Lynn Grove Accessibility Audit and Plan 2014 - 2017

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – Lynn Grove is mainly a 1950's building with extensive changes in floor levels, steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Lynn Grove and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Physical access audit and plan

1 = Adequate – No action at present
2 = Review in one year
3 = Ongoing Review
4 = Immediate Action

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	x				Students' needs are met as and when required
2	Are pathways and routes logical and well signed?			x		New signage being installed in the Spring Term 2015
3	Do you have emergency and evacuation procedures to alert all students?	x				
4	Is appropriate furniture & equipment provided to meet the needs of individual students?	x				See 1 above
5	Do furniture layouts allow easy movement for students with disabilities?	x				Most furniture is free standing and can be moved to accommodate needs. Furniture that is fixed is suitable for disabled access
6	Are quiet rooms/calming rooms available to children who need this facility?	x				Appropriate provision for students with learning support plans exists for small group and individual withdrawal.
7	Are car park spaces reserved for disabled people near the main entrance?	x				
8	Are there any barriers to easy movement around the site and to the main entrance?				x	One area (courtyard) needs an access slope and handrail installing
9	Are steps needed for access to the main entrance?	x				No steps are needed but there are some there. There is a sloped entrance from the disabled car parking space.
10	Do all those steps have a contrasting color edging?				x	On maintenance list to be redone

11	If there are steps, is a ramp provided to access the main entrance?	x			See 9
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		x		Ramp has a handrail – steps do not
13	Is it possible for a wheelchair user to get through the principal door unaided?		x		Outer entrance door is manual – may require assistance
14	If no, is an alternative wheelchair accessible entrance provided?		x		An alternative access route can be arranged through the admin block fire doors
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	x			Inner doors are electronic
16	Do all internal doors allow a wheelchair user to get through unaided?			x	Most would require challenging physical management.
17	Do all the corridors have a clear unobstructed width of 1.2m?	x			
18	Does each block have a wheelchair accessible toilet?			x	Under review – slope to courtyard entrance is needed
19	Does the relevant block have accessible changing rooms/shower facilities?	x			
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	x			
21	Is there a continuous handrail on each internal stair flight and landing?	x			
22	Does the block have a lift that can be used by wheelchair users?			x	The main school building has a lift. There is not a lift in the Maths/DT block - provision is prohibitively expensive – timetabling can ensure wheelchair user's lessons are held in accessible downstairs rooms.

No.	Question					Comments
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				x	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				x	Helpers are assigned to wheelchair users in the case of evacuation – only one area (courtyard) where escape will need assistance
25	Are non-visual guides used to assist people to use the buildings?				x	Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?					Would require specific risk assessments based on individual need.
27	Is a hearing induction loop available (either fixed or portable) in the school?				x	Arrangements could be put in place to cater for statutory assessment needs.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		x			New build areas – yes Older areas – no Will be reviewed when system upgraded

Learning access and audit

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√				Specific training for education staff to meet needs of pupils currently in school
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	√				
3	Do all staff seek to remove all barriers to learning and participation?	√				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress	√				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	√				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	√				

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	√				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	√				
9	Do you provide access to appropriate technology for those with disabilities?	√				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	√				
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	√				

Information Access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		√			We do not have braille facilities and would in line with identified need
2	Do you have the facilities such as ICT to produce written information in different formats?	√				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)			√		