



This plan is in three parts:

- 1 – Disability and the Law
- 2 – Self-Audit for Accessibility
- 3 – Accessibility Plan

## 1. Disability and the Law

**The Equality Act 2010** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section A2, will be entitled to the protection that the Act provides.

### Main elements of the definition of a disability

**The Equality Act** defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial (e.g. it takes much longer than it usually would to complete a daily task like getting dressed)
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection)
- the long-term substantial adverse effects must affect normal day-to-day activities

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE)

- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- learning difficulties
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour
- produced by injury to the body or brain

#### At Red Gates School

- all pupils have a disability and meet more than one of the above criteria. All pupils have an Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of baseline assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of pupils, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the **Disability Discrimination Act 2005** terms, and ensure that pupils' targets and needs are reviewed at least every term by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

## 2. Self-Audits for Accessibility - May 2021

### (i) Internal Accessibility Review

Date of survey	03/05/2021
Carried out by	Lorraine Slee, SBO and premises team
Role	Head Teacher

#### A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- |                     |                        |
|---------------------|------------------------|
| • <b>Wheelchair</b> | • <b>Visual</b>        |
| • <b>Ambulant</b>   | • <b>Auditory</b>      |
| • <b>Dexterity</b>  | • <b>Comprehension</b> |

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	X		
A02. Is the building within convenient distance of public transport?	X		
A03. Is the building within convenient distance of car parking?	X		
A04. Is the route clearly marked/found?	X		
A05. Is the route free of kerbs?	X		
A06. Is the surface smooth and slip resistant?	X		
A07. Is the route wide enough?	X		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
A09. Is it adequately lit?	X		
A10. Is it identified by visual, audible and tactile information?	X		
A11. Is there car parking for people with reduced mobility?	X		
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		
A13. Is the car parking as near the entrance as possible?	X		
A14. Is the car parking area suitably surfaced?	X		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	X		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		

## General notes

### B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/bottom?			No external ramp needed as entrance at ground level
B02. Is it wide enough and suitably graded?			
B03. Is the surface slip resistant?			
B04. Are there kerbs and are there edges protected to prevent accidents?			
B05. Are there handrails to one or both sides?			
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			
B07. Are there (alternative) steps?			
B08. Identified by visual/tactile information?			
B09. Are there handrails to one or both sides?			
B10. Are ramps and steps adequately lit?			
B11. Are treads and risers consistent in depth and height?			
B12. Are all nosings marked and/or readily identifiable?			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights?			
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E			

### General notes

The entrance is level from the car park and from the front gate

## C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	X		
C02. If glass is it visible when closed?	X		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
C04. Does it have a level or flush threshold, and a recessed matwell?	X		
C05. Is there visibility through the door/way from both sides at standing and seated levels?	X		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
C07. Can the door furniture be used at both standing and seated height?	X		
C08. Can it be easily grasped and operated?	X		
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?	X		
(b) slow-action closer?	X		
(c) minimal closure pressure?	X		
C10. If the door is power-operated does it have visual and tactile information?			See below
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	X		
C12. If there is a lobby, do the inner and outer doors meet the same criteria?			No lobby
C13. Do lobby layouts enable all users to clear one door before going through the next?	X		
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	X		

C15. Does the lighting installation take account of the needs of visually disabled people?	X		
C16. Are floor surfaces:			
(a) slip-resistant, even when wet?		X	See below
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	X		
(c) firm for wheelchair manoeuvre?	X		
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
C19. Is it fitted with an induction loop?		X	See below
C20. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		X	See below

## General notes

Visitors, seated or standing, do not use the building unescorted

C10 – large print sign to be ordered and added to all entrance call points

C16a – not slip resistant when wet – LA has confirmed it is acceptable

C19 – portable induction loop on order

C20 – Visitors are accompanied through the school. Specialist rooms all have visual and tactile cue boards outside.

## D – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04. Is turning space available for w.ch. users?	X		
D05. Do natural and artificial lighting avoid glare and silhouetting?	X		
D06. Are there visual clues for orientation?	X		
D07. Do floor surfaces:	X		
(a) allow ease of movement for wheelchair users?	X		
(b) avoid light reflection and sound reverberation?	X		
D08. Do textured surfaces convey useful information for people with impaired vision?			
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		Lower case letters 1 ½ inches tall
D10. Are there tactile signs and information for those with impaired vision?		X	
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?	X		
D13. Is sufficient circulation space allowed for wheelchair users?	X		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		

D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		X	Portable induction loop on order
D17. If the use of an induction loop system is precluded is an infra-red system in place?		X	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?		X	
D19. Is a minicom available for use by people with hearing disabilities?		X	Email and text messaging used

### General notes

## E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting?		X	
E02. Does any step/stairs/ramp have a handrail to to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight?	X		Steps yes, ramp no – see below
E03. Is any level change clearly lit?	X		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?	X		Steps yes, ramp no – see below



E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		X	See below
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	X		
E08. Are steps available as an alternative to any ramp or ramped surface?	X		

## General notes

E2, 4 – part of feasibility study

E6 – signs on order to indicate ramp

E6 – ramp surface not slip resistant when wet – part of feasibility study

## F - DOORS

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose?	X		
F02. Can they be readily distinguished?	X		
F03. If glass, are they visible when shut?	X		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	X		
F05. Does the clear opening width permit wheelchair access?	X		

F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?			
F07. Is any door furniture/handle at a height for standing/sitting use?		X	See below
F08. Are door/handles clearly distinguished?	X		
F09. Can the door furniture/handles be easily operated/grasped?	X		
F10. If door closers/mechanisms are fitted do they provide the following:			
(a) security linkage?	X		Some
(b) delay-action closure?	X		Some
(c) slow-action closure?	X		Some
(d) minimum closure pressure?	X		Some
F11. Is door/mechanism function checked regularly?	X		

#### General notes

F7 – doors have double handles which are for pupil safety, however the majority have been replaced with electronic swipe pass card locks. There are approximately 8 doors that require these locks. These are scheduled to be completed by October 2022.

## G - LAVATORIES

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	X		
G02. Do all lavatory areas have slip-resistant floors?	X		
G03. Are they easy to distinguish by colour contrast from walls?	X		
G04. Are all fittings readily distinguishable from their background?	X		

G05. Are all door fittings/locks easily gripped and operated?	X		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		See below
G07. Is provision made for wheelchair users? If so:	X		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc?	X		
G09. Is the location clearly signed?	X		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11. Are the door fittings/locks and light switches easily reached and operated?	X		
G12. Is there an emergency call system and is someone designated to respond?	X		
G13. Can the emergency call system be operated from floor level?	X		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		
G15. Are the fittings arranged to facilitate these manoeuvres?	X		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	X		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?		X	See below
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	X		

### General notes

G6 – standard cubicles do not have solid walls

G17 – tap being replaced

## H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	X		See below
H02. Is it possible for people with disabilities to serve as volunteers?	X		
H03. Are all fittings readily distinguishable from their background?	X		
H04. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H05. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	See below
H06. Are all relevant locations clearly signed?	X		

### General notes

H1 – portable induction loop on order

H1 – Admin team have some Makaton skills, these will be developed throughout the academic year.

H5 – staff accommodation – all short comings being addressed in feasibility study

## I - INFORMATION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?			See below
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03. Is there a tactile plan or diagram of the building?		X	See below
I04. Are there large-print versions of information about the building/activities available?	X		
I05. Is there 'braille' information available for people with visual disabilities?		X	See below
I06. Is there an 'audio' version of information about the building available?		X	See below
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		See below
I08. Are all relevant locations clearly signed?		X	See below

### General notes

I1, 7 – Admin team have some Makaton skills, these will be developed throughout the academic year.

I3,5,6,8 – all short comings being addressed in feasibility study

I3 – awaiting site map from LA

## J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system?	X		
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	See below
J03. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		X	See below
J04. If refuges are available are they equipped with 'carry chairs'?			
J05. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
J06. Is the evacuation strategy checked regularly for its effectiveness?	X		
J07. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		
J08. Are all fire warning devices and detectors checked routinely and regularly?	X		

### General notes

J2,3 – wheelchair users and visitors do not use the school unaccompanied

J2 - exit buttons placed out of reach of pupils to keep them safe – too high for wheelchair users – electronic fobs being fitted to release when alarm is on

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

(ii) LA Accessibility Review 2019

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	X	
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

### 3. Accessibility Plan

#### Actions needed from above assessments

Aspects	Actions	Lead	Outcome
Approach and Car Parking	No actions at present		
Routes and external level change including ramps	No actions at present		



Entrances, including reception  (Visitors do not to use building unescorted)	C10 – large print signs to be ordered and added to all entrance call points	EL - asap	
	C11 – exit buttons out of reach of pupils for safety, too high for wheelchair users	LS	Under discussion with LA in relation to fire safety
	C16a – not slip resistant when wet	EL	Pendulum test carried out by LA – they are not taking any action
	C19 – portable induction loop on order	EL	
	C20 –awaiting site map from LA	EL	Site map provided, visitors do not use the building unescorted
Horizontal movement and assembly	D10 – tactile signs for those with vision impairment	LS	Visitor do not use the building unescorted
	D16 – assembly hall to have induction loop	LS	Sound field system on order
Vertical movement and internal level change	E01 and E06 – location of stairs / steps to be clearly indicated	EL	
Doors	F7 – replace double door handles with maglocks	EL	In progress, about 8 doors to be completed. Due for completion October 2022.
Lavatories	G04 – white support fittings in disabled toilet need replacing for contrasting colour	EL	Done in blue
	G17 – replace tap to ensure usable by someone with limited dexterity, grip or strength	EL	Done
Fixtures and Fittings	H05 – staff room to be made suitable for people with disabilities	LS / EL	Consulted with LA – new staff room facilities being planning
Information	I03,05,06,08 – access to the building needs clarifying for visually disabled people	LS / EL	Visitors do not use the building unescorted. New build should make easier to use
Means of escape	L02 – routes need to be accessible for disabled people	LS	Change of double handles to maglocks on doors in progress

#### Review Dates

June 2022 by SLT



## Accessibility Plan 2021 - 2024

December 2022
June 2023
December 2023
June 2024 – to be rewritten

This plan to be reviewed 6 monthly: