# NORTH BRENT SCHOOL

# ACCESSIBILITY PLAN

**Contents**

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## INTRODUCTION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

    a)  He or she has a physical or mental impairment, and

    b)  The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Board of Trustees.

Wembley Multi-Academy Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within all schools.

Wembley Multi-Academy Trust has adopted this accessibility plan for all Academies within the trust, in line with each school's special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in each individual school's last access audit which took place in 2024 (for all Schools in the trust) and should be read in conjunction with the Access Audit.

The Multi Academy Trust's special educational needs policy outlines the provision that the Trust has in place to support pupils with special educational needs and disabilities (SEND), and the trust's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to all schools, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the trust will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development.

Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in all school's curriculum
- Improve the physical environment of all school's increasing the extent to which disabled pupils can take advantage of the education and associated services provided by all school's
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by all school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The Trust's curriculum is regularly reviewed by the CEO and Heads of School and senior leaders from each Academy within the trust to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals.

This includes learning outside the classroom. It is the aim of the Trust to ensure that all resources and SEND provisions are being used effectively and efficiently within all of our school's settings in order to support the taught curriculum and enable pupils to reach their full potential. The Trust and each individual Academy does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- Ensuring that the WMAT SEND Board monitors the Quality of Education, progress and attainment of all students with Additional Needs
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Listening to pupils' views and taking them into account in all aspects of school life.

## 1.1 Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015.

These acts place a responsibility on the Trustees to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled students can participate in the school's curriculum.
b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

## 1.2 Purpose/Aims

a) The school's diverse and inclusive community will be a center of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
b) All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
c) To ensure all disabled students are fully involved in school life and are making at least expected progress.
d) To identifying barriers to participation and find practical solutions to overcoming these.
e) To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
f) To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
g) To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

## 1.3 Definitions

### 1.3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

### 1.3.2 Definition of Special Educational Needs (Send Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age,
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

### 1.3.3 The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Equality Act (see context above).

The school is also committed to making reasonable adjustments for Individual School's to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

Increase the extent to which disabled students can participate in the school's curriculum Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents.

Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom. Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).

This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.
j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable students
m) Specialist advice and guidance to support transition
n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism. Further development

The Wembley Multi-Academy Trust Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all students.
b) Broaden choices to construct personalised pathways.
c) Develop high quality curriculum for lower ability students.
d) Develop more complex curriculum model.
e) Conduct annual curriculum reviews.
f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school
h) The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:
    – Any lifts
    – Any ramps
    – A specialist SEND area, with small, quiet and calm learning spaces
    – Any disabled toilets and the location
    – Features that improve acoustics
    – Customised furniture and/or equipment
    – Specialist resources, including digital technologies
    – Guiding in emergency evacuation.
    – Any automatic doors

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met.

Similar attention is given to how students' needs can be met on school journeys and visits.

<u>Further development</u>
The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by Info Wire Ltd. The school is also committed to ensuring full accessibility in any future new build.

Improve the delivery to disabled students of information which is readily accessible to students who are not disabled Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them.

The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students.

Visual and audio information is now as common as written information. 1.10 In addition, the school makes the following available as appropriate:
a) Differentiated resources with particular attention to reading age, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for text.
d) Tactile resources.
e) Readers and/or scribes in exams, where appropriate Further development

The following opportunities to improve further will be explored:
a) Opportunities provided by digital technologies.
b) Regular clear and relevant information to parents in home language if required. Responsibilities
c) All staff are responsible for removing barriers to learning for disabled pupils.
d) All leaders are responsible for improving accessibility within their area of responsibility.
e) The Board of Trustees is responsible for the approval of this plan.
f) The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
g) The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs. Review
h) This Accessibility Plan has the status of a policy of the Board of Trustees and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

## 2. SENSORY AND PHYSICAL NEEDS

The Trust has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:
- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of all school's
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

## 3. REASONABLE ADJUSTMENTS

The Trust and each individual Academy will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

These may fall under the following headings: The building and grounds:
- audio-visual fire alarms
- assistance with guiding Teaching and learning:
- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:
- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

## 4. NBS ACCESSIBILITY STUDY

### ACCESSIBILITY STUDY QUESTIONNAIRE FOR DEPARTMENT OF EDUCATION ESTABLISHMENTS

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| | | |
|---|---|---|
| 1. | **Institution Name:** | **NORTH BRENT SCHOOL** |
| 2. | **Type of Institution :** | **SECONDARY SCHOOL** |
| 3. | **Location:** | **12 NEASDEN LANE, LONDON NW10 2TF** |
| 4. | **Date of Evaluation:** | **14/11/2024** |
| 5. | **Responsible Person:** | **MS. P. REHMAN - ASSOCIATE HEADTEACHER** |
| 6. | **Evaluator's Name and Role:** | **KIT MAHARAJH, EXTERNAL CONSULTANT** |

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### Part 2: Physical Accessibility

#### A. Building Entrances and Exits

1. Are the main entrances and exits accessible to individuals with mobility impairments (e.g., ramps, wide doorways)?

- √ **Yes**
- ☐ No
- ☐ Partially

**Comments: 740mm wide main entrance with double doors giving total width of 1480m. Doorbell to call reception services to open door if required.**

2. Are there automatic or easy-to-open doors at main entrances?

- √ **Yes**
- ☐ No

**Comments: Easy open doors and doorbell to alert reception staff if further help is required. Safeguarding door system in place to allow exit through one door and not allowing further exit without using staff security fob, protection highlighted to staff and children.**

**B. Lifts and Stairs**

3. Does the building have lifts for individuals unable to use stairs?

- √ Yes
- ☐ No

Comments: The building has lifts in several areas, none of which are classed as fire safe and therefore cannot be used for evacuation purposes. If people with mobility issues are identified via a PEEP, procedures to help them evacuate in place and certain staff members trained to help.

4. Are lifts equipped with auditory signals and Braille signage?

- ☐ Yes
- ☐ No
- √ Partially

Comments: Lifts have audio signalling but no braille indications on buttons. This is adequate providing the system is checked on a regular basis for functionality and logging all results. Further assessments will be made if required.

5. Are stairwells designed with handrails and visual/tactile cues for individuals with visual impairments?

- ☐ Yes
- √ No

Comments: Currently there are no staff or pupils with visual impairments but if this changes, then a further assessment will be required with a plan to install tactile flooring around the top of each floor level to prevent falls from height for people with visual impairments.

**C. Classrooms and Learning Spaces**

6. Are classroom entrances wide enough for wheelchair access (minimum width of 850mm)?

- √ Yes
- ☐ No

Comments: The minimum door width measured for wheelchair access was 880mm but most door widths were in excess of this width. In general the standard was very good.

7. Are there adjustable desks or workstations available for students with mobility needs?

- √ **Yes**
- ☐ No

**Comments: Each classroom has adjustable desks for specific requirements, which include height adjusting for wheelchair access at various levels.**

8. Are there provisions for specialised equipment (e.g. assistive listening devices, Braille readers)?
- ☐ Yes
- ☐ No
- √ **Partially**

**Comments: No assistive hearing devices available at the moment. A further assessment will be made on an individual basis as required as it will be more beneficial for a bespoke system to be installed. *Further information[1].* Visual enhancers with zoom facility, non-reflective walls and screen used in all classrooms for people with visual requirements. In general very good provisions for visual impairments.**

**D. WC Provisions**

9. Are there accessible toilets(with grab bars, wheelchair space, etc.) in close proximity to learning areas?

- √ **Yes**
- ☐ No

**Comments: All WC's are multi-use and have integrated accessible toilets with adequate facilities for people in wheelchairs, including grab bars, mirrors and sinks at appropriate heights within the student WC's, all close to classrooms.**

10. Are the sinks, mirrors, and other bathroom facilities designed for accessibility (e.g. appropriate height for wheelchair users)?

- √ **Yes**
- ☐ No

**Comments: Sink height 730mm within 150mm from the toilet. Adequate room for wheelchair to move 360°, non slip flooring and non slip grab handles installed. Visual/Audible fire beacon with emergency pull cord alerting system.**

### E. Corridors and Hallways

11. Are hallways wide enough for wheelchair passage (minimum 1200 mm)?

- √ **Yes**
- ☐ No

**Comments: On average the total useable width (excluding drinks fountains, extinguisher boxes etc) 2150mm.**

12. Are there tactile ground surface indicators for visually impaired individuals?

- ☐ Yes
- √ No

**Comments: Currently no tactile ground surface indicators installed at the top of stairways. This may create an issue for partially sighted or visually impaired people when evacuating in an emergency.** *Further information2.* **Currently no indication for the requirement for tactile flooring but if the need becomes apparent a further assessment will be made and acted on accordingly.**

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## Part 3: Digital Accessibility

### A. Website and Online Resources

13. Does the School's website comply with WCAG (Web Content Accessibility Guidelines) standards for digital accessibility?

- ☐ Yes
- √ No

**Comments: Further research required and consultation with the school's web developers in order to comply with current guidelines. Outline non-conformant areas, such as insufficient colour contrast, missing alternative text for images, website elements that are not accessible to assistive technology users and also identify areas for improvement. Improve accessibility, ensuring your digital services are accessible to every user, including those with a physical, neurodiverse, sight or hearing disability, so that you can have confidence you are reaching every person on every platform.**

14. Are all web-based materials (e.g., online forms, learning platforms) accessible to individuals with visual, hearing, or cognitive disabilities?

- ☐ Yes
- ☐ No
- √ **Partially**

**Comments: The web-based materials will be checked and adapted accordingly.**

15. Are captions or transcripts provided for multimedia content (e.g., videos)?

- √ **Yes**
- ☐ No

**Comments: Provisions have been made and will be implemented as required.**

## B. Assistive Technology

16. Are assistive technologies (e.g., screen readers, magnifiers, voice recognition software) available for students with disabilities?

- √ **Yes**
- ☐ No

**Comments: Many technologies are in place and the further technologies will be implemented if required following a detailed assessment of a particular student/staff requirements as and when this is required.**

17. Is there technical support available for students who use assistive technology?

- √ **Yes**
- ☐ No

**Comments: Currently only on Mondays and Thursdays**

## Part 4: Instructional Accessibility

### A. Learning Materials

18. Are printed materials available in alternative formats (e.g., large print, Braille, audio)?

- √ **Yes**
- ☐ No

**Comments: Alternative formatted material is produced as required following an assessment.**

19. Are digital materials (e.g., PDFs, slides) accessible (e.g., using accessible fonts, alt text for images)?

- √ **Yes**
- ☐ No

**Comments: Good awareness of what is meant by accessible digital materials, fonts and text styles but more information is available to help in the future when individual assessment requirements will be made. *Further information[3]***

### B. Teaching Methods

20. Do teachers use a variety of instructional methods to accommodate different learning styles (e.g., visual, auditory, kinaesthetic (*Kinaesthetic learning, also known as tactile learning or physical learning, is a learning style that involves physical activity to process new information. Kinaesthetic learners often need to be moving or touching something to learn, and they may struggle to retain information without these sensations*)?

- √ **Yes**
- ☐ No

**Comments: There are a number of methods currently in place but additional aids will be used depending on the results of the individual assessments as required.**

21. Are accommodations made for students with cognitive or learning disabilities (e.g., extra time for exams, quiet environments)?

- √ **Yes**
- ☐ No

**Comments: Referral form systems in place giving students and additional 25% time if approved.**

## Part 5: Support Services and Inclusion

### A. Support Services

22. Does the school have a dedicated office or staff member responsible for supporting students with disabilities?

- √ **Yes**
- ☐ No

**Comments: There is a named member of staff supporting students with known disabilities.**

23. Are there psychological or counselling services available for students with disabilities?

- √ **Yes**
- ☐ No

**Comments: An external company is used.**

### B. Inclusion Policies

24. Does the School have a formal inclusion policy for students with disabilities?

- √ **Yes**
- ☐ No

**Comments: Special Educational Needs (SEN) Policy in place**

25. Are staff trained in disability awareness and inclusive practices?

- √ **Yes**
- ☐ No

**Comments: SEN awareness part of the regular staff training updates.**

26. Are there extracurricular activities that are inclusive for students with disabilities?

- √ **Yes**
- ☐ No

**Comments: All extracurricular activities are fully inclusive for all students and details kept on file of all trips, activities etc.**

**Part 6: Emergency Procedures**

27. Are emergency evacuation plans accessible to individuals with disabilities (e.g., visual, hearing, mobility impairments)?

- √ **Yes**
- ☐ No

**Comments: Personal Emergency Evacuation Plans (PEEPs) in place for visitors via reception, staff on induction and for all students as required.**

28. Are there visual and auditory alarms in place for emergencies?

- √ **Yes**
- ☐ No

**Comments: All WC's have visual and audible beacons in place.**

29. Is there an evacuation plan for individuals with mobility impairments (e.g., designated staff to assist, evacuation chairs)?

- √ **Yes**
- ☐ No

**Comments: Based on the finding of the Personal Emergency Evacuation Plans created following the assessments, specific plans are initiated for specific requirements including buddy systems and the use of evacuation chairs in stairwells as lifts are not useable**

| | TARGET | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
|---|---|---|---|---|---|
| | Ensure teachers and support staff have sufficient specific training – inclusion and diversity | Be aware of needs of students Be aware of staff training needs Staff access to appropriate CPD and support | Annual and as required | Associate Headteacher | Raised confidence and knowledge of staff Students with disabilities to be fully integrated to school life |
| | Ensure all disabled people can be safely evacuated - this includes, children, staff and any visitors requiring help | Ensure Personal Emergency Evacuation Plans (PEEPS) are in place for all pupils and staff with difficulties. Ensure all staff are aware of their responsibilities | Annual checks and assessments at the beginning of each new year | Associate Headteacher | Everyone is safe in the event of an emergency evacuation. |
| | Create a Personal Emergency Evacuation Plan (PEEP) for visitors that can be implemented by trained reception staff. | This should give visitors with special requirements the confidence that they will be looked after in the event of an emergency. | Implementation must be within the next month. | Associate Headteacher | Everyone is safe in the event of an emergency evacuation. |
| | Be prepared to create tactile flooring at the top of each flight of stairs. | This will be required if identified as a need during an assessment for new occupants. | As required | Associate Headteacher | Implementation completion if required. |

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|---|---|---|---|---|
| Be prepared to install appropriate hearing aids and devices if the assessment highlights a need. | Following an assessment and identification of a need to install additional equipment. Measures must be planned. | As required | Associate Headteacher | Satisfaction of the user(s). |
| Current measures not suitable for people with specific needs on the web pages viewed. | Further requirement needed from the web designers to improve accessibility overall. | As a matter of urgency. | Web developers. | Further checks required by Associate Headteacher following completion. |
| Web content accessibility to be checked throughout the website and measures to be put in place to improve the facilities provided. | Web designers to work with the school to check that the accessibility conforms with various suggested specialist bodies i.e. RIB, Hearing organisations etc. | As a matter of urgency. | Web developers and Associated Headteacher | Further checks required by Associate Headteacher following completion. |

| | | | | |
|---|---|---|---|---|
| Web-based materials, captions and transcripts including all printed materials being used must be checked that they meet the requirements of the Royal Institute for the Blind (RIB) guidance. | Guidance available from various sources referenced in the report. | As a matter of urgency. | Associate Headteacher | Further checks required by Associate Headteacher following completion. |
| All slides and PDF's being used in classrooms to be checks that they conform with current guidelines. | Guidance available from various sources referenced in the report. | As a matter of urgency. | Associate Headteacher | Further checks required by Associate Headteacher following completion. |

This questionnaire is designed to give a comprehensive overview of the accessibility measures within a Department of Education establishment. After gathering responses, the data can be used to identify areas of improvement, plan upgrades, and ensure that the School complies with relevant accessibility standards, such as the **Equality Act 2010** in the UK.

Following completion of the assessment/study, a rating is created based on the following criteria and table for areas and a total rating for the school.

## Summary of physical accessibility standards

- **Level access into building(s):** Main and pupil entrance(s) level, with ramps and hand rails as required
- **Level access to all curriculum and social areas (not necessarily entire building/site):** including assembly hall, canteen (may be achieved by sensitive organisation and timetabling)
- **Access to upper floors:** if required - lift(s) as alternative to steps or stairs
- **Toilet facilities:** small disabled toilet(s) as specified by building regulations - suitable for most disabled pupils. A small number of pupils will require enhanced facilities (hygiene room) to provide greater assistance, including hoisting.
- **Medical, therapy or SEN room:** multi-purpose or flexible use - usually required in addition to a hygiene room, for regular physio and other physical programme
- **Emergency evacuation:** routes should be level and unobstructed. Evacuation must be documented (using Personal Emergency Evacuation Plans - PEEPs) and practiced regularly

| Rating | Details | Description |
|---|---|---|
| 3 | Fully accessible | As per level 2 with the addition of a full hygiene room and special educational needs or therapy room for pupils who need more assistance with personal care (including hoisting) and regular physio or other treatment |
| 2 | Mainly accessible | Will meet the needs of most disabled pupils: all standards met including all curriculum areas accessible (may be achieved by timetabling) but no hygiene room |
| 1 | Partly accessible | Some standards met but some areas not accessible |
| 0 | Inaccessible | No level access into classrooms |

N.B. Hoisting is not a requirement at this school at the current intake of students but this may change in the future when it will be further reviewed.

Appendices:
***Further information.1***
https://www.sense.org.uk/informaaon-and-advice/technology-mobility-aids-anddevices/assisave-technology-for-people-with-hearing-loss/

***Further information.2.***
https://professionals.tarkee.com/en_EU/collecaon-C001438-tacale-warning-ales

***Further information.3***
https://www.rnib.org.uk/professionals/health-social-care-educaaonprofessionals/knowledge-and-research-hub/reports-and-insight/creaang-accessiblelearning-materials/

**Conclusion**

Following a long discussion with the Associate Headteacher, Ms. Rahman, it was quickly established that she had a very good understanding of her personal obligations to help people with specific needs across a wide spectrum and has implemented many of the published guidelines that are available from various reputable sources. There are a few areas that need improvement that will need her immediate attention to implement as quickly as possible.

Based on the information supplied, the property inspection and the required improvements, this school has a score of 2.75 where the maximum achievable is 3.

## 5. SUMMARY

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.