

Lynn Grove Accessibility Audit and Plan 2019 - 2021

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 organisation 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?	√				Students' needs are met as and when required.
2	Are pathways and routes logical and well signed?	√				Signage has been updated during August 2019 clearly directing school users both internally and externally.
3	Do you have emergency and evacuation procedures to alert all students?	√				Fire drills performed regularly. 2019 introduced practice fire drill for new Year 6 students taking place in transition week.
4	Is appropriate furniture & equipment provided to meet the needs of individual students?	√				See 1 above
5	Do furniture layouts allow easy movement for students with disabilities?			√		Most furniture is free standing and can be moved to accommodate needs. Furniture that is fixed is suitable for disabled access, however increased pupil numbers now means that the average class size is 32 and space between desks in some of the smaller classrooms would not permit disabled / wheelchair access.
6	Are quiet rooms/calming rooms available to children who need this facility?			√		Provision for students with learning support plans is limited to the use of the Learning Resource Centre. Other rooms could be provided i.e. empty classrooms or small meeting rooms, however these would require the pupil to be supervised and are not always available.

Item	Issue	1	2	3	4	Action Plan
7	Are car park spaces reserved for disabled people near the main entrance?	√				Disabled spaces are clearly marked at the front of the school, at the side of the school to allow for easy access to the Learning Resource Centre, and near the front entrance to the sportshall to allow for easy access to the sportshall and dining hall.
8	Are there any barriers to easy movement around the site and to the main entrance?			√		<p>Main reception, there is a slope to enable access through the main entrance door with 3 steps leading up from the main reception desk to the inner doors leading to the main building. There is a portable ramp which can be laid over the steps allowing anyone in a wheelchair or who has limited mobility (crutches) access to the main building. An alternative route to main reception is available through the fire exit (J) at the side of the building.</p> <p>One area (courtyard / quadrangle) needs an access slope and handrail installing. Currently users with limited mobility are required to access the field via the side of the all weather pitch.</p> <p>See Accessibility Audit Floor Plans for entrance access information.</p>
9	Are steps needed for access to the main entrance?	√				Yes – steps are required, however there is also a sloped ramp leading up from the disabled car parking space.
10	Do all those steps have a contrasting colour edging?				√	On maintenance list to be redone
11	If there are steps, is a ramp provided to access the main entrance?	√				See 9
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			√		Ramp has a handrail – steps do not

Item	Issue	1	2	3	4	Action Plan
13	Is it possible for a wheelchair user to get through the principal door unaided?			√		Outer entrance door is manual – may require assistance. Reception is manned from 8 to 5.30pm during term time and from 9.00am to 3.00pm during school holidays. The inner door is an electronic sliding door which is set on automatic entry when reception is manned.
14	If no, is an alternative wheelchair accessible entrance provided?			√		An alternative access route can be arranged through the admin block fire door 'J'.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	√				The inner door is an electronic sliding door which is set on automatic entry when reception is manned.
16	Do all internal doors allow a wheelchair user to get through unaided?			√		Most would require challenging physical management, users with limited mobility would require an assistant to accompany them at all times.
17	Do all the corridors have a clear unobstructed width of 1.2m?	√				Corridors when empty have a clear unobstructed width, pupils with limited mobility are permitted to leave classes before the end of the lesson, however may still encounter heavy corridor congestions by movement of pupils between lessons.

Item	Issue	1	2	3	4	Action Plan
18	Does each block have a wheelchair accessible toilet?			√		Under review – slope to courtyard entrance (quadrangle) is needed Blocks with toilets: Main block near student reception – full access Maths block – none Science block (part of main block) – limited access suitable for crutches / limited mobility, not suitable for wheelchair user Drama block – full access Music Studios block – none in block however Sportshall is directly opposite Sportshall – full access Dining Hall – full access not currently used, would need further maintenance to be operational LRC – full access not currently used, would need further maintenance to be operational
19	Does the relevant block have accessible changing rooms/shower facilities?	√				Disabled shower within the disabled toilet in the sportshall
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	√				Internal stairs in all blocks, except maths, are blue with yellow strips along the edge, maths block steps are grey with black edges
21	Is there a continuous handrail on each internal stair flight and landing?	√				
22	Does the block have a lift that can be used by wheelchair users?			√		The main school building has a lift as well as the Learning Resource Centre. There is not a lift in the Maths/DT block - provision is prohibitively expensive – timetabling can ensure wheelchair user's lessons could be held in downstairs rooms however this is now limited to two classrooms only due to increased class sizes.

Item	Issue	1	2	3	4	Action Plan
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state			√		None provided, only the lifts as mentioned in 22.
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			√		Helpers are assigned to wheelchair users in the case of evacuation – only one area (courtyard / quadrangle) where escape will need assistance. Evac chairs are situated on the first floor at the English end and Science end of the main school block.
25	Are non-visual guides used to assist people to use the buildings?			√		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?			√		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)		√			Main building – older parts, no includes Science, History, IT Rooms, Music, Art, Main Reception, Newer parts – yes – English, Admin corridor (strobe lighting) Maths block – no Drama block – no Music studios - yes Sportshall – no Dining hall – no

Learning access and audit

- 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	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?	√				

Item	Issue	1	2	3	4	Action Plan
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

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

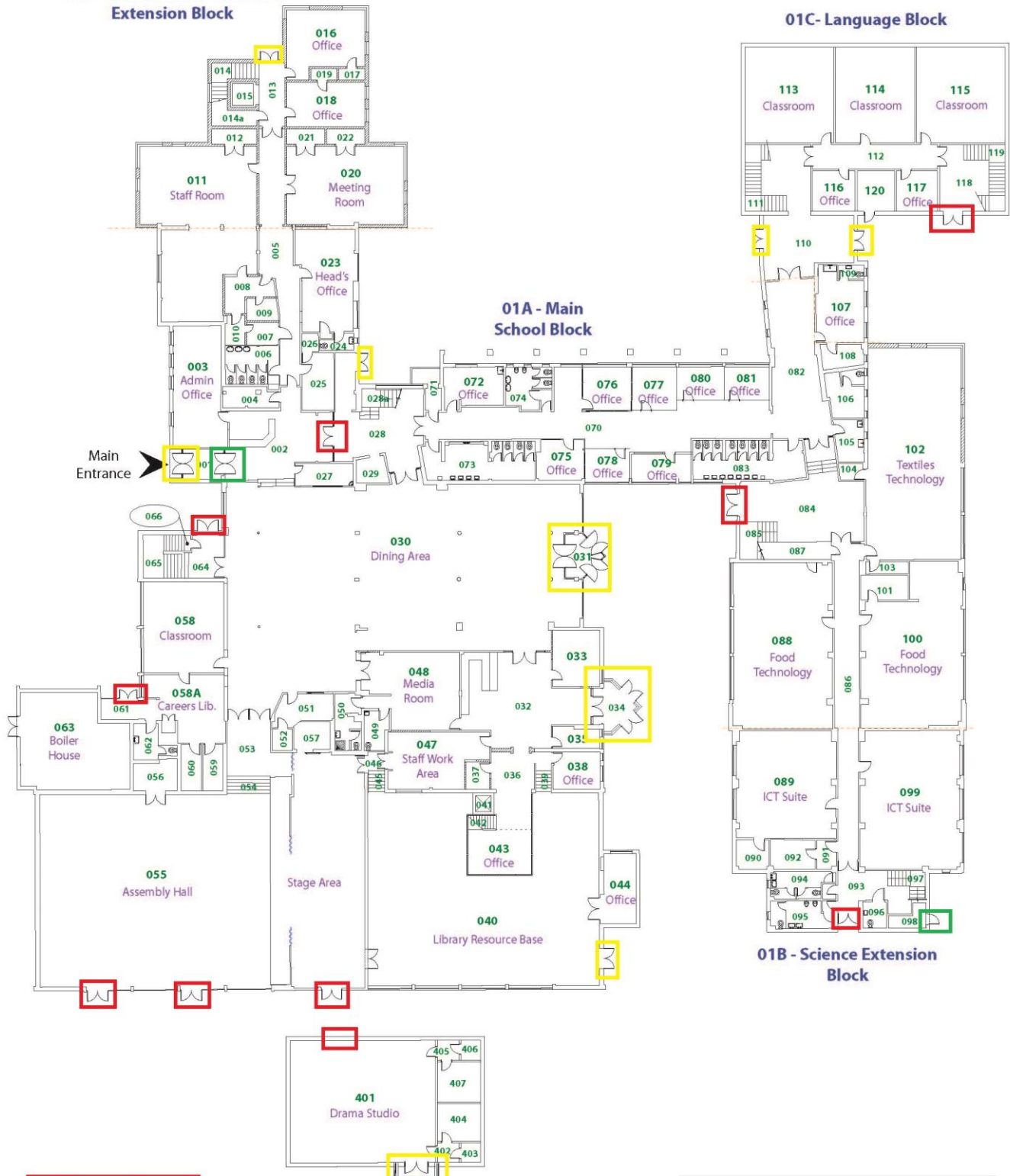
Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		√			We do not have braille facilities and would provide information in line with identified needs
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?			√		Resources are provided for staff where required i.e software is provided for staff with dyslexia, and a large computer monitor screen with enlarged font has been provided for a member of staff with visual impairment. Pupils are issued with resources appropriate for their needs

Appendix

Floor plans Lynn Grove Academy

01D - Staff/Admin/Classbase Extension Block

01C - Language Block

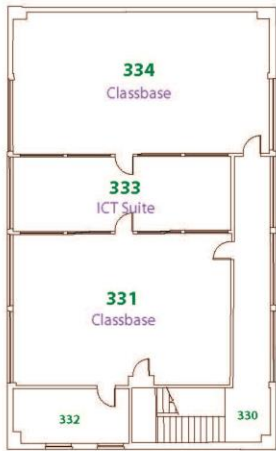


- Not accessible
- Accessible with assistance (door opener)
- Fully accessible

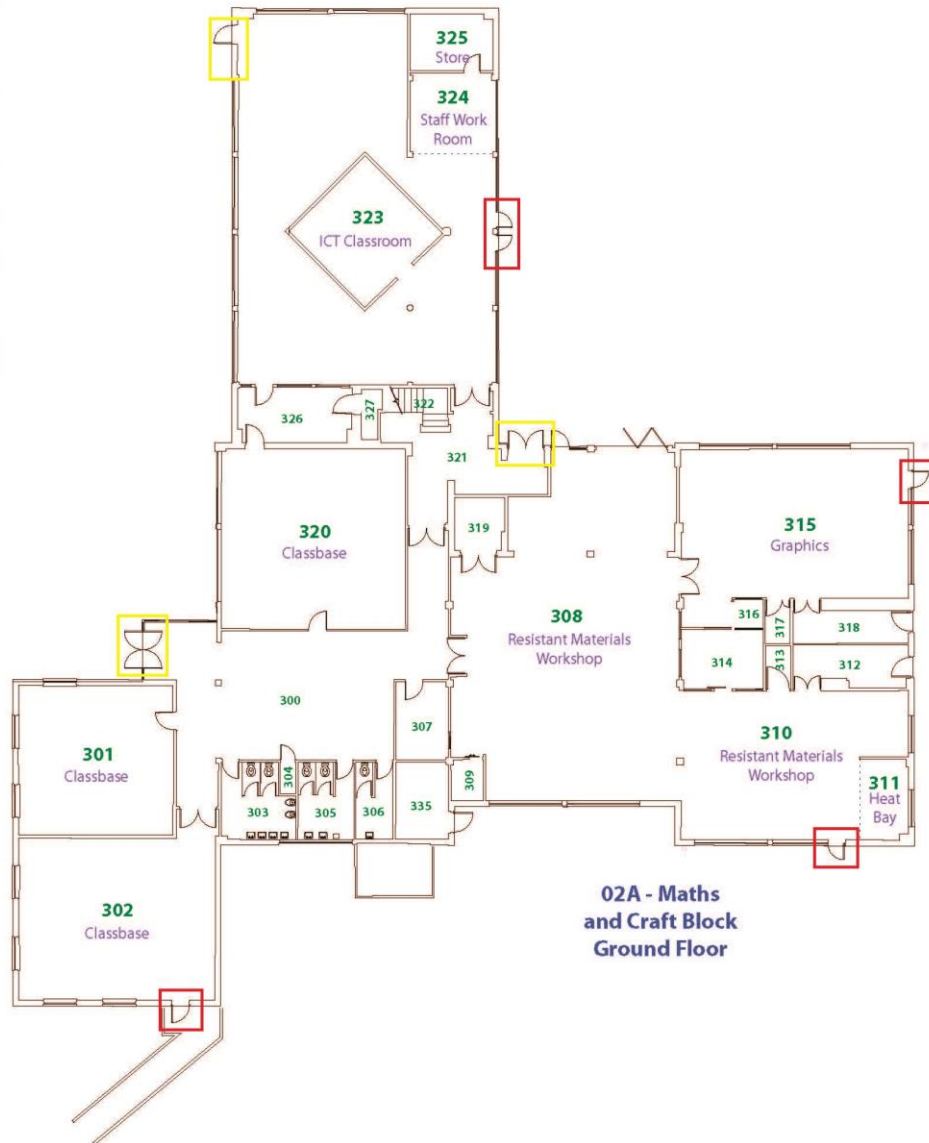
04A - Drama Block

Lynn Grove High School
 Prop No: 6003/015
 DfE No: 5407
 Modified February 2012

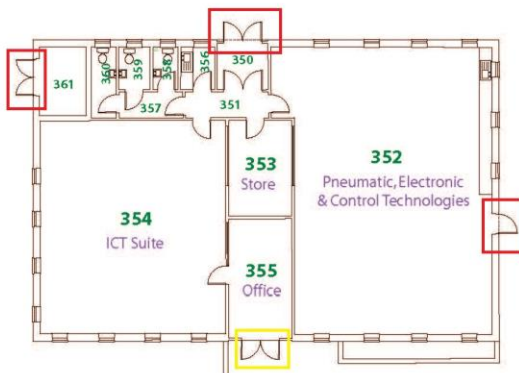
Floorplans



02A - Maths and Craft Block First Floor



02A - Maths and Craft Block Ground Floor



03A - Technology Block Ground Floor

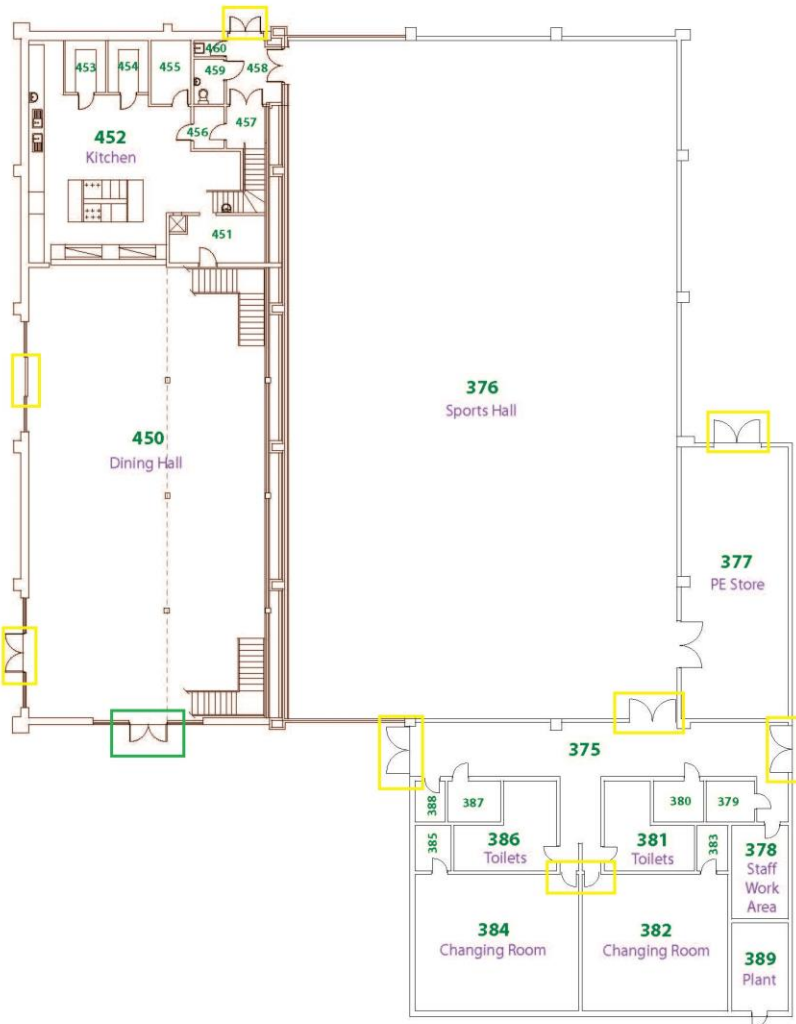
- Not accessible
- Accessible with assistance (Door opener)

<p>Lynn Grove High School</p> <p>Prop No: 6003/015 DfE No: 5407 Modified February 2012</p>
<p>Floorplans- Maths/Craft Block and Technology Block, All Floors</p>

Lynn Grove High School

Prop No: 6003/015
 DfE No: 5407
 Modified February 2012

Floorplans- Sports Hall & Dining Hall
 Extension- All Floors



**08A - Sports Hall Block
 Ground Floor**



**08A - Sports Hall Block
 Mezzanine Floor**

Accessible with assistance
 (Door opener)

Fully accessible