation in specialist curriculum areas?	☒	☐	☐	

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.?	☐	☒	☐	There is no sign from Kelfield Road to the school
2.2	Are there separate entrances for cars and pedestrians?	☒	☐	☐	
2.3	Is the route wide enough, and free of kerbs?	☒	☐	☐	1.1m – 1.5m width of path
2.4	Are alternative arrival or movement arrangements available where required, whilst maintaining appropriate supervision and safeguarding arrangements?	☒	☐	☐	This is useful for pupils with autism and/or mental health issues that are perhaps having a low mood 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?	☒	☐	☐	
2.6	Have school gate, drop-off and collection arrangements been assessed for accessibility, congestion, safeguarding and sensory impact?	☒	☐	☐	
2.7	Are alternative arrival and departure arrangements available where identified through accessibility assessments?	☒	☐	☐	
2.8	Are accessible routes designed to support both inclusivity and site security through clear sightlines, supervision and safe access control?	☒	☐	☐	

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?	☒	☐	☐	General guidance is 5-6% of total parking.
3.3	Are accessible car parking bays signposted from the car park entrance?	☐	☒	☐	
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?	☐	☒	☐	The car park can be quite dark in the winter

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?	☒	☐	☐	Gradient should ideally be no steeper than 1:20.
4.2	If no permanent ramp is provided, can a portable ramp be made available?	☐	☐	☒	

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.
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. Narrower in area outside Oak class?
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?	☒	☐	☐	
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?	☐	☒	☐	No funding available to do this
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?	☒	☐	☐	
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.
12.19	Has toilet provision been reviewed with pupils to identify barriers, anxiety or avoidance behaviours?	☐	☒	☐	
12.20	Are quieter toilet facilities available where identified as beneficial?	☐	☐	☒	
12.21	Have sensory aspects of sanitary provision (noise, lighting, odours and privacy) been assessed?	☐	☒	☐	

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?	☐	☒	☐	
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?	☐	☐	☒	
13.10	Have personal care facilities been reviewed to ensure dignity, privacy and independence?	☐	☐	☒	
13.11	Has the need for hygiene room or Changing Places provision been assessed?	☐	☐	☒	

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?	☒	☐	☐	This can have a negative impact on some people that are hard of hearing, some people with Neuro-diversity and people with visual impairments and can be partially avoided by having some furniture that sound bounces off, or soft art on the walls/ceilings that absorbs noise.
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	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.
15.10	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.
15.11	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.
15.12	Are rooms maintained to reduce hazards for people with visual disabilities?	☒	☐	☐	
15.13	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.
15.14	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
15.15	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.
15.16	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?
15.17	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.
15.18	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?
15.19	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.

15.20	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	☒	☐	☐	Consider height of coin slot, information displayed and how items are dispensed.
15.21	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.
15.22	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	☒	☐	☐	
15.23	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?	☒	☐	☒	
15.24	Is the main reception area equipped with induction loops for people with hearing aids?	☐	☒	☐	
15.25	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.
15.26	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 – Not at present
15.27	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.
15.28	Is the functioning and operation of induction loops checked regularly?	☐	☐	☒	Should be checked at least monthly, ideally more.
15.29	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?	☒	☐	☐	It would depend on the disability
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?	☒	☐	☐	
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. Currently there are no individuals who need a PEEP.
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.
17.8	Where identified through PEEPs, are evac chairs available and maintained?	☐	☐	☒	
17.9	Are pupils and families involved in developing evacuation arrangements where appropriate?	☐	☐	☒	
17.10	Are evacuation procedures periodically tested for pupils requiring assistance?	☐	☐	☒	
17.11	Have lockdown arrangements been assessed to ensure pupils with disabilities and SEND can follow procedures safely and effectively?	☒	☐	☐	
17.12	Are pupils requiring reasonable adjustments during lockdown procedures identified and supported within emergency planning arrangements?	☒	☐	☐	

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?	☒	☐	☐	
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?	☒	☐	☐	
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?	☐	☒	☐	Consider location of this e.g. separate from a room where disciplinary action like detention is carried out.
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 access to spoken language interpreters and are staff confident about how to utilise this?	☐	☒	☐	This could be language, BSL or deaf/blind interpreters.
19.4	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	☐	☐	☐	
19.5	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	☐	☒	☐	
19.6	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	☒	☐	☐	Assembly programme, PSHE curriculum

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?	☐	☒	☐	This would be made available on request
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?	☐	☒	☐	This would be made available on request
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?	☒	☐	☐	Working alongside specialist teachers where needed
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?	☐	☒	☐	

21	**Quiet Spaces, Regulation and Movement Support**	**YES**	**NO**	**N/A**	**NOTES**
21.1	Is there at least one designated calm, low-stimulation space available for pupils who require emotional regulation or sensory recovery?	☒	☐	☐	
21.2	Are quiet spaces located close to teaching areas to allow timely access without significant disruption to learning?	☒	☐	☐	
21.3	Can pupils access regulation spaces through an agreed process that promotes independence and dignity?	☒	☐	☐	
21.4	Are quiet spaces designed to minimise visual, auditory and sensory distractions?	☒	☐	☐	
21.5	Are regulation spaces large enough for a pupil and supporting adult where required?	☒	☐	☐	
21.6	Are there both indoor and outdoor opportunities for calm regulation and sensory recovery?	☒	☐	☐	
21.7	Are quiet spaces clearly identified and understood by staff, pupils and parents?	☒	☐	☐	
21.8	Are the effectiveness and usage of regulation spaces regularly reviewed?	☒	☐	☐	
21.9	Are low-stimulation areas available during unstructured periods such as break and lunch times?	☒	☐	☐	
21.10	Have opportunities for movement regulation and sensory-motor activity been assessed throughout the school?	☒	☐	☐	
21.11	Are indoor or outdoor spaces available to support sensory circuits, body-awareness activities or movement breaks where required?	☒	☐	☐	
21.12	Have pupils with sensory regulation needs been consulted regarding movement opportunities within the school environment?	☒	☐	☐	
21.13	Are regulation spaces managed in a way that maintains safeguarding, supervision and emergency communication arrangements?	☒	☐	☐	

22	**Navigation and Wayfinding**	**YES**	**NO**	**N/A**	**NOTES**
22.1	Are routes through the school clear, logical and easy to understand?	☒	☐	☐	
22.2	Are visual wayfinding cues (colour, symbols, icons, landmarks or artwork) used consistently?	☐	☐	☒	
22.3	Are destinations such as toilets, reception, dining areas and calm spaces clearly signposted?	☐	☒	☐	

22.4	Are maps or visual navigation tools provided where appropriate?	☐	☒	☐	
22.5	Have transition points and circulation pinch points been assessed for anxiety or confusion?	☐	☒	☐	

23	**Sensory Environment Assessment**	**YES**	**NO**	**N/A**	**NOTES**
23.1	Has the school assessed key areas for sensory overload risks including classrooms, corridors, dining areas and playgrounds?	☒	☐	☐	
23.2	Are visual displays managed to minimise excessive visual clutter and distraction?	☒	☐	☐	
23.3	Are sensory triggers such as strong smells, sudden noises and glare identified and managed wherever reasonably practicable?	☒	☐	☐	
23.4	Are busy circulation routes arranged to reduce congestion and sensory overload during transitions?	☐	☐	☒	
23.5	Is consideration given to sensory processing needs when planning learning environments and shared spaces?	☒	☐	☐	
23.6	Are sensory needs considered when undertaking refurbishment or maintenance projects?	☒	☐	☐	
23.7	Have staff received awareness training regarding sensory processing differences and sensory overload?	☒	☐	☐	
23.8	Are sensory supports available where required, such as headphones, screening, sensory tools or workstations?	☒	☐	☐	
23.9	Is the sensory environment reviewed with pupils, parents and support professionals?	☒	☐	☐	
23.10	Are quieter dining arrangements available where required?	☒	☐	☐	
23.11	Are pupils able to access quieter dining locations where required?	☒	☐	☐	
23.12	Have queueing systems been assessed to minimise stress, congestion and sensory overload?	☒	☐	☐	
23.13	Has furniture layout within dining areas been reviewed to improve accessibility, circulation and inclusion?	☒	☐	☐	

24	**Acoustics and Communication Environment**	**YES**	**NO**	**N/A**	**NOTES**
24.1	Have learning spaces been assessed for excessive echo, reverberation or background noise?	☒	☐	☐	
24.2	Are classrooms arranged to support clear communication and speech intelligibility?	☒	☐	☐	
24.3	Are noisy activities separated from quieter learning areas where possible?	☒	☐	☐	

24.4	Are dining halls, assembly spaces and shared areas managed to reduce excessive noise levels?	☒	☐	☐	
24.5	Have reasonable acoustic improvements been implemented where noise presents a barrier to learning?	☐	☒	☐	
24.6	Are hearing enhancement systems available where identified as necessary?	☐	☒	☐	
24.7	Is furniture fitted or arranged to minimise scraping and impact noise where appropriate?	☒	☐	☐	
24.8	Are mechanical systems such as ventilation, hand dryers and equipment assessed for excessive noise?	☐	☒	☐	
24.9	Are acoustic needs considered during refurbishment and estate planning activities?	☒	☐	☐	

25	**Lighting and Visual Comfort**	**YES**	**NO**	**N/A**	**NOTES**
25.1	Have classrooms and shared spaces been assessed for glare and visual discomfort?	☐	☒	☐	
25.2	Are flickering or harsh light sources identified and addressed?	☒	☐	☐	
25.3	Can lighting levels be adjusted where required?	☒	☐	☐	Only in some classrooms
25.4	Are display boards and wall displays managed to reduce visual overload?	☒	☐	☐	
25.5	Is natural daylight maximised whilst controlling glare?	☒	☐	☐	
25.6	Are colour schemes and finishes supportive of visual comfort and navigation?	☒	☐	☐	

26	**Ventilation and Indoor Air Quality**	**YES**	**NO**	**N/A**	**NOTES**
26.1	Have teaching spaces been assessed for adequate ventilation and indoor air quality?	☒	☐	☐	
26.2	Are windows capable of being safely opened where natural ventilation is relied upon?	☒	☐	☐	
26.3	Are ventilation systems maintained and operating effectively?	☐	☐	☒	
26.4	Are CO_2 monitors or other environmental monitoring systems used where appropriate?	☐	☒	☐	
26.5	Are ventilation arrangements considered when creating quiet spaces and sensory regulation spaces?	☒	☐	☐	
26.6	Are strong smells, fragrances or airborne irritants identified and managed where reasonably practicable?	☒	☐	☐	
26.7	Are refurbishment projects reviewed for ventilation implications?	☒	☐	☐	
26.8	Is indoor air quality considered during estate planning and accessibility reviews?	☒	☐	☐	

27	Thermal Comfort	YES	NO	N/A	NOTES
27.1	Are teaching spaces maintained at temperatures that support concentration and participation?	☒	☐	☐	
27.2	Have overheating risks been assessed in classrooms and shared spaces?	☒	☐	☐	
27.3	Is shading available to reduce excessive solar gain?	☒	☐	☐	
27.4	Can staff make reasonable adjustments to improve thermal comfort?	☒	☐	☐	
27.5	Are outdoor areas designed to provide both shade and shelter?	☒	☐	☐	Further improvements identified
27.6	Are pupils with identified sensory or medical needs considered when managing thermal comfort?	☒	☐	☐	
27.7	Is thermal comfort considered within estate and refurbishment projects?	☒	☐	☐	

28	Furniture, Fittings, Equipment and Assistive Technology	YES	NO	N/A	NOTES
28.1	Is furniture available in a range of sizes and formats to support differing needs?	☒	☐	☐	
28.2	Are adjustable desks or workstations available where required?	☒	☐	☐	
28.3	Are seating options available to support posture, regulation and participation?	☒	☐	☐	
28.4	Is assistive technology available where identified through need?	☒	☐	☐	
28.5	Are furniture layouts designed to support independent movement?	☒	☐	☐	
28.6	Are furniture and fittings selected to minimise noise and sensory overload where appropriate?	☒	☐	☐	
28.7	Are pupils involved in evaluating suitability of learning environments?	☒	☒	☐	
28.8	Are power outlets, Wi-Fi connectivity and infrastructure suitable to support assistive technology and communication devices where required?	☒	☐	☐	
28.9	Is furniture available that supports a range of sensory, postural and regulation needs?	☐	☒	☐	
28.10	Are learning environments arranged to provide clearly defined activity zones?	☒	☐	☐	
28.11	Are assistive technologies reviewed periodically to ensure continued suitability?	☐	☒	☐	
28.12	Are charging facilities available for assistive technologies, communication devices and mobility equipment where required?	☒	☐	☐	

29	Access to Nature and Outdoor Wellbeing	YES	NO	N/A	NOTES
29.1	Do pupils have access to outdoor spaces that support wellbeing, learning and regulation?	☒	☐	☐	

29.2	Are there areas of outdoor provision designed for quiet reflection or calm activity?	☒	☐	☐	
29.3	Are outdoor spaces accessible to pupils with mobility, sensory or additional needs?	☒	☐	☐	
29.4	Is access to shade, shelter and weather protection available in outdoor areas?	☒	☐	☐	
29.5	Are natural features such as planting, gardens or wildlife areas incorporated into the school environment?	☒	☐	☐	
29.6	Have outdoor areas been designed to support a range of sensory and regulation needs?	☒	☐	☐	
29.7	Are opportunities available for outdoor learning and engagement with nature?	☒	☐	☐	
29.8	Are outdoor seating areas suitable for pupils with differing physical and sensory needs?	☒	☐	☐	
29.9	Is outdoor provision reviewed as part of accessibility and inclusion planning?	☒	☐	☐	
29.10	Do classrooms and internal spaces benefit from views of nature or natural daylight where possible?	☒	☐	☐	
29.11	Are opportunities provided for gardening, planting or nature-based learning?	☒	☐	☐	
29.12	Have pupils been involved in the design or maintenance of outdoor wellbeing spaces?	☒	☐	☐	
29.13	Do pupils have access to views of nature, planting or natural environments from teaching and learning spaces wherever reasonably practicable?	☒	☐	☐	
29.14	Have opportunities for indoor nature-based design features been considered during refurbishment and estate projects?	☒	☐	☐	
29.15	Are sensory-motor opportunities such as sensory paths, movement routes or regulation activities available outdoors where identified as beneficial?	☒	☐	☐	
29.16	Have opportunities for outdoor movement regulation been considered alongside quiet and reflective outdoor provision?	☒	☐	☐	
29.17	Are outdoor spaces zoned to support active, social and calm activities?	☒	☐	☐	
29.19	Are outdoor wellbeing spaces located and managed to ensure appropriate supervision and safeguarding?	☒	☐	☐	

30	**Neurodiversity and Inclusive Design**	**YES**	**NO**	**N/A**	**NOTES**
30.1	Have the needs of neurodivergent pupils been considered when assessing the physical environment?	☒	☐	☐	
30.2	Are there alternative routes available for pupils who may experience difficulty with crowded environments?	☐	☒	☐	
30.3	Are transition points around the school designed to minimise anxiety and confusion?	☐	☒	☐	

30.4	Are staff aware of how environmental factors may impact neurodivergent pupils?	☒	☐	☐	
30.5	Are classroom layouts designed to support attention, regulation and participation?	☒	☐	☐	
30.6	Are environmental adjustments reviewed when a pupil's needs change or new needs are identified?	☒	☐	☐	
30.7	Are neurodivergent pupils consulted regarding barriers within the school environment?	☒	☐	☐	
30.8	Are findings from accessibility assessments used to improve inclusion for neurodivergent pupils?	☒	☐	☐	

31	**Pupil Experience ("Day in the Life" Assessment)**	**YES**	**NO**	**N/A**	**NOTES**
31.1	Has the school undertaken a review of the school day from the perspective of pupils with SEND?	☒	☐	☐	
31.2	Are arrival and departure arrangements designed to minimise barriers and anxiety?	☒	☐	☐	
31.3	Have lesson transitions been assessed for accessibility, congestion and sensory challenges?	☒	☐	☐	
31.4	Has the lunchtime experience been reviewed from an inclusion and accessibility perspective?	☒	☐	☐	
31.5	Are extracurricular activities and educational visits accessible and inclusive?	☒	☐	☐	
31.6	Have pupils identified any locations that consistently create barriers or distress?	☐	☒	☐	
31.7	Are identified barriers formally recorded and action planned?	☐	☒	☐	
31.8	Are parents and carers involved in understanding environmental challenges experienced by pupils?	☐	☒	☐	
31.9	Are staff encouraged to identify and report environmental inclusion barriers?	☒	☐	☐	
31.10	Are findings reviewed periodically to ensure improvements remain effective?	☐	☒	☐	
31.11	Have busy periods such as arrival, departure, lesson changeover and lunch queues been assessed for accessibility, congestion, anxiety and sensory overload?	☒	☐	☐	
31.12	Have reasonable adjustments been considered to improve transitions for pupils experiencing anxiety, sensory overload or mobility difficulties?	☒	☐	☐	
31.13	Have school gate, drop-off and collection arrangements been assessed for accessibility, congestion and sensory impact?	☒	☐	☐	
31.14	Are alternative arrival arrangements available where required to support pupils experiencing anxiety or sensory overload?	☒	☐	☐	
31.15	Have pupils experiencing arrival or end-of-day anxiety been consulted regarding accessibility and support arrangements?	☐	☒	☐	

31.16	Are alternative arrival, departure or waiting arrangements available where identified as beneficial?	☒	☐	☐	

32	**Consultation, Review and Impact**	**YES**	**NO**	**N/A**	**NOTES**
32.1	Are accessibility and inclusion actions prioritised according to identified need and impact?	☒	☐	☐	
32.2	Is the impact of completed actions evaluated and recorded?	☐	☒	☐	
32.3	Are accessibility improvements linked to wider school development and estate planning?	☐	☒	☐	
32.4	Are completed projects reviewed to identify lessons learned and further opportunities for improvement?	☐	☒	☐	
32.5	Is feedback from users used to inform future accessibility planning?	☐	☒	☐	
32.6	Is the accessibility plan reviewed regularly to ensure it remains responsive to current and future needs?	☒	☐	☐	Every three years
32.7	Have specialist professionals been consulted for significant accessibility or inclusion projects where appropriate?	☒	☐	☐	
32.8	Have recommendations from specialists been documented and reviewed?	☐	☒	☐	
32.9	Have future pupil needs and anticipated changes in pupil cohorts been considered when planning accessibility improvements?	☒	☐	☐	
32.10	Are accessibility improvements aligned with the school's longer-term estate, maintenance and capital investment plans?	☒	☐	☐	
32.11	Have accessibility needs of visitors, contractors, volunteers and community users been considered?	☐	☒	☐	

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 1 – PARTICIPATION, CURRICULUM ACCESS AND INCLUSION

Objective

To increase the extent to which disabled pupils and pupils with SEND can participate fully in all aspects of school life, achieve positive outcomes and access the curriculum alongside their peers. This includes consideration of communication, independence, emotional wellbeing, sensory needs, educational visits, enrichment opportunities and participation throughout the school day.

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
1	Curriculum							
1.17 – 1.18	Specialist Curriculum Accessibility							
20	Alternative Formats (Curriculum Access Elements)							
21	Quiet Spaces, Regulation and Movement Support							
30	30.2, 30.3 Neurodiversity and Inclusive Design	Establish clear transition plans and alternative movement routes for neurodivergent pupils during peak congestion times to reduce anxiety.	Medium	Low	**SENCO / Class Teachers** Develop visual maps and staggered movement schedules by **Nov 2026**.	Outstanding		Reduced transition anxiety and sensory overload for neurodivergent pupils.
31	Pupil Experience ("Day in the Life" Assessment)	Formally record environmental barriers identified by pupils/parents, log them in a central register, and involve families in reviewing transition/arrival anxiety.	High	Low	**SENCO / Pastoral Lead** Conduct termly feedback sessions with SEND parents and record findings in the SEND register by **Dec 2026**.	Outstanding		Systematic tracking and resolution of daily barriers experienced by SEND pupils.

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
32	Consultation, Review and Impact (Participation Elements)	Evaluate completed accessibility actions, land document specialist advice/user feedback.	Medium	Low	**Headteacher / SENCO / Governors** Incorporate accessibility review logs into termly governor reporting starting **Spring 2027**.	Outstanding		Evidence-based accessibility planning aligned with estate development and expert input.

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 2 – INCLUSIVE ENVIRONMENT, ACCESSIBILITY AND WELLBEING

Objective

To improve the physical environment and wider educational estate so that all pupils, staff, visitors and members of the community can access, navigate and participate safely, independently and with dignity. This includes consideration of accessibility, movement, sensory comfort, acoustics, wellbeing, regulation and access to nature.

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
2	Approach to School							
3	Car Parking							
4	External Ramp and Steps							
5	Entrance / Reception and Visitor Areas							
6	Corridors and Activity Spaces	Keep narrow corridor areas (e.g., outside Oak Class) completely free of temporary displays or storage to maximize clearance width.	High	Low	**Site Manager / Class Teachers** Audit corridors weekly to maintain unimpeded movement by **Ongoing (Oct 2026)**.	Outstanding		Unobstructed passage for wheelchair users and pupils with mobility aids.
7	Doors	Explore funding opportunities or capital allocation to fit magnetic hold-open devices linked to the fire alarm system.	Low / Medium	High (£2,000+)	**Headteacher** Include in capital funding plan – earliest funds would be available from September 2027	Outstanding		Improved independent movement through heavy fire doors without compromising fire safety.
8	Vertical Movement							

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
9	Stairs							
10	Lifts							
11	WC Provision General							
12	Accessible WC Provision							
13	Changing and Shower facilities							
13.10–13.11	Personal Care and Changing Facilities							
14	Bathrooms							
15	Horizontal Movement Fixtures and Fittings							
16	Kitchens							
17	Means of Escape							
18	Building Management							
19	Equality Adjustments							
23	Sensory Environment							
23.11 – 23.15	Inclusive Dining Environment							
24	Acoustics and Communication Environment	Carry out acoustic assessments in high-reverberation areas and check mechanical systems (e.g., hand dryers/ventilation) for excessive noise.	Medium	Low–Medium	**Site Manager / SENCO** Review noise levels and consider acoustic panelling or quieter dryers by **Spring 2027**.	Outstanding		Improved speech clarity and reduced sensory overload for hearing-impaired and

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
								neurodivergent pupils.
25	Lighting and Visual Comfort							
26	Ventilation and Indoor Air Quality	Deploy portable CO2 monitors in main learning environments to ensure optimal air quality and concentration levels.	Low	Low (£150)	**Headteacher/ Class teachers** Procure and set up monitors across key classrooms by **Nov 2026**.	Outstanding		Enhanced air quality management supporting pupil concentration and health.
27	Thermal Comfort							
29	Access to Nature and Outdoor Wellbeing							
29.14–29.15	Indoor Connection to Nature							
29.16–29.18	Outdoor Movement Regulation and Sensory-Motor Opportunities							
32.6 – 32.8	Review of Completed Accessibility Improvements							
32.7–32.8	Specialist Professional Input and Review							
32.9 – 32.10	Estate Planning and Future Accessibility Needs							

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 3 – ACCESSIBLE INFORMATION, COMMUNICATION AND ENGAGEMENT

					For follow up monitoring			
Section	**Item**	**Strategies/Action**	**Priority**	**Cost**	**Action to be taken (how/who/when)**	**Status (Completed or Outstanding)**	**Date Completed**	**Impact / Outcome Review**
20	Alternative Formats	Create standard templates for large-print/Easy Read materials, explore alternative format reading books for the library, and train staff on supporting multi-modal communication.	Medium	Low–Medium	**SENCO / English Lead** Audit library for inclusive texts and organize staff communication awareness training by **Autumn 2027**.	Outstanding		Improved access to reading materials and school communications for pupils and parents with diverse needs.
15.26 – 15.31	Hearing Enhancement and Induction Loop Systems							
19.4	Interpreter and Communication Support Services							
5.9	Reception Information and Signage							
6.4	Internal Signage							
5,6, 15 and 22	Wayfinding and Navigation Improvements	Introduce visual wayfinding cues (icons/symbols) and clear signage to key destinations (toilets, hall, quiet spaces) to support transition and visual navigation.	Medium	Low (£150–£300)	**SENCO / Site Manager** Design and place clear icon/visual route cues across main school corridors by **Feb 2027**.	Outstanding		Reduced disorientation and transition anxiety for neurodivergent and young pupils.
32	Consultation, Review and Impact (Information Access Elements)							