

# Accessibility plan

## Navigation Primary



**Working together, learning together**

<b>Approved by:</b>	Curriculum Committee	<b>Date:</b> 24th January 2024
<b>Last reviewed on:</b>	November 2023	
<b>Next review due by:</b>	Spring term 2027	

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Navigation Primary School recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school meets the requirements outlined in the Equality Act 2010 towards individual disabled children and young people. The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school ethos is inclusive and we work hard with families and with outside agencies to ensure the best possible outcomes for all our children, irrespective of their level of need.</li> <li>We work hard to ensure that all pupils have access to a broad, balanced, rich, varied and relevant curriculum.</li> <li>We provide a differentiated curriculum appropriate to the individual's needs and ability.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Long term :</p> <p>To renew and receive the Dyslexia Aware Quality Mark</p> <p>Medium term:</p> <p>To develop the assessment and tracking of progress of pupils who have the most complex SEN.</p> <p>Short term:</p> <p>To develop and deepen understanding of adaptive, quality first provision within science and the foundation subjects</p>	<p>Long term:</p> <p>An audit of classrooms environments and resources. Create an action plan to ensure the implementation / continuation of dyslexia friendly classrooms. Renew dyslexia friendly award.</p> <p>Medium term:</p> <p>Consider, explore and trial different assessment and tracking systems which monitor progress of pupils who have the most complex SEN. Create case studies which capture success and progress.</p> <p>Short term:</p> <p>To develop all staff's understanding of adaptive teaching. To upskill staff in adaptive teaching.</p>	HT, SENDCo, DH, SLT, subject leads and all staff	<p>Longterm:</p> <p>By the end of the school year of 2026</p> <p>Medium term:</p> <p>By the end of the school year 2025</p> <p>Short term:</p> <p>School year 2023-2024</p>	<p>Navigation Primary School will continue to be a dyslexia friendly school.</p> <p>All staff have a clear understanding of what adaptive teaching is, its benefits and how to implement it within their classroom. All staff will have received suitable training to ensure their understanding of how to implement adaptive teaching.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. Please see Appendix A attachments for audit on Navigation Primary's physical environment.</p>	<p>Long term: To develop the awareness of the access needs of individuals with a disability including children, parent/carers, staff and governors.</p>	<p>Long term: Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')  Create access plans for individuals with a disability as part of the SEND (Special Educational Needs and Disabilities) process  Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school  Communication in print around school to help children's understanding and visual recognition.</p>	<p>HT, SENDCo, DH,</p>	<p>Longterm: By the end of the school year of 2026</p>	<p>SEND objectives are in place for pupils with a disability and all staff are aware of pupils' needs.  All parents/carers, staff &amp; governors are confident that their needs are met.  All pupils feel safe in school.  Continuously monitored to ensure any new needs arising are assessed, a plan is put in place and reviewed regularly.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Coloured paper for pupils with visual stress</li> <li>• Auditory equipment and aids for hearing impairments</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Medium term:</p> <p>To develop adaptive, quality first strategies for the delivery of classroom instruction and learning.</p>	<p>Medium term:</p> <p>To identify assistive technology to support children within lessons.</p> <p>To support/train staff in the use of assistive technology to support learners.</p> <p>To identify adaptive teaching resources that support the delivery of information to pupils in the classroom.</p>	<p>HT, SENDCo, DH, SLT, subject leads and all staff</p>	<p>Medium term:</p> <p>By the end of the school year 2024.</p>	<p>Assistive technology resources identified &amp; shared with staff</p> <p>Staff voice indicates that they are:</p> <ul style="list-style-type: none"> <li>-familiar with a range of assistive technology</li> <li>-Confident in using assistive technology</li> <li>-familiar with a range of alternative strategies to deliver information in the classroom such as large print resources, pictorial or symbolic representations, checklists, toolkits, the use of Clicker etc.</li> </ul> <p>Pupil voice indicates they are:</p> <ul style="list-style-type: none"> <li>-Using assistive technology when needed</li> <li>-Assistive technology helps them</li> </ul> <p>Lesson dropins/book looks evidence:</p> <ul style="list-style-type: none"> <li>-the use of assistive technology as appropriate</li> </ul> <p>Improvements in learning</p>

## **4. Links with other policies**

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- School Development Plan
- Curriculum policy

## **5. Equalities**

Navigation Primary School is committed to keeping all pupils safe and achieving great educational outcomes for all children, including those with protected characteristics as defined by Section 4 of the Equality Act 2010

## Appendix A

### Accessibility Audit Tool for Educational Settings

<b>School: Navigation Primary School</b>	<b>Date of completion: November 2023</b>
<b>Name of person who completed audit: Rebecca Lattin</b>	<b>Role of person who completed audit: SENDCO</b>

#### 1. Is your educational setting compliant with the Equality Act 2010?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do you have an Accessibility Plan?	✓	Website		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?			✓	Needs to be shared with parent governor and SEND governor
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Staff training at the start of each year		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	Pupil Voice Parent Voice		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓	Pupil Passports		
6	Have you published your SEN information report?	✓	Website		
7	Is your SEN information report linked to the Local Offer?	✓	Website		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	SEN register		
9	Do you have inclusive, whole school policies, processes and practices?	✓	Learning walks		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓			
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult?	✓	APDR cycles Annual Reviews		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?			✓	N/A – primary setting

## 2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	See Detailed Physical Access Check List – attached below		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓			
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓			
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓			
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓			
6	Are calm low sensory areas available in the setting?	✓	PPA Room Space room		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓			
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. removing clutter to ensure safe access?	✓	Learning walks		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓			
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	E.g Glazed area, reception, nursery classrooms		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?			✓	N/A
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			✓	Check if more visuals/ symbols can be used.
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	✓			

14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?			✓	To be done on school council
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**See Detailed Physical Access Check List for a more detailed check list regarding physical access**

### 3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓			
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils				
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Risk assessments		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓	Pupil Premium support		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	Y6 transition meetings Additional transition days		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	Regular sensory breaks		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	Intervention map		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓			
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?	✓	Policy Assemblies School Council Anti-bullying week		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Calendar sent home at the beginning of the year Letters sent out at earliest convenience		

#### 4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓			
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Yearly training		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓			
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	✓	Regular CPD		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	APDR cycle  SEN parent meetings		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	SEND Policy and Information Report		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	SEND Policy and Information Report		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	Assessment data – evidence to show a narrowing gap overtime		
9	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓			
10	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	Essential Information Lists  Pupil Passports		
11	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓			
12	Do pupils/students with SEND have access to appropriate information technology?	✓			
13	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓			
14	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	Support staff Assistive technology Audio Listening Devices		

			Support from TSISS		
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## 5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	Hard copy found in reception		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	✓	SEND Policy and Information Report  Website		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	Parent questionnaires		
4	Do you hold review meetings etc at times when parents are able to attend?	✓	Parents evenings  SEN parent meetings  Annual reviews		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓			
6	Is information available in a variety of languages?			✓	It has been on request  Website has translation function
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?			✓	
8	Are staff familiar with IT used to share information with people with disabilities?	✓			
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	Website  SENDCO information online		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	SEND Policy and Information Report		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓			
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓			

### Detailed Physical Access Check List

Consider each question from the perspective of each type of disability

#### **1 of 9 Approach and Car Parking**

	<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Action to be taken</b>
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?	✓		
11	Is there car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking are suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✓		

#### **2 of 9 Routes and external level change including ramps and steps**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?	✓		
3	Is the surface slip resistant?	✓		

4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?		✓	
6	Are there (alternative) steps & ramp		N/A	Flat surfaces
7	Identified by visual/tactile information?	✓		
8	Are there handrails to one or both sides?		✓	
9	Are ramps and steps adequately lit?		N/A	Flat surfaces

### **3 of 9 Entrances – including Reception**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
5	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
6	Can the door furniture be used at both standing and seated height?	✓		
7	Can it be easily grasped and operated?	✓		
8	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> <li>• Delayed closure action?</li> <li>• Slow-action closer?</li> <li>• Minimal closure pressure?</li> </ul>	✓		Slow-action closure
9	If the door is power-operated does it have visual and tactile information?		✓	N/A
10	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
11	If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
12	Do lobby layouts enable all users to clear one door before going through the next?	✓		
13	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		

14	Does the lighting installation take account of the needs of visually disabled people?	✓		Light dimmable in each classroom
15	Are floor spaces <ul style="list-style-type: none"> <li>• Slip resistant, even when wet?</li> <li>• Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>	✓		
16	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
17	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
18	Is it fitted with an induction loop?		✓	
19	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	✓		

**4 of 9 Horizontal Movement and Assembly**

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: <ul style="list-style-type: none"> <li>• Allow ease of movement for wheelchair users?</li> <li>• Avoid light reflection and sound reverberation?</li> </ul>	✓		
8	Are direction or information signs (including 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?	✓		

9	Are there tactile signs and information for those with impaired vision?		✓	To explore with the support from TSISS
10	Is the maintenance of these items checked regularly?			
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	To explore with the support from TSISS

### 5 of 9 **Doors**

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
4	Does the clear opening width permit wheelchair access	✓		
5	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?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> <li>• security linkage?</li> <li>• delay-action closure?</li> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>	✓		Slow action closure
10	Is door/mechanism function checked regularly?	✓		

## 6 of 9 Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓		
8	Is the location clearly signed?	✓		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?		✓	
12	Can the emergency call system be operated from floor level?		✓	
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
18	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?	✓		

## 7 of 9 Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	✓		
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
5	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?		✓	Support to be provided where needed.
6	Are all relevant locations clearly signed?			

## 8 of 9 Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		✓	Support given by TSISS when needed via audio equipment
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building/activities available?		✓	Can be upon request
4	Is there braille information available for people with visual disabilities?		✓	To explore with the support from TSISS

## 9 of 9 Means of Escape

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		✓	To explore with support from TSISS
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		

5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly	✓		