

**EYNESHAM COMMUNITY PRIMARY SCHOOL  
ACCESS PLAN  
2017-2020**

**The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability.**

The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 can be accessed through this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life.**

### Introduction

We include and welcome all children and adults at Eynsham Community Primary School, where we aim to provide a safe and accessible environment and curriculum that takes into account the needs of all pupils, staff and visitors to the school.

We accept children into school regardless of their access difficulties or other identified disabilities.

We accept the Oxfordshire County Council definition of a disability and are committed to following the county's guidance regarding access, within the limits of the school building and grounds.

Oxfordshire County Council's Schools Accessibility Strategy: "Everyone Joining In" Revised May 2017 link:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

In the case where parents of a child with a disability approach the school for a place, we commit to working with them and all appropriate agencies to try and facilitate the needs of that child.

Similarly, if a child should develop or acquire a disability during their time at school, we actively seek ways in which to accommodate them so as to minimise disruption to their education and maintain social contacts.

This Access Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Access Plan over a prescribed period. Additional provision for children with Special Education Needs can be found in our Special Education Needs & Disability Information Report. This Access Plan should also be read in conjunction with the following school policies:

- Behaviour and Attendance Policy,

- Safeguarding Policy,
- Supporting Children with Medical Needs Policy,
- Equality Policy,
- Disability Equality Policy
- Anti-bullying Policy

The aim of this plan is to improve access for pupils who may have a disability of some kind. A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. A school has a duty not to treat disabled pupils less favourably and to take steps to avoid putting disabled pupils at a substantial disadvantage. There are 3 strands to the planning duty:

- increase the extent to which disabled children and young people can engage in the school curriculum;
- improve the physical environment of school to increase disabled pupils' **physical access** to education and extra curricular activities;
- improve the delivery of **information** to disabled children and young people, using formats which give better access to information.
- Provide access for staff / parents who may have special physical needs.

The plan is drawn up to cover a 3 year period and is reviewed and revised annually as part of our School Improvement Plan. We recognise the need to provide adequate resources for implementing plans

## EYNESHAM COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN 2017-2020

The following groups were consulted in the process of drawing up the Accessibility Plan:

- Governors
- Staff
- Parents
- Pupils year 6 (e.g. school council)
- Others ( eg school SNAST, School Inclusion Consultant)

It was presented to the Governors: 2017

Signed:

.....Chair of Governors

Ian Moore.....Headteacher

Date of Accessibility Plan: Sept 2017

Date of Review: July 2018

Senior Member of Staff Responsible: David Marsh

Linked policies and information sections in school prospectus and staff handbook e.g.:

- Curriculum /Teaching and Learning
- Assessment
- Admissions
- Equalities /Inclusion
- Behaviour
- SEND
- PSHE & Citizenship
- Health and Safety (including Risk Assessment)

## Physical Access

Timescale	Target	Strategy	Who, When	Outcome
<b>Short</b> Sept 2017 – July 2018	<p>1 To ensure school and EPA are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>2 To assess unmet needs within school</p> <p>3 To identify areas which cannot be made physically accessible.            3a To satisfy Fire and evacuation requirements (NB volunteer helper at school in wheelchair)</p>	<p>To undertake AUDIT; carry out site inspection tour (<i>with relevant people</i>) to gather information about improvements and changes that are needed</p> <p>To consult pupils, parents and staff on accessibility.</p> <p>To use the above information to start drawing up a plan for Physical Access.  <i>Check H&amp;S inspection reports (Emergency evacuation plan including for individual pupils currently in Yr 5)</i></p>	<p>Inclusion manager            Site manager            Headteacher            SEN governor            ~ before Oct 2017</p> <p>Inclusion manager            SEN governor            ~ Jan 2018</p> <p>Inclusion manager            SEN governor            Site manager            School manager            ~ Oct 2017</p>	<p><i>A list of physical access improvements needed or wanted on the school site;</i></p> <p><i>Plan for Physical Access of buildings /site improvement work, with costing.</i></p>

<b>Timescale</b>	<b>Target</b>	<b>Strategy</b>	<b>Who, When</b>	<b>Outcome</b>
<b>Medium</b> <i>Sept 2017 – Jan 2019</i>	<p>4 To continue raise staff awareness of a range of barriers to Learning for pupils with disability / SEN</p> <p>5 To continue to monitor and implement the Plan for Physical Access.</p>	<p>To provide INSET for all staff.</p> <p>To ensure any building work being undertaken by the school is accessible and continues to improve the accessibility of the school as a whole. (eg new internal work creating self-contained classroom area from previously open plan areas)</p> <p>To review EPA schools accessibility strategy.</p>	<p>Opportunities for teachers and TAs to attend Physical Disabilities training through SENsupport Services. Liaise with PD advisory teacher. (SEND training for staff recorded on annual SEN report to governors in summer term)</p> <p>Inclusion manager  Site manager  Headteacher  SEN governor  ~ <i>on-going</i></p>	<p><i>4. Staff are knowledgeable about how to adapt access to the learning environment for pupils with special needs</i></p> <p><i>5. The school continues to improve and adapt the school environment for the benefit of children with a physical disability currently in the school.</i></p>
<b>Long</b> <i>Sept 2017 – Sept 2020</i>	<p>6 To report to Governing body annually on impact of Access Plan.</p> <p>7 To review regularly, and at least annually as part of the review of SDP/ SEF, all areas of the school, in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.</p>	<p>To track progress against original audit information.</p> <p>To update the EPA annually on progress and works carried out.</p>	<p>Inclusion manager  ~ <i>July 2018</i></p> <p>Regular review of premises. Physical access for pupils reviewed with Occupational and Physio- therapists and PD advisory teacher  SENSS  ~ <i>July 2018</i></p>	<p><i>Governors receive Annual Report so are aware of physical access issues at school and how these are mitigated</i></p> <p><i>Full physical access to the curriculum.</i></p>

## Curriculum Access

Timescale	Target	Strategy	Who, When	Outcomes
<b>Short</b>  <i>Sept 2017 – July 2018</i>	8 To ensure that staff are aware of The Equalities Act 2010 and Equality Duty 2011	Induction training for new staff. Staff handbook	Inclusion Manager ~ <i>Sept 2017</i>	Staff closely monitor SEND children in their class in terms of their provision and progress (e.g. children are highlighted on teachers' weekly plans and discussed in termly pupil progress meetings attended by SENCo, HT and DHT.  Visits to OEC carried out with parents along with PT OT and PD advisory teacher as appropriate.  Training needs identified through staff appraisal. In house training in place.
	9 To ensure all staff use these to inform differentiated planning and provision across the school.	Discussion with SLT and middle leaders, and monitoring of planning.	Inclusion Manager ~ <i>Sept 2017 onwards</i>	
	10 To make all staff aware of available specialist support.	Staff to be made aware of available Support Services through updating at Staff Meetings/ liaison with SENCo	Inclusion Manager ~ <i>Sept 2017 onwards</i>	
	11 To identify INSET needs. (SEF, SDP)	Audit of extracurricular activities and educational visit.  <a href="#">Use Appendix B Curriculum Access Statements</a>	Inclusion Manager Curriculum Leader ~ <i>from Sept 2017-July 2018</i>	
	12 To carry out pre-visits to OEC that will be accessed by pupils in Yr 6 and Yr 5 over the next two years. To record take up by pupils with SEND in school run extra-curricular clubs	13		
13. To ensure there is a programme for all staff to undergo training for particular areas Special Needs (eg				

	ASD, Dyslexia, ADHD etc)			
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Timescale	Target	Strategy	Who, When	Outcomes
<p><b>Medium</b></p> <p><i>Sept 2017 – Jan 2019</i></p>	<p>14 To consider the range of SEND provision and establish whether pupils with disabilities are making adequate and sustained progress.</p>	<p>To provide access training relevant to whole school and individual pupil needs.</p> <p>Analysis of assessment relating to progress of pupils with disabilities.</p> <p>Provision mapping to establish range of provision offered and to identify gaps in provision.</p> <p>Individual pupil SEN provision and assessment tracker</p>	<p>Inclusion Manager ~Dec 2017</p> <p>Inclusion Manager ~ July 2018</p> <p>Inclusion Manager SNAST ~ Sept 2017</p> <p>Inclusion Manager SNAST ~Oct/Nov 2017</p>	<p>Teachers have access to support and support materials to ensure progress for children with SEND All staff supported in dealing with wide range of ability/disability.</p> <p>14. Pupils with SEND highlighted SEND data tracking reported to SLT, C&amp;S Committee</p> <p>Appropriate teaching and support staff training</p>

<b>Timescale</b>	<b>Target</b>	<b>Strategy</b>	<b>Who, When</b>	<b>Outcomes</b>
<p><b>Long</b></p> <p>Sept 2017 – Sept 2020</p>	<p>15 To maintain and develop the above on an annual basis. See SEN annual report.</p>	<p>To provide training with appropriate support services for relevant staff</p>	<p>Inclusion Manager</p>	<p>School to have a wide range of teaching styles and resources available for all areas of the curriculum. All practice reviewed on an annual basis.</p> <p>Progress reported in report of impact of Access Plan to Governors annually as appendix to SEN report July 2018</p>

## Access to Information

Timescale	Target	Strategy	Who, When	Outcome
<b>Short</b>  Sept 2017 – July 2018	16 To identify any instances where access to information may need to be altered in order to ensure that pupils or parents have full access to information.	To draw attention to relevant sections of the new staff handbook during induction of new members of staff, and SEN policy. SEN report on school web-site	Inclusion Manager ~ from Sept 2017 HT Web-site manager 123ICT technical consultant.	Staff give active consideration to:  a) Formats for publications which need changing.  b) Strategies for disability inclusion at meetings and events.
<b>Medium</b>  Sept 2017 – Sept 2019	17 To consult parents and pupils on better ways to present information to take account of disability, including school web-site and parent mail	Act on consultation. Liaise with PD advisory teacher	Inclusion Manager ~ from Sept 2017 HT Web-site manager 123ICT technical consultant.	Parents and pupils with disability report satisfaction with arrangements for inclusion.
<b>Long</b> Sept 2017 – Sept 2020	18 To maintain above practice and review on an annual basis- report of governors.	Regular review of need and delivery of alternative formats as needed.	Inclusion Manager ~ from Sept 2017 HT Web-site manager 123ICT technical consultant	Information accessible for all parents and pupils.

# PHYSICAL ACCESS STATEMENTS

## APPENDIX A

Oxfordshire County Council's  
Schools Accessibility Strategy: "Everyone Joining In" Revised May 2017 link:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

Schools may find it helpful to check all aspects of the statements below.

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p><b>1.Academic areas</b> e.g. phase areas, class areas, assembly hall, ICT suite</p> <p><b>2.Sporting areas</b> e.g.sports hall, outdoor sporting facilities</p> <p><b>3.Social facilities</b> e.g. assembly hall</p> <p><b>4.Play areas</b> Playgrounds</p>	<p>1.Ramps are in place to access each wing, hall and ICT suite. Tables need to be set out for easy access when required</p> <p>2. Door width and ramp allows access to sports hall. Access to grass areas</p> <p>3. Door width and ramp allows access</p> <p>4. Access to playgrounds via paths and ramp</p>	<p>1. Class teachers need to set out furniture to enable access when needed</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available, accessible and regularly used</p>	<p>Doorways of correct widths, open plan design gives access to all areas. No stairs. Ramps in place to each wing, sports hall, ICT suite and main entrance Disabled toilet and showers in main building and foundation stage unit. Room for hoist in main building</p>	<p>Fire exit plan to be put in place when appropriate to ensure that staff and child know their exit route. Personal Evacuation Plan (PEP) in place for named children.</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Disabled parking clearly marked. Pathways around the school on level to allow access</p>	<p>Re-siting as part of the Children's Centre building</p>

<p>Emergency and evacuation systems inform and include all pupils and are accessible to <b>ALL</b> pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p>	<p>Fire drills regularly take place and include all persons on site to evacuate the buildings.</p> <p>Alarms are audible only.</p> <p>Critical Incident procedures in place to bring all children into the building – visual</p> <p>Risk assessments take place as part of annual H + S procedures and when appropriate</p>	<p>Visual alert system for fire needs to be put into place</p>
<p>Non-visual guides are used to assist disabled people when using buildings.</p>	<p><b>N/A</b></p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Necessary signage is in place.</p> <p>Décor appropriate in main building disabled toilet</p>	
<p>All areas to which pupils have access are well lit.</p>	<p>Emergency lighting in place and regularly monitored</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.</p>	<p>Acoustics are poor due to the open plan design</p>	<p>Changes to open areas have taken place. As at Sept 2017, Yr 6, Yr 2 and Yr 4 have been partitioned in separate classroom areas. Yr 1 area will be partitioned in Nov 2017. This has made a real impact on acoustics and children being able to hear their CT and peers.</p>
<p>Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables</p>	<p>Pupil's needs assessed and appropriate equipment borrowed or bought to ensure access.</p>	<p>As at Sept 2017 art area sinks have been replaced throughout the school and area child friendly</p>

available, low level sinks.	Sinks at different levels in most areas	
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## CURRICULUM ACCESS STATEMENTS

### APPENDIX B

These statements have been adapted from They are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within schools.

<b>Statement</b>	<b>Evidence</b>	<b>Action needed</b>
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	Training needs identified through performance management and setting of outcomes as part of a pupil's SEN profile	Implement training needs identified
Classrooms are optimally organised for disabled pupils.	Open plan design does allow for furniture arrangements to give necessary access Difficulties for acoustics	Reorganise furniture to meet the needs of the pupils Identify particular problems for partially deaf and ensure seating and equipment used to optimum
Lessons provide opportunities for all pupils to achieve.	Differentiation, personal targets and SEN support provide opportunities for all to achieve	Regular monitoring of plans and lesson observations
Lessons are responsive to pupil diversity.	Assessments used to aid planning. Different learning strategies used	As above
Lessons involve work done by individuals, pairs, groups and the whole class.	Various groupings used across the curriculum	As above
All pupils are encouraged to take part in music, drama and physical activities.	All pupils take part in all areas of the curriculum	As above
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for	AfL and differentiation takes into account needs and abilities of individuals	As above

dyslexic pupils.		
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Appropriate support given to SEN children to allow extra time when required	
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education. Teachers provide a variety of opportunities for pupils with SEN/AEN to provide outcomes in formats that are not always written.	Planning and delivery of lessons take into account all pupils' needs and alternate opportunities planned for if appropriate  Outcomes take into account children's abilities and provide a variety of formats	As above
Access to computer technology is appropriate for students with disabilities.	Laptops available for all students when appropriate and liaise with appropriate agencies for specialist equipment and software	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available in 'Out and About in Oxfordshire' and on the Intranet.	All pupils are included in visits both day and residential.	Appropriate risk assessments made if deemed necessary
All staff have high expectations of all pupils.	Personal targets with appropriate challenge	Pupil tracking
All staff seek to remove all barriers to learning and participation.	Staff agree to school aims which are fully inclusive	Monitoring
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for S.A.Ts.	Apply for the necessary provision for pupils for KS2 SATs	Annually assess pupils needs and make appropriate applications for concessions

# ACCESS TO INFORMATION STATEMENT

## APPENDIX C

This has been adapted from:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

Schools may find it useful to check their progress in meeting the statements below:

<b>Statement</b>	<b>Evidence</b>	<b>Action needed.</b>
The school liaises with external support services to provide information in simple language, symbols, large print, for pupils and prospective pupils who may have difficulty with standard forms of printed information.	Systems in place for staff to seek advice within school and SENCo and Headteacher able to liaise with appropriate services to provide access for all	Identifying pupil needs and seeking relevant support
The school liaises with external support services to: <ul style="list-style-type: none"><li>• present information in an accessible format e.g. use of IT hardware and software</li></ul> Font size, reading books provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; <ul style="list-style-type: none"><li>• modify language where appropriate.</li></ul>	School liaises with relevant support services eg support for visually impaired pupil to access information through use of a laptop with modified mouse and keyboard.	Identifying pupil needs and seeking relevant support

<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of interpreters / providing pupils with a laptop showing what is on the whiteboard</p>	<p>Information from parents sought on pupil entry into school to raise awareness of communication needs so that school can provide necessary support</p>	<p>Parent information to be updated and include forms of communication to parents as well as pupils</p>
<p>The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visual Impairment Support Service for Assistance with Braille.</p>	<p>ICT used in a range of ways  Close liaison with agencies currently used to support pupils  School currently uses</p> <ul style="list-style-type: none"> <li>• OXSIT</li> <li>• Visual Impairment service</li> <li>• Autism Support Service SENSS</li> <li>• Speech Therapy Service</li> <li>• Language and Communication Service SENSS</li> <li>• MBOX Educational Psychology Service</li> </ul>	<p>On-going identification of needs of pupils</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>	<p>Training needs identified through appraisals</p>	<p>On-going identification of staff training needs relevant to pupil needs</p>

# SPECIALIST SUPPORT STATEMENT

## APPENDIX D

Specialist support is for pupils with a variety of disabilities is available and schools should always consult the appropriate service for detailed outreach support.

- Oxsit
- SENSupport Service
- Northern House Outreach
- MBOX Educational Psychology Service
- Communication, Language, Autism and Sensory Services
- Speech and Language Therapy Service

### **Report on Physical Access at the School – September 2017**

Site tour carried out by Steve Barrett (Site Manager) David Marsh (Inclusion Manager) September 27th 2017

#### **Physical access improvements made and possible actions highlighted**

Yr 5 cloakroom is ramped with a widened door and internal space in children's cloakrooms has been greatly increased with the removal of benches and the partitioning of girls' and boys' cloakroom area.

- Yr 5 library has already fitted child friendly hinges to door and to the main external door leading to the assembly hall door.
- The new Foundation unit and Nursery classroom outdoor learning area has artificial surface/astro fitted.
- There is good level access into the reception main entrance.
- New internal partitions to create classroom areas from open plan areas have been fitted in Yr 6, Yr 4 and Yr 2. These partition walls have fitted with 800mm wide doors for wheel-chair access.

#### **Actions to consider:**

- The fitting of a wall-to-ground hand-rail for swimming pool changing rooms. Inclusion manager will get advice from OT and POD advisory teacher. Hand-rail proposed may not be effective and might cause more difficulties than just leaving two-part step.

#### **Issued raised Feb 2016 that have been actioned:**

- *A goods ramp is to be fitted to double door at back of Sports Hall.*  
This has been fitted.

- *Temporary aluminium ramps, with or without platform as a solution to rear door access to classrooms.*  
A portable wooden ramp has been constructed and can be used for this purpose.

## **Report on Physical Access at the School – February 2016**

Site tour carried out by Steve Barrett (Site Manager) David Marsh (Inclusion Manager) February 2016

### **Physical access improvements made and possible actions highlighted**

- Double gate from staff car park to ramp. Single gate with drop kerb. access to Yr 5 cloakroom is ramped with a widened door but internal space very tight and not wheelchair user friendly.
- Yr5/Yr6 exit could be made fully wheelchair accessible.
- The new Foundation unit and Nursery classroom are fully compliant, with very good access. Artificial surface/astro being added The new unit has high and low handrails on access ramps.
- External music room has very good access.
- Yr1 and Yr2 have level access into area with widened door (Rainbow room). Emergency fire exits for Yr1/2 have a 20-25cm drop from threshold of cloakroom doors/classroom backdoors to outside path level.
- There is level access into the assembly hall through side door by kitchen
- There is ramped level access into Yr 3 classroom door leading into Yr 3 area.
- There is level access into the Sports Hall and Music, Performing Arts room
- There is level access into the main school past the Deputy Head's office.
- There is good level access into the reception main entrance.

#### **Actions to consider:**

- A goods ramp is to be fitted to double door at back of Sports Hall.
- Temporary aluminium ramps, with or without platform as a solution to rear door access to classrooms.
- Hinge guards and grab rails have now been been fitted to external cloakroom door in Yr 2, Yr 3 and Yr 4 for under direction from OT service.

#### **Issued raised Jan 2015 not actioned at this time:**

Non- accessible/ not easily accessible areas in the school

- The 'Lets get cooking room' annex to the main kitchen, is not easily accessible, narrow entrance.
- External handrails needed to swimming changing rooms.

## **Report on Physical Access at the School – Jan 2015**

Report on physical access indoors and outdoors at the school site, including potential barriers to physical access. (Jan 2015)

**At last Health and Safety inspection, June 2014, no issues were raised. Our bid for Conditional Improvement Fund Application is being processed. If the bid is successful (decision March 2015), Ridge and partners will draw up final plans with approval from the Headteacher and governors, with attention to school's Access Plan.**

Site tour carried out by Steve Barrett (Site Manager) David Marsh (Inclusion Manager) Jan 2015

### **Physical access improvements highlighted**

- 25cm drop from threshold to outside path level through emergency crash doors from assembly hall and Yr 4/5 emergency exits. This drop causes difficulties for younger children and particularly for children with a disability.
- There is ramped access to one Yr4/5 cloakroom with a widened door for wheelchair access.
- The new Foundation unit and Nursery classroom are fully compliant. The new unit has high and low handrails on access ramps.
- There is now, because of new Foundation unit build, ramped access to main playground with high and low handrails.
- Emergency fire exits for Yr1/2 have a 20-25cm drop from threshold of cloakroom doors/classroom backdoors to outside path level.
- There is ramped access to Yr3, partly railed, from emergency exit.
- Good access to Sports Hall and Music and Performing Arts Room.
- New alterations internally in creating 'The Den' and 'The Nest' and Yr2 classroom partition (Hedgehogs) all meet regulations re wheelchair access.
- Hinge guards have been fitted to external Yr2 cloakroom door, for one Yr2 pupil under direction from OT service. (Hinge guards remain to external cloakroom doors now in Yr6 area from last year.)

### **Non- accessible/ not easily accessible areas in the school**

- **The 'Lets get cooking room' annex to the main kitchen, is not easily accessible, narrow entrance.**
- **External handrails needed to swimming changing rooms.**
- **External handrail to Yr2 cloakroom needed for Yr2 pupil (OT advice to be sort).**



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