

# Accessibility Plan

Improving access at St Michael's Church of England High School

**OUR SCHOOL PRAYER:**

*What does the Lord ask of you?*

*To act justly, to love mercy and to walk humbly with your God.*

Micah 6vs.8

## Statement of Intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

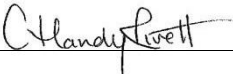
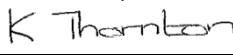

St Michael's Church of England High School fully promotes the 'social model' of disability, which says that people are disabled by barriers in society, not by their impairment or difference. We believe that there is an equal need for encouraging positive language and attitudes to removing physical barriers, to challenging negative attitudes about disability and accessibility.

The Accessibility Plan has been designed to complement and support the school's Equality Information, in accordance with the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- to increase the extent to which students with a disability students can participate in the curriculum
- to improve and maintain the school's physical environment to enable students with a disability to take advantage of the facilities and education on offer
- to improve the availability and delivery of written information to students with a disability that has already been produced for students who are not disabled

Signed by:

 _____	Headteacher	Date: <u>21/03/2024</u>
 _____	Co-Chair of Governors	Date: <u>21/03/2024</u>
 _____	Co-Chair of Governors	Date: <u>21/03/2024</u>

## Section 1: Curriculum

To refine and develop an inclusive and captivating curriculum that effectively accommodates and supports students with diverse physical and learning abilities at St Michael's Church of England High School.

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Curriculum Design</b></p>	<p>Develop and implement a comprehensive and inclusive curriculum at our school, ensuring it is both broad and balanced to meet the needs of all students. Within this framework, create tailored learning pathways designed to address the specific requirements of selected students, ensuring that every individual's learning needs are acknowledged and supported.</p>	<p><b>Inclusivity and Equity:</b> The promotion of an inclusive and equitable learning environment, ensuring that all students, regardless of their learning needs, have access to a curriculum that meets their requirements.</p> <p><b>Maximised Learning Potential:</b> By tailoring learning pathways for selected students, the strategy enables a more personalised approach to education.</p> <p><b>Increased Engagement:</b> The broad and balanced curriculum, along with specific learning pathways, enhances student engagement. Which contributes to a more positive and effective learning experience.</p> <p><b>Improved Academic Performance:</b> The strategy is designed to positively impact academic performance by addressing individual learning needs, whilst ensuring students are appropriately challenged to support their academic progress.</p> <p><b>Curriculum themes:</b> School activities will encompass themes surrounding disability, including Autism and Neurodiversity. The library and educational resources utilised will feature authors and characters that authentically represent diverse backgrounds, including individuals with disabilities.</p> <p><b>Curriculum Enhancement:</b> to facilitate the engagement of all students in a broader curriculum, including participation in leisure, sports, and cultural visits, or residential trips, we plan activities and outings meticulously to ensure that no student's needs prevent them from taking part. All students will have the opportunity to engage in the wider curriculum offer, with potential adaptations such as individual risk assessments, staffing adjustments, itinerary modifications, content variations, or other accommodations as needed.</p>	<p>An adapted curriculum pathway is provided for specifically identified students in KS4.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Individual meetings are conducted with students with additional needs as part of the pathways process. To ensure that the most appropriate curriculum pathway is provided for them.</p> <p>With certain curriculum areas group sizes vary to support the needs to specific cohorts of students.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Teaching &amp; Learning/ Resources</b></p>	<p>Adaptive teaching and learning strategies within the classroom will be an integral component for the engagement and success of our students. Through collaborative efforts with educators, specialists, and students, we will ensure that our learning resources, enriched by adaptive teaching strategies, are not only inclusive but also captivating.</p>	<p><b>Enhanced Student Engagement:</b> The implementation of adaptive teaching and learning strategies, alongside accessible resources within the classroom. This will lead to increased student engagement. By tailoring instructional methods to individual learning styles and needs, students are more likely to actively participate in the learning process, fostering a positive and dynamic educational experience.</p> <p><b>Improved Academic Success:</b> The integration of adaptive teaching strategies and accessible resources supported by collaborative efforts with educators, specialists, and students, will contribute to improved academic success.</p>	<p>Regular training is delivered to teachers and support staff as part of teacher training days and our CPDL calendar about adapted teaching strategies. This has also included curriculum design and how to effectively adapt lessons for students with specific needs.</p> <p>We use a wide range of resources tailored to the needs of students who require support to access the curriculum. This includes a variety of assistive technologies such as tablets, laptops, plus specific assisted technology applications such as Read Write Gold.</p> <p>Physical resources are also used to support learning such as, slope boards, standing frames and overlays.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Support</b></p>	<p>We aim to provide targeted support for selected students, ensuring their unique learning needs are met comprehensively. This student-centric strategy emphasises a proactive and inclusive approach to support, fostering an environment where each student receives the necessary assistance and resources to thrive academically and holistically.</p>	<p><b>Enhanced Academic Achievement:</b> By addressing individual learning needs, students will receive targeted support, leading to improved comprehension, engagement, and overall academic success.</p> <p><b>Increased Student Well-being:</b> A student support strategy that prioritises, identifies, and addresses diverse needs contributes to increased student well-being. By providing the necessary assistance and resources, students will experience a supportive learning environment, fostering a sense of belonging and positively impacting their emotional and social well-being.</p> <p><b>Promotion of Lifelong Learning Skills:</b> The emphasis on student support within the broader curriculum design aims to promote lifelong learning skills. As students receive personalised assistance, they are likely to develop resilience, self-efficacy, and a growth mindset, equipping them with valuable skills that extend beyond academic success.</p> <p><b>Promotion and implementation of classroom strategies;</b> regarding individual students. Ensuring meaningful progress for all students, schemes of work, individual pupil profiles and subject specific class information sheets will prominently indicate any necessary reasonable adjustments to facilitate complete access to all components of the lesson for every student.</p>	<p>Provide individualised support to students with a diverse range of physical and learning abilities. This can involve personalised provision maps, one-on-one tutoring, or additional resources tailored to their specific needs.</p> <p>Collaborate with support services: Work closely with support services, such as Inclusion Support, educational psychologists, counsellors, and therapists, to ensure that students with a diverse range of physical and learning abilities receive the necessary assistance and accommodations in the curriculum.</p> <p>Access arrangements are provided for students with additional needs in line with JCO guidance.</p> <p>A referral system is in place for staff to raise concerns on students both academically and pastorally.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Tracking and Monitoring</b></p>	<p>Implement a robust tracking and monitoring system to enable continuous reporting and tracking to ensure students' evolving learning needs are being met within the inclusive educational framework.</p>	<p><b>Timely Intervention and Support:</b> The implementation of a robust tracking and monitoring system will facilitate timely identification of students' evolving learning needs. This allows for prompt intervention and support, ensuring that any challenges or adjustments required are addressed in a timely manner.</p> <p><b>Continuous Improvement in Inclusive Practices:</b> The continuous reporting and tracking enabled by the systems contribute to a cycle of continuous improvement in inclusive educational practices. By regularly assessing and adapting to students' evolving needs, educators can refine teaching strategies, target additional support, tailor learning pathways, and enhance the overall inclusivity of the educational environment, fostering a dynamic and responsive learning culture.</p>	<p>All staff utilise Go 4 Schools to ensure academic tracking and monitoring are accessible and consistent. To enable clear monitoring of progress.</p> <p>Provision Map software is used to develop a profile on each student with an EHCP and those with additional needs to track and monitor:</p> <ul style="list-style-type: none"> <li>Targets</li> <li>Needs</li> <li>Support</li> <li>Interventions</li> </ul> <p>Each child on the SEND register has a Student Profile that is reviewed and updated regularly. This will be shared with staff to ensure the pupil's needs are met.</p> <p>Regular reviews take place with staff, parents, and students, focused on their needs, curriculum, and overall development.</p> <p>Parents Evenings and Success Evening are fully accessible with parents where they can not only able to discuss academic progress with class teachers but also holistic development with SENCO and support staff.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Training</b></p>	<p>Develop and support training programmes that specifically focus on equipping educators and support staff with the skills and strategies. To ensure students' individual learning needs are effectively met within the overall framework of a well-rounded education offer.</p>	<p>Enhanced Educator <b>Competence:</b> The implementation of targeted training programs is expected to result in enhanced competence among educators and support staff. By focusing on specific skills, adaptive teaching, and strategies tailored to meet the diverse learning needs of our students.</p> <p><b>Improved Individualised Student Support:</b> The emphasis on training programmes aimed at meeting individual learning needs ensures that educators and support staff are well-prepared to provide personalised support. This, in turn, leads to improved individualised assistance for students.</p> <p><b>Optimised Well-Rounded Education:</b> Educators and support staff, armed with enhanced skills and strategies, will contribute to a more comprehensive and inclusive educational experience, ensuring that the diverse needs of students are met within the overall framework of a well-rounded curriculum.</p>	<p>Staff are encouraged and supported to access specialised training to support both their own professional development and the support that can be provided to our students.</p> <p>Regular training is delivered to teachers and support staff as part of teacher training days and our CPDL calendar about adapted teaching strategies. This has also included curriculum design and how to effectively adapt lessons for students with specific needs.</p> <p>Support staff are trained to meet the medical needs of all students, including students with diabetes and the complex medical needs of existing and new FP students.</p>

## Section 2: Building

To ensure the school continues to sustain and enhance the physical environment and the accessibility of the building for students, staff, and parents with disabilities and additional needs at St Michael's Church of England High School.

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Building</b></p>	<p>As part of the Building Schools for the Future initiative, our school, a PFI One establishment, was meticulously designed and constructed in strict adherence to the Department for Education (DfE) School Premises Regulations. This strategy provides a benchmark for our commitment to providing a safe, functional, and inclusive learning environment for all students.</p>	<p><b>Enhanced Safety and Functionality:</b> Initiate regular safety audits and functionality assessments, identifying areas for improvement and implementing necessary upgrades or modifications to further enhance the safety and functionality of the school premises.</p> <p><b>Ongoing Monitoring:</b> Through ongoing evaluation and proactive maintenance, we are dedicated to upholding these high standards and continuously improving the physical learning environment to support the evolving needs of our school community.</p> <p><b>Inclusive Environment Optimisation:</b> Establish a comprehensive review process focusing on inclusivity within the learning environment. Implement adjustments and improvements based on regular assessments to ensure the school remains a welcoming and accessible space for all students, regardless of their diverse needs.</p>	<p>To ensure the continuous commitment to providing a safe, functional, and inclusive learning environment for all students. The school commits to the following: weekly walk rounds to assess the physical condition of the premises, bi-weekly operational meetings to address immediate concerns and plan for improvements, half-termly contract meetings to evaluate ongoing performance, and regular lifecycle audits and reviews. Through these proactive measures, we aim to maintain the integrity of our infrastructure, guarantee the safety and well-being of our students, and continuously enhance the overall educational experience within the parameters of a safe, inclusive, and conducive learning environment. Some of the key design aspects of the school to support inclusivity and accessibility are:</p> <p><b>Dropped Kerbs:</b> Dropped kerbs are available on both sides of the main vehicle car park to facilitate smooth pedestrian access.</p> <p><b>Lift Access to All Floors:</b> A lift is in place, providing access to all floors, and promoting inclusivity for individuals with mobility challenges.</p> <p><b>Wide Corridors:</b> Corridors are designed to be wide, ensuring wheelchair users can navigate the school comfortably and safely. Door handles throughout the school are designed for ease of use, accommodating students with varying physical abilities.</p> <p><b>Disabled Toilets and Changing Facilities:</b> Specially equipped disabled toilets and changing facilities are available to cater to the needs of students with disabilities.</p> <p><b>Rise and Fall Sinks in Science and Food:</b> Sinks in science and food rooms are adapted with rise and fall mechanisms, enhancing accessibility for all students.</p>



Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
			<p><b>Ramps for External Access:</b> External ramps are provided to ensure accessibility to outdoor areas, allowing students to fully participate in outdoor activities.</p>
<p><b>Classrooms</b></p>	<p>To ensure sustained and enhanced accessibility within our classrooms. St Michael's Church of England High School commits to an inclusive strategy focused on the physical environment. Recognising the importance of accommodating students with disabilities and additional needs, our strategy involves ongoing efforts to optimize the accessibility of the school building.</p>	<p><b>Increased Inclusivity:</b> The commitment to sustained and enhanced accessibility within classrooms at St Michael's Church of England High School is expected to result in increased inclusivity. By optimising the physical environment, the school aims to create spaces that cater to the diverse needs of students with disabilities and additional needs, fostering a more inclusive and welcoming learning atmosphere.</p> <p><b>Improved Participation and Engagement:</b> As a direct outcome of the inclusive strategy, an improvement in student participation and engagement is anticipated. Enhanced accessibility in classrooms provides students with disabilities and additional needs the opportunity to fully engage in educational activities, contributing to a more interactive and participatory learning experience.</p> <p><b>Enhanced Wellbeing:</b> The strategy's focus on optimising the physical environment is designed to positively impact the well-being of students, staff, and parents with disabilities and additional needs. By ensuring accessibility, the school aims to create a supportive and accommodating atmosphere that enhances the overall well-being and sense of belonging within the school community.</p>	<p><b>Adapted Classrooms with Rise and Fall Tables:</b> Classrooms are equipped with rise and fall tables, ensuring adaptability and accessibility for all students.</p> <p><b>Standing Frames:</b> Students have the ability to use standing frames in classrooms to ensure they are meeting physical development needs whilst still being able to access their curriculum entitlement.</p> <p><b>Food &amp; Science Rooms Adapted for Wheelchair Access:</b> Food rooms are modified to accommodate wheelchair access, fostering an inclusive learning environment. This includes rise and fall tables, sinks and cookers.</p> <p><b>Projection Technology:</b> Classrooms are equipped with projection technology to facilitate dynamic and inclusive teaching methods.</p> <p><b>Use of Technology:</b> Technology is integrated into the learning environment, promoting inclusive educational practices for all students.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Arrival and Departure</b></p>	<p>To facilitate a seamless and inclusive experience for all members of the school community, St Michael’s Church of England High School is committed to a comprehensive strategy addressing the access and departure of students. Our aim is to create a safe, welcoming, and barrier-free environment that ensures a smooth and dignified experience for all individuals navigating the school premises</p>	<p><b>Enhance Physical Accessibility Infrastructure:</b> Develop and implement monitoring plans to enhance physical infrastructure, such as ramps, pathways, and entranceways, to ensure a barrier-free environment that facilitates easy access and departure for all individuals within the school community.</p> <p><b>Implement Inclusive Signage and Communication:</b> Develop a comprehensive signage and communication strategy that caters to diverse needs, providing clear and accessible information throughout the school premises to enhance navigation and contribute to an inclusive experience.</p> <p><b>Conduct Regular Accessibility Audits:</b> Establish a system for regular accessibility audits to assess and address any evolving needs or challenges related to access and departure. This objective aims to ensure continuous improvement and adaptation of the school environment to meet the changing requirements of the diverse school community.</p>	<p><b>School Transport Accessibility:</b> School transport is organised via Sandwell and equipped to ensure accessibility for students with diverse mobility needs.</p> <p><b>Dropped Kerbs:</b> Dropped kerbs are available on both sides of the main vehicle car park to facilitate smooth pedestrian access.</p> <p><b>Additional Disabled Parking Spaces:</b> Creation of extra disabled parking spaces to accommodate the needs of students, staff, and parents with disabilities, ensuring convenient access to the school premises.</p> <p><b>Designated Transport Drop-Off Area:</b> Establishment of a designated drop-off area for school transport to facilitate a smooth and safe arrival and departure for students with disabilities and additional needs.</p> <p><b>Flat Access to School Entrance:</b> Implementation of a flat and accessible pathway leading to the school entrance, promoting easy and barrier-free access for individuals with mobility aids or wheelchairs.</p> <p><b>Designated Wheelchair Accessible Minibus:</b> Provision of a dedicated wheelchair-accessible minibus to support educational visits and hydrotherapy sessions, ensuring that students with mobility challenges can participate in off-site activities comfortably.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Health &amp; Safety /Student Wellbeing</b></p>	<p>St Michael’s Church of England High School is dedicated to a holistic strategy prioritising the health and well-being of students with physical disabilities or additional needs. This strategy recognises the intrinsic link between a supportive physical environment and the overall well-being of our students. We aim to create an environment that not only accommodates physical disabilities but also fosters a nurturing atmosphere conducive to the holistic health and well-being of every student, staff member, and parent within our school community.</p>	<p><b>Enhanced Well-being and Resilience:</b> The holistic strategy is expected to contribute to the enhanced well-being and resilience of students with physical disabilities or additional needs. By fostering a supportive physical environment and nurturing atmosphere, students are likely to experience improved mental health and emotional well-being, leading to greater overall resilience. Increased Inclusivity and Sense of</p> <p><b>Belonging:</b> The implementation of the holistic strategy is anticipated to increase inclusivity and foster a sense of belonging within the school community. By creating an environment that accommodates diverse needs and promotes a nurturing atmosphere, students, staff members, and parents are likely to feel valued and included, contributing to a positive and supportive school culture.</p> <p><b>Positive Impact on Academic and Social Development:</b> The holistic approach to health and well-being is poised to positively impact academic and social development. By prioritising the physical and emotional needs of students, the strategy aims to create an environment that supports not only their academic growth but also their social and emotional development. This, in turn, contributes to a more holistic and enriching educational experience for every member of the school community.</p>	<p><b>Disabled Toilets and Changing Facilities:</b> Specially equipped disabled toilets and changing facilities are available to cater to the needs of students with disabilities. This includes H-tracking hoists in specific areas to support the safe and comfortable transition of students.</p> <p><b>Equipment for Safe Student Movement:</b> Staff are provided with appropriate equipment to facilitate the safe movement of students, ensuring their well-being.</p> <p><b>Manual Handling Protocols:</b> Comprehensive manual handling protocols are implemented to ensure the safe and appropriate movement of students when required.</p> <p><b>Personal Emergency Evacuation Plans (PEEPs):</b> Personalised emergency evacuation plans are in place, ensuring the safety of students with specific needs during emergencies.</p> <p>A range of inclusive before school, break, lunch, and after-school clubs are available. These tailored clubs provide a supportive environment where students can engage in enriching activities, fostering not only their academic growth but also offering crucial social, emotional, and mental health support.</p> <p>Collaboration with external agencies and support services is key to addressing the diverse requirements of our students, encompassing physical, academic, and social-emotional well-being. This includes activities such as hydrotherapy, on-site physiotherapy, counselling and educational psychologist support.</p>

## Section 3: Resources

Persist in advancing and upholding the effective communication of written information to students with disabilities and additional needs at St Michael’s Church of England High School as part of our ongoing commitment to accessibility improvement.

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Print Resources</b></p>	<p>To provide effective communication of written information to students with disabilities and additional needs. Through ongoing collaboration with staff, students and specialist partners, and with the integration of technology, our aim is to continually enhance the readability and inclusivity of print materials. This commitment ensures that students with disabilities receive information in formats that cater to their unique needs, fostering an environment where communication is not only effective but also universally accessible.</p>	<p><b>Improved Readability and Understanding:</b> The ongoing collaboration with staff, students, and specialist partners, coupled with the integration of technology, is expected to lead to improved readability of print materials. This outcome ensures that students with disabilities and additional needs can comprehend information more effectively, contributing to their overall academic engagement and understanding.</p> <p><b>Enhanced Inclusivity in Communication:</b> Through the commitment to continually enhance the inclusivity of print materials, the strategy aims to create a more accessible communication environment for students with disabilities. This outcome fosters inclusivity by providing information in formats tailored to diverse needs, promoting a sense of belonging and equal participation within the school community.</p> <p><b>Ensuring effective communication;</b> with all students by employing universal design principles and adhering to communication guidelines for both visual and verbal language. Through this approach, every student will have the ability to comprehend directions, requests, and important information, as well as to express matters significant to them.</p>	<p><b>Large Print Resources:</b> Provision of large print resources to accommodate students with visual impairments, ensuring equitable access to educational materials.</p> <p><b>Pictorial or Symbolic Representations:</b> Utilisation of pictorial or symbolic representations to enhance understanding, particularly beneficial for students with cognitive or language-related challenges.</p> <p><b>Exams - Concessions Provision:</b> Implementation of concessions provisions during exams, recognising the diverse needs of students and ensuring fair and equitable assessment conditions.</p> <p><b>Differentiated Print Resources:</b> Creation and use of differentiated print resources to cater to various learning needs, promoting an inclusive approach to content delivery.</p> <p><b>Large Print/Coloured Paper/Overlays:</b> Provision of large print, coloured paper, and overlays to accommodate different visual preferences and support students with specific reading needs.</p>

Focus Area	Strategy	Outcomes	Current practice including established practice and practice under development
<p><b>Assistive Technology</b></p>	<p>As part of our ongoing commitment to accessibility improvement, we aim to enhance and uphold the effective communication of written information to students with disabilities. Through collaboration with educators, ongoing professional development, and strategic partnerships with technology specialists, our goal is to identify, implement, and continually evolve the use of assistive technologies. By leveraging these tools, we seek to create an inclusive learning environment that empowers students with disabilities, providing them with equitable access to information and fostering their academic success.</p>	<p><b>Universal Accessibility Through Technology Integration:</b> The integration of technology into the communication strategy is anticipated to result in universal accessibility. By leveraging technology tools, information can be disseminated in various accessible formats, ensuring that students with disabilities can access content using tools and platforms that align with their unique needs, fostering an inclusive and technologically adept learning environment.</p> <p><b>Increased Proficiency in Assistive Technology Usage:</b> The collaboration with educators and ongoing professional development is expected to result in increased proficiency among staff in the identification, implementation, and evolution of assistive technologies and adaptive teaching strategies. This outcome ensures that educators are well-equipped to leverage these tools effectively, enhancing their ability to cater to the diverse needs of students with disabilities.</p> <p><b>Creation of a Dynamic and Inclusive Learning Environment:</b> The strategic commitment to leveraging assistive technologies is intended to create a dynamic and inclusive learning environment. By identifying and implementing these tools, the school aims to foster an atmosphere where students with disabilities experience equitable access to information, promoting a sense of inclusion, participation, and engagement within the academic community.</p>	<p>Integration of information technology, such as laptops and tablets, for student use, facilitating a more interactive and personalized learning experience.</p> <p>Regular uploading of written information on Google Classroom and the school's website, ensuring accessibility for both students and parents, promoting transparency and easy access to important information.</p> <p>Incorporation of tablets within the school environment, for specific students. Providing a versatile and accessible tool for students to engage with educational content and resources to meet their individual needs.</p> <p>Utilisation of reader tools, including Google and Read Write Gold, to assist students in accessing written information more effectively.</p> <p>Using multiple forms of technology and software to support student's accessibility and engagement. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Teams</li> <li>● Nearpod</li> <li>● Voice to Text</li> <li>● Text Readers</li> <li>● Ai Tools</li> <li>● Visulaisers</li> <li>● Interactive Display Boards</li> </ul>

## Accessibility Audit

Feature	Description	RAG			Action to be taken	Person responsible	Date to complete actions by	Review
		Red	Amber	Green				
Buildings - number of storeys	The school consists of 1 building with 3 floors. The building has flat-surface entrance points for wheelchair access and all blocks within the building have lifts to all 3 floors.				N/A	N/A	N/A	Ongoing
Corridor Access	Corridor widths are suitable for wheelchair use, for safe access and egress.				N/A	N/A	N/A	Ongoing
Lifts	All blocks within the building have lifts to all 3 floors.				N/A	N/A	N/A	Ongoing
Parking Bays	Disabled parking spaces are located in the main car park, close to the school reception. Where necessary, more spaces can be created/protected. There is also a dedicated minibus drop-off and collection area for our students who use LA transport.				N/A	N/A	N/A	Ongoing
Entrances	The building and all entrances are accessible by flat surface or ramp.				N/A	N/A	N/A	Ongoing
Toilets and changing facilities	Accessible toilets are available on each floor. Accessible changing and shower facilities are available in the PE area and SEND / Medical area. H track hoisting and mobile hoists are available in all these areas.				N/A	N/A	N/A	Ongoing

Feature	Description	RAG			Action to be taken	Person responsible	Date to complete actions by	Review
		Red	Amber	Green				
Reception Area	Main reception is accessible by a flat surface pathway.				N/A	N/A	N/A	Ongoing
Internal Signage	Internal signage details the appropriate escape routes. The signs are reviewed as part of the Fire Risk Assessment.				N/A	N/A	N/A	Ongoing
Hearing Impaired	The school does have hearing loops in Reception.				N/A	N/A	N/A	Ongoing
Emergency Escape Routes	As above, internal signage details the appropriate escape routes and refugee points. At each of the refugee points there are internal intercoms that connect to reception.				N/A	N/A	N/A	Ongoing
Emergency Evacuation	A Personal Emergency Evacuation Plan (PEEP) will be put into place, bespoke for each individual. Safe refuge points are clearly marked in school and emergency evac chairs are in place at the top of each stairwell. At each of the refugee points there are internal intercoms that connect to reception.				N/A	N/A	N/A	Ongoing
Furniture and equipment	Furniture and equipment are selected, adjusted and located appropriately. The school works with Occupational Health experts/therapists/external consultants and families to agree to a plan that meets the individual needs for furniture and equipment.				N/A	N/A	N/A	Ongoing

Feature	Description	RAG			Action to be taken	Person responsible	Date to complete actions by	Review
		Red	Amber	Green				
Movement/Access in classrooms	If necessary, a seating plan would be used to ensure students with disabilities are seated appropriately.				N/A	N/A	N/A	Ongoing
Wheelchair movement inside school	It is possible for a wheelchair user to move around all internal areas of school without assistance				N/A	N/A	N/A	Ongoing
Internal doorways	All internal doors are the appropriate width to allow a wheelchair user to enter/exit unaided.				N/A	N/A	N/A	Ongoing
Wheelchair movement outside schools	It is possible for a wheelchair user to move around all outside areas without assistance				N/A	N/A	N/A	Ongoing