



ACCESSIBILITY PLAN

Leeming and Londonderry Community Primary School (January 2026)

This policy was adopted from the NYES H&S model	NYESHSPR22
This policy was adopted by School Governing Body on	26 January 2026
Date of plan review	January 2029
Date of action review	January 2026

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.

Leeming and Londonderry Community Primary School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We aim to encourage independent learning through swift acquisition of core learning skills, investigation and first-hand experience. In this way we enable our children to develop and acquire a wide range of skills in all areas of the curriculum. The needs and abilities of each individual child are our first concern and to this end we believe that education is a partnership between the school, the children and their parents.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 auxiliary aid or adjustments to premises.

Links with Other Policies

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

- Health and safety policy
- Equality Information and Objectives Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions

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.

ACTION PLAN 1 – CURRICULUM

Section	Item	Strategies/Action	Priority	Cost	For follow up monitoring		
					Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
1	Curriculum	Maintain a whole-school approach to inclusive teaching, ensuring lessons are planned using adaptive teaching strategies, scaffolds, and assistive technology. SENDCo to audit current inclusive practice annually through learning walks and pupil voice. (July 2026) SENDCo to ensure relevant training is included in CPD programme. (Sept 2026)	L	SENDCo Leadership time Staff meeting time			
1	Curriculum	Ensure curriculum adaptations and reasonable adjustments are consistently recorded within SEND plans (IEPs). SENDCo to quality assure IEPs termly.	L	SENDCo Leadership time			
1	Curriculum	Review staff confidence annually in supporting pupils with neurodiversity, sensory needs and physical disabilities. SENDCo to send out staff survey and plan CPD as appropriate. (Oct 2026)	L	SENDCo Leadership time			

ACTION PLAN 2 – BUILDING AND FACILITIES

For follow up monitoring

Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
2	Approach to School	Ensure staff know that children who need a quieter start to the day can come into school slightly earlier/later if arriving at 8:45am. (Mar 2026)	L	NA			
3	Car Parking	Given limitation of no on-site parking, ensure reasonable adjustments are offered as required (e.g. temporary arrangements, staff support at gate) and review use of local street parking if required for visitors with disabilities. BS to assess any individual access needs on a case by case basis. Adjustments recorded as part of visitor arrangements where relevant.	M	NA			
4	External Ramp and Steps	NA					
5	Entrance / Reception						
6	Corridors	Investigate the use of portable induction loop systems for temporary use during meetings, productions and parent events. BS to work with IT technician to source appropriate system so that one can be purchased if required. Dec 26	M	£200			
6	Corridors	As part of refurbishment of EYFS centre, review acoustics in shared spaces and consider low-cost solutions to reduce reverberation.	M	£20,000			

For follow up monitoring

Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
		BS/MW to get quotes for improving the acoustics in shared spaces. April 26					
7	Doors	Replace round door handles with lever handles as part of scheduled maintenance or refurbishment. Consider installing vision panels during future refurbishments (e.g. EYFS work). BS/MW to include this in the refurbishment plan. June 26	M	£1000			
8	Vertical Movement						
9	Stairs	NA					
10	Lifts	NA					
11	WC Provision General						
12	Accessible WC Provision	Improve accessibility of existing toilet facilities by adjusting fittings where reasonable, including: <ul style="list-style-type: none"> • Toilet seat contrast • Removal of lid if required AMB to action work with maintenance team. July 26	H	£100			
13	Changing and Shower facilities						
14	Bathrooms						
15	Horizontal Movement Fixtures and Fittings	Investigate low-cost acoustic improvements in the hall to reduce reverberation (e.g. soft furnishings,	M	£20,000			

For follow up monitoring

Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
		wall displays, curtains). See 6 Corridors. BS/MW to get quotes for improving the acoustics in hall. (April 2026)					
15	Horizontal Movement Fixtures and Fittings	Explore options to improve lighting flexibility in key teaching areas where possible. BS to purchase lamps for each space to give options for softer lighting. July 26	M	£500			
15	Horizontal Movement Fixtures and Fittings	Review furniture layout annually to maximise turning space and access. Class teachers to review layouts annually. Sept 26	M	NA			
15	Horizontal Movement Fixtures and Fittings	Develop contingency plans for rapid adjustment should a wheelchair user join the school. BS to create a contingency plan for a wheelchair user. Dec 26	M	NA			
16	Kitchens	Investigate reasonable adjustments to the kitchen / food preparation area should the need arise for a disabled staff member or pupil. Ensure alternative accessible facilities are clearly identified.	L	NA			

For follow up monitoring							
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
		BS to investigate this. Dec 26					
17	Means of Escape						
18	Building Management	Continue routine checks on accessibility features as part of H&S monitoring, including the review of PEEPs. BS to carry out termly checks on accessibility and review PEEPs termly.	L	NA			
19	Equality Adjustments	Explore feasibility of baby-changing provision for visitors. BS explore need/feasibility of baby-changing provision for visitors. Dec 26	L	£50			

ACTION PLAN 3 – ALTERNATIVE FORMATS

For follow up monitoring							
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
20	Alternative Formats	Continue to provide information in a range of accessible formats (large print, Easy Read, digital, symbols) based on individual need. SENDCo to monitor requests for alternative formats.	L	SENDCo leadership time MT Synergy time			

For follow up monitoring

Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed
		MT to check website for accessibility compliance. Oct 26					
20	Alternative Formats	Explore sourcing Braille information through external services if required. SENDCo to engage with external services if required	L	£500 if required			
20	Alternative Formats	Ensure staff remain confident in using assistive technology and adapted communication strategies. Training refreshers included within staff CPD annually.	L	Staff meeting time			

Appendix One

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children are specifically taught 'interdependence' to help them independently access resources.
1.3	Do lessons provide opportunities for all pupils to achieve?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skilful use of scaffolds, use of assistive technology and Blooms activities.
1.4	Are lessons responsive to pupil diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Are all pupils encouraged to take part in music, drama and physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Federation Friday and Federation Thursday provide lots of opportunities for this.
1.7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff scribe for children who otherwise would have cognitive overload.
1.8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional time is noted on all children's IEPs.
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We have run all ability sports clubs eg boccia and new age kurling.
1.10	Do you provide access to computer technology appropriate for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All children have access to assistive technology. Some children may benefit from both a laptop and an iPad.
1.11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adaptations have been made so that all children can attend school trips and these have been successful for all.
1.12	Are there high expectations of all pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.13	Do staff seek to remove all barriers to learning and participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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.?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Are there separate entrances for cars and pedestrians?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is only a pedestrian entrance. There is only street parking for cars nearby.
2.3	Is the route wide enough, and free of kerbs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1m – 1.5m width of path
2.4	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is useful for pupils with autism and/or mental health issues that are perhaps having a low mood day.

					We encourage children to still use the main entrance but to come in slightly later or earlier than the other children.
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3	Car Parking	YES	NO	N/A	NOTES
3.1	Is there car parking for disabled people or people with reduced mobility?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accessible parking should be within a 50-metre distance of entrance.
3.2	Is there an appropriate number of accessible parking spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	General guidance is 5-6% of total parking.
3.3	Are accessible car parking bays signposted from the car park entrance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4	Are accessible parking bays marked out and easily identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.6	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Gradient should ideally be no steeper than 1:20.
4.2	If no permanent ramp is provided, can a portable ramp be made available?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Can people on each side of the door, either seated or standing, see each other?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	If fitted, are door control systems fitted at heights suitable for all users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	Does the door pressure allow ease of access for all users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Are thresholds flush and level, and mat wells firmly fixed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.7	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.9	Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.10	Have front line staff (reception) had access awareness/ equality training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this.
6.2	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4	Are suitable signs provided, from both standing and seated positions, where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	Are fire extinguishers positioned to ensure they do not create hazards for visually impaired people?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7	Doors	YES	NO	N/A	NOTES
7.1	Can fire doors be held open on magnetic devices?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2	Are doors well contrasted from their surroundings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Are door handles easy to use, of the correct type, at the right height, and tonally contrasted from the door?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	School has round handles as it is an old building on 2 classroom doors. 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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	With refurb for EYFS centre, consider fire doors with glass inspection panel.
7.5	Are doors wide enough for all users (800mm clear)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Required under Approved Document M Volume 2 – Buildings other than dwellings
7.7	If double doors, does one leaf allow 800mm clear opening width?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.2	Are surfaces slip resistant, with kerbs at the edges?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	If no permanent ramp is provided, can a portable ramp be made available?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

8.4	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9.3	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9.5	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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??	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.5	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.6	Does the lift have audible announcements and visual displays?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10.7	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.2	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.3	Are the floors slip resistant?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.5	Are fittings easily distinguished from their background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11.6	Are compartment doors controls easily gripped and operated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.7	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.8	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.3	Is the flush on the same side as a person would transfer to make it easier to reach?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.4	Is the toilet seat height between 480 mm and 500 mm from the finished floor level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.5	Is the toilet seat firm and stable, not soft or cushioned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.6	Does the toilet seat contrast visually with the toilet pan and surrounding surfaces?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.7	Is a backrest provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.8	Is the toilet seat in the accessible toilet provided <i>without a lid</i> , ensuring unobstructed access for users with mobility challenges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.10	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.11	Is there a shelf available near the toilet for people to use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.13	Are the door fittings/locks and light switches easily reached and operated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.14	Is there an emergency call system and is someone designated to respond?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.18	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lever or automatic taps are the best design for all.

13	Changing/Shower Facilities	YES	NO	N/A	NOTES
13.1	Are there changing facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.2	Do you offer discrete changing facilities for people that need them?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.3	Within the main changing area or accessible toilet, are there accessible showering facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.4	Is the height of the shower head variable?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.5	Have a tip-up seat and suitable handrails been provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.6	Is there a dressing cubicle and does it comply with required size and layout?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.7	Are lockers easily reached and operated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.8	Are all fittings readily distinguishable from their background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13.9	Does the floor have a slip resistant finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

14	Bathrooms	YES	NO	N/A	NOTES
14.1	Is there a bathroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14.2	Is the bathroom provided with fittings suitable for use by people with disabilities including assisted use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14.3	Are all fittings easily reached and operated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14.4	Are all fittings readily distinguishable from their background?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14.5	Does the floor have a slip resistant finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14.6	Is a hoist provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children who struggle with noise are encouraged to wear ear-defenders to avoid becoming dysregulated. 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	Are there visual clues for people to navigate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Just room names as this is a very small school so easy to navigate. These are usually floor numbers, names of rooms, specific colours or directional markings that helps people understand where they are and indicate where people need to go to reach a specific area.
15.10	Do floor surfaces allow ease of movement for wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
15.11	Do floor surfaces avoid light reflection and sound reverberation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is just the hall floor that has lots of 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.

15.12	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As with external signage consideration should be given to location, contrast, fonts and imagery used.
15.13	Is lighting designed to meet a wide range of needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
15.14	Are rooms maintained to reduce hazards for people with visual disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.15	Are there quiet spaces for people to go when needed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The library area, entrance hall and the office. Some people may have low moods or sensory overload; having a quiet area will help them manage this.

15.16	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children are encouraged to wear ear defenders to help better manage noise. There is limited ability to dim lights. 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
15.17	Are seating arrangements/spaces suitable for use by people with visual impairments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
15.18	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?
15.19	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Consider height so that all can reach and interact, and consider location regarding obstacles preventing people to access.
15.20	Are serveries/counters accessible to all users, including those with hearing impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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?
15.21	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This might be in assembly, in the dining area or in a sports hall where fixed seating or benches are used.
15.22	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider height of coin slot, information displayed and how items are dispensed.
15.23	Are all fittings readily distinguishable from their background?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
15.24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.25	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The staff room doesn't have reduced-level kitchen units or a sink and the sink does not have lever action taps. An appropriate sink can be found in the adjacent toilet.
15.26	Is the main reception area equipped with induction loops for people with hearing aids?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15.27	Are all areas for assemblies/meetings equipped with an induction loop system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some areas may not be suitable and there are different solutions depending on building, location and need – consider getting advice.
15.28	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As above
15.29	Are relevant induction loops within teaching areas linked to A/V equipment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This will enable some people to better hear video and audio content or be part of a video/audio call.
15.30	Is the functioning and operation of induction loops checked regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Should be checked at least monthly, ideally more.
15.31	Are telephones fitted with inductive loop couplers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16.2	Is the kitchen of adequate size and layout for disabled people?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16.3	Are all fittings readily distinguishable from the background?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16.4	Is lighting adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.5	Does the floor have a slip resistant finish?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17	Means of Escape	YES	NO	N/A	NOTES
17.1	Is there an audible alarm system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.2	Is the audible fire alarm supplemented by a flashing light system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17.3	Are fire exit routes accessible to all, including wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.6	Are there Personal Emergency Evacuation Plans in place for everyone who may require assistance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A Personal Emergency Evacuation Procedure is an individual evacuation plan for a pupil or staff member.

17.7	Are external fire points and routes accessible and monitored?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
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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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.2	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.3	Is door ironmongery regularly maintained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.4	Are lifts, platforms and stairlifts regularly serviced?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.5	Are accessible WCs kept clear and not used for storage?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.6	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.7	Do you consider tonal and colour contrast before a redecoration scheme?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.8	Do new signs integrate effectively with current signage?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.9	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.10	Are induction loops and infra-red systems clearly signed and checked regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.11	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.12	Is there a fire escape strategy for visitors who may require assistance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visitors are always made aware of this when they visit school.
18.13	Is there a personal egress plan prepared for any member of staff who may require assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18.14	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19	Equality Adjustments	YES	NO	N/A	NOTES
19.1	Do you have a prayer room or a designated quiet room?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This is to enable people depending on their religion to wash hands and feet.
19.3	Do you have a designated quiet room?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Used for people that might want to have a quiet place to go to reduce anxiety or maybe when over stimulated.
19.4	Do you have access to spoken language interpreters and are staff confident about how to utilise this?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This could be language, BSL or deaf/blind interpreters.
19.5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

19.7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We provide according to individual need.
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.3	Do you have the facilities such as ICT to produce written information in different formats?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.4	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pupils are encouraged to use assistive technology to support their learning and this provision is written into their IEPs.
20.5	Is there a tactile plan or diagram of the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.6	Are there large-print versions of information about the building/services/activities available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.7	Is there Braille information about the building/services/activities available for people with visual impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.8	Is there Easy Read information about the building/services/activities available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.9	Are there alternative format reading books available in the library?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	