

# Special Educational Needs & Inclusion Policy

## Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev. K Teasdale

Headteacher: *K.M. Hodges*

Date: 23.09.2021

Review Date: September 2022

### **Scope**

The policy for our school follows the guidelines set out in the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (DfE, July 2014) which replaces the SEN code of practice (DfE, 2001)

### **Aims of the policy to support children with specific needs.**

To enable pupils with SEND to reach their full potential.

- To ensure that an effective system is in place so that the Special Educational Needs for all children are identified early, continually assessed and provided for.
- To create an environment that meets the Special Educational Needs for each child.
- To ensure that the child is included fully in the school community and they have the opportunity to access a broad, balanced and relevant curriculum.
- To ensure that all professionals working with the child are clear about their roles and responsibilities.
- To ensure that parents/carers are supported in ensuring that their children can achieve their full potential.
- To ensure that the children identified as having special needs have a voice and their views are valued and they are involved fully in the decisions that are made about their future and education.
- To enable all children to make successful transitions between each stage of their learning.
- To ensure that the School Governing Body have an up to date understanding of the provisions provided for children with SEND and the progress being made.
- To work within the Special Educational Needs Code of Practice DfE 2014 to effectively meet the needs and improve the outcomes of children who are disabled and/or have special educational needs.

### **Pastoral Care**

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is a priority in Norman Street Primary School.

Norman Street Primary School is committed to providing an appropriate and high quality education to all the children living in our community. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Norman Street Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not

mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners within our school community, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; young mothers
- those who have medical needs (mental and physical)
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

This policy recognises that children with special educational needs are more vulnerable to abuse and exploitation. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning; we recognise that these may be long or short term.

At Norman Street Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential.

Norman Street Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We encourage a SEND approach that locates a concern which is addressed by looking at what additional provision we need to make for specific children.

The development and monitoring of the school's work on Inclusion will be undertaken by the Head teacher, SENDCo, Pastoral Lead, Parent Liaison and, where appropriate, the SLT and governors who are part of the behaviour focus team, who meet termly. The meeting will also include teaching and non-teaching staff.

The SENDCo and Pastoral is Mrs Gibson, who also takes the lead role in relation to inclusion and reports regularly to the SLT on this area.

The SEND Link Governor, Mrs Daniella Mason, who is the Governor with an Equal Opportunities/Educational Inclusion brief.

### **Objectives**

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, in order to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND
- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and the continuation of their learning journey.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEND provision**

The SENDCo meets with the class teacher regularly throughout each term (often as part of pupil progress meetings) to discuss additional needs concerns and to review Pupil Passports.

At other times, the SENDCo may be alerted to newly arising concerns through the dialogue with the class teacher and/or head teacher. Targets arising from review meetings and reviews are used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and may be met and new targets set between reviews. The SENDCo monitors planning for SEND. The SENDCo, together with the head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and with reference to the provision mapping for each class.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCo and by trained teaching assistants (TAs) and senior teaching assistants (STAs) throughout the school. This is funded from the

school's annual budget. The support timetable is reviewed at least annually, by the SENDCo, and the senior leadership team.

Support staff, class teachers, SENDCo and outside agencies liaise and share developments with parents, in order to inform reviews and forward planning.

### **Targeted Interventions**

Support staff play an important and strategic role in ensuring that all children including those identified as having SEND are able to access all areas of the curriculum and school life.

They are responsible for:

- Supporting children with SEND directed by the class teacher and/or SENDCo
- Recording and providing feedback to teaching staff and the SENDCo ascertaining the impact of activities planned and prepared to support a child.

A CPD programme, linked to appraisals, ensures that all staff are well equipped to provide all children with appropriate interventions. Several staff members are fully trained in moving and handling and fully support all children with disabilities in school.

Targeted intervention groups are organised for pupils who are demonstrating any signs of delayed progress.

### **Identifying Special Educational Needs**

Early identification of needs is essential in ensuring that the appropriate provisions are in place and this improves the long term outcomes for individuals. Early Years pupils are invited to taster 'play days' during the term prior to their admission and staff visits are arranged to feeder nurseries before any child comes into the setting. This allows staff to gain an understanding of any specific needs of the child from initial observations and discussion with the parents. The SENDCo and EYFS teacher will also attend SEND reviews in feeder nurseries where applicable. This ensures that any specific provisions are planned for before the child starts within the setting.

### **Assessment in Foundation Stage**

Reliable and accurate assessment is based primarily on the practitioner's knowledge of the children gained predominantly from observations and interaction in a range of daily activities and events.

Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

At the end of Foundation Stage, the Reception teacher shares the children's characteristics of effective learning with Year 1 teacher. This provides the Year 1 teacher with vital background and context when considering the children's next stage of development and future learning needs. Children identified as having specific needs will be assessed using the

Early Outcomes Document until they reach year 1 where the children will be assessed using PIVATS.

### **Assessment Key Stage 1 and 2**

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Observations of behavioural, emotional and social development provide essential evidence to identify next steps in learning for all children. Staff in Key Stage 1 and Key Stage 2 use assessment for learning strategies. Norman Street Primary School is currently using an assessment tool (Assertive Mentoring) to assess children in basic literacy and numeracy. Children identified on the SEND register are assessed in a variety of ways – tailored to their individual needs. Constant assessments of a child's progress ensure that any areas of concerns are identified quickly and appropriate provisions are put into place. Progress is measured against our assessment criteria or the pre-key stage criteria.

### **Parents/carers, children and outside agencies**

- Concerns may be identified by parents and, as they know their children best, it is important that all professionals ensure they listen carefully to any concerns expressed by parents.
- Children will often express their concerns and any professionals must listen and address any worries of concerns expressed by the child.
- Outside agencies working with the children may alert the school to additional needs and liaise with the SENDCo, Key Stage Leaders and class teachers/key workers.

For children who continue not to make the expected level of progress in any area of learning or emotional well-being it is important that staff:

- Discuss concerns with parents and ensure that parents are given the opportunity to discuss their views
- Discuss concerns with SENDCo/KS Leader
- Record concerns on CPOMS to be used to support future decisions.

There are four areas of Special Educational Needs:

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Some difficulties may include expressing what they want to say to others or understanding what is being said to them.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with autism spectrum conditions (ASC) are likely to have particular difficulties with social

interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Learning difficulties can cover a wide range of needs. These include moderate learning difficulties (MLD) and severe learning difficulties (SLD) where a child may need support in most areas of the curriculum or with difficulties associated with mobility or communication. Profound and Multiple Difficulties (PMLD) are associated with more severe and complex learning difficulties as well as physical or sensory needs such as hearing or visual impairments.

### **Social, emotional and mental health needs**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children with an MSI have a combination of vision and hearing difficulties.

When a child is identified as having difficulties, it is important to ensure that effective special educational provision is put into place to prevent any barriers to learning. Working in partnership with the parents/ carers, a graduated approach is put into place to support over a four part cycle:

#### ***Assess***

Staff in school work in partnership with the SENDCo to carry out an assessment of the child's needs. This helps to identify the support required including that from outside agencies.

#### ***Plan***

From the assessments carried out and in consultation with parents, it may be decided that SEN support is needed; therefore suitably timed interventions will be planned, delivered and assessed. This assessment will evaluate the progress in the child's learning or behaviour.

#### ***Do***

The class teacher, support staff and SENDCo work closely to plan and assess the interventions in place to support the child.

#### ***Review***

The child's progress will be monitored and reviewed regularly. Parents, external agencies (where appropriate) SENDCo and the class teacher agree any changes to the outcome or

support in place to help the child progress. Parents are given information regarding the impact of the interventions in place and asked to contribute to the planning of future activities to support progress.

### **SEND support**

If a pupil is deemed to be unable to make the expected level of academic progress (ARE: Age Related Expectations), require more focussed support for their social and emotional needs or there is a need for resources or activities which are additional to or different from those normally available, the child will be placed on the SEND register.

Initially SEND support might include:

- Different learning methods
- Specialist equipment
- Individual or group support
- Informal or generic advice from Support Services, specialist teachers and outside agencies.

However, if a child continues to make little or no progress in learning or behaviour, the school may seek help from external agencies. The pupil then moves to SEND Support Plus. The SENDCo or Parent Liaison (Mrs Beverley Ramshaw) will be responsible for liaising with any external agencies.

Parental agreement must be obtained before the child becomes involved with other specialists such as the Educational Psychologist. Agencies and SENDCo will meet with parents and decide upon the best way forward to support the child. A record will be kept of what further advice is being sought and what will happen in terms of interventions, while the advice is being gathered.

### **Individual Pupil Passports**

Every child identified on our Special Needs register will need an Individual Pupil Passport.

An individual Pupil Passport is a record of outcomes expected for the child with specific targets needed to reach those outcomes. These are set for individual children to support them with a specific area of difficulty. Pupil passports should only record details that are additional to or different from the differentiated plan for the class. There should be a maximum of four outcomes with targets based around the structure who-does what-when-how often. The language used by staff will be consistent across school and always shared with parents to ensure everybody involved in the care of that child understands what is involved. The targets should indicate small steps, should not be general statements and should be based on a current assessment of the child's needs.

The Pupil Passport should include details of provision/teaching strategies and success criteria to meet learning milestones. The pupil passport is a working document and is accessible by all staff working with the child.



Targets for the Pupil Passports should be completed with the child's wishes and thoughts about their learning in mind. Children should be involved as much as possible in their own targets and the provisions put in place to support their learning/strategies to develop positive behaviour. The child's voice should always be evident throughout.

Individual Pupil Passports are shared with parents on a regular basis and opportunities for them to add their comments are made at parental consultations and review meetings.

#### **Assessment of children requiring an Individual Pupil Passport.**

A Pupil Passport must be reviewed and updated regularly. They are evaluated each term. Targets should be evaluated and new targets should be set to show progress. Where a child has not reached a specific target, the strategies and provision should change. If they do reach a target it should be removed. Class teacher in consultation with relevant others (SENDCo or parents for example) can then decide whether to replace it with another target, continue to focus on the remaining targets or remove the child from the process entirely.

#### **Requesting an Educational, Health and Care plan (EHCP)**

If a child does not make expected progress despite purposeful and relevant provisions being in place, the school or parent should consider requesting an Educational, Health Care assessment. Parents and the SENDCo must meet to fully agree before a formal request for statutory assessment is made.

#### **Educational Health Care Plan review meetings**

Children with an EHCP have an annual review meeting. External agencies working with these children, adults working with the child in school and parents are invited to discuss the progress of the child and ensure appropriate provisions are in place to support them in making progress.

When a child is in Year 6, staff from the appropriate secondary school are invited to the review meetings – although this is initially discussed at the Year 5 review, in order to ensure a positive transition. This helps us to support them, parents and the children in the transition into a new setting.

#### **Transferring to a new setting**

If a child has received any level of Special Needs support, all documentation concerning his/her needs and specialised provision is transferred to the receiving school.

If a child has an Educational Health Care Plan, the new school will have to be named in an amended plan before the transfer takes place.

#### **SEND and Safeguarding**

The school recognises that children with SEND can be more vulnerable to abuse and exploitation. As a school, we put provision in place to safeguard all children. (See Safeguarding Policy). The Designated Leads in school are Mrs Hodges (Headteacher) and Mrs Richards (Deputy Headteacher). Mrs Hodges is also the named teacher for Looked After Children.

### **Staff Training**

As part of continuing professional development, all staff are encouraged to identify areas for development and attend relevant training.

Staff have SEND experience in different areas:

- Administering Medication
- Supporting Children with Autism
- Lifting and Handling
- Makaton
- Lego Therapy

### **Complaint Procedures**

In the first instance, concerns should be raised with the SENDCo, then the Head teacher who can support parents in resolving the complaint, refer parents to the Chair of Governors or their representative or refer parents to the relevant Local Authority officer.

### **Monitoring and Evaluation of the SEND policy**

It is the responsibility of the Governing Body, Headteacher and staff to monitor and evaluate this policy and SEND procedures. This policy is ratified at the Governing Body termly meeting.

### **Children with Medical Needs**

Please refer to the Policy for Children with Medical Needs.

## ACCESS AUDIT MANAGEMENT PLAN - IMPROVING THE PHYSICAL ENVIRONMENT

School	<i>Norman Street Primary School,</i>		
Address	<i>Norman Street, Carlisle. CUMBRIA. CA1 2BQ.</i>		
Auditor:	<i>Barbara Ross, Safeguarding, Health &amp; Safety (Property) Adviser, KAHSC.</i>		
Date of Audit:	<i>Friday, 2 July 2015.</i>		
<b>Audit Report Checklist Ref No and Title</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>
<b>Checklist A - CAR PARKING AND APPROACH</b>			
	Parking	There is no designated school car parking for visitors unless prior arrangement made to use staff car park that is closed by locked gates during school hours. The staff car park does not have a designated car parking space reserved for people with reduced mobility. Designate and mark out car parking space and provide information in all publications and on school	<b>Completed</b>

		<p>website that this facility is available.</p> <p>Visitors could park on surrounding streets but there are no designated parking spaces marked out/reserved for people with reduced mobility. Contact local Council to establish if a car parking space could be allocated and marked out as near to the school entrance(s) as possible for use by reduced mobility visitors to the site.</p> <p>There are dropped kerbs for access onto pavement from on-street parking.</p>	<p><b>January 2018</b></p>
	<p>Approach and routes to main entrance</p>	<p>There are two main walking routes to the main building entrance from the public highway.</p> <p>Access from the highway is through tall metal gates with lever handle that would be impossible to open by an independent wheelchair user or person with limited dexterity and should be redesigned and replaced with a more suitable type if they are closed during building opening hours.</p> <p>The route from the east gates to the main building entrance has a gradual incline and would benefit from intermittent handrails along route.</p> <p>The controls for exit at west gates would benefit from lowering in height to enable independent use.</p>	<p><b>Escort available if required Sign to be created – January 2018</b></p> <p><b>January 2020</b></p> <p><b>Escort available if required Sign to be created – January 2018</b></p>

	Lighting & signage to entrance	<p>External lighting along external routes including car park could be improved to help with orientation during darkness.</p> <p>Future improvements to school, directional and information sign including identifying allocated car parking spaces for disabled motorist and accessible route to entrance should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.</p>	<p><b>January 2020</b></p> <p><b>Completed</b></p>
	Surfaces of approach	<p>The site surface along pedestrian routes is in good condition.</p> <p>Check all routes regularly to ensure surfaces are well maintained.</p>	<p><b>N/A</b></p> <p><b>Ongoing</b></p>
	Street and grounds furniture	<p>The pedestrian routes to main entrance are free from projecting hazards but improvements to colour of gates and free standing notice board could be improved with colour contrast for visually impaired people.</p> <p>Check walking routes regularly to ensure free from additional projecting hazards.</p>	<p><b>Completed</b></p> <p><b>Ongoing</b></p>
<b>Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
	External ramps	<p>There is no ramp to the main entrance into the building.</p> <p>For other external steps/ramps into the building,</p>	<p><b>N/A October 2017</b></p> <p><b>SEE CHECK LIST M</b></p>

		<p>other than main, see Checklist M for recommendations.</p> <p>Check all external ramps regular to ensure clear from permanent obstruction and projecting hazards.</p>	<p><b>1</b></p> <p><b>Ongoing</b></p>
	External steps	<p>In the short term the step into the main entrance by AG002C would be improved by providing a handrail to at least one side, visual and tactile warning at the top and bottom and step nosings clearly defined. However this would not allow access for all disabilities so it is recommended that the step is removed and replaced with steps and/or external ramp. Another option would be to relocate the main entrance to the double doors to AG008.</p> <p>For other external steps/ramps into the building, other than main, see Checklist M for recommendations.</p> <p>Check all external steps regular to ensure clear from permanent obstruction and projecting hazards.</p>	<p><b>N/A – after October 2017</b></p> <p><b>SEE CHECK LIST M</b></p> <p><b>1</b></p> <p><b>Ongoing</b></p>
<b>Checklist C – ENTRANCES, INCLUDING RECEPTION</b>			
	Entrance doors and thresholds	<p>The main entrance door width is below the minimum requirement of 800mm for single leaf door for wheelchair users. Widening or relocating/re-designing entrance and entrance</p>	<p><b>N/A after October 2017</b></p>

		<p>lobby needs to be included in future development. When replacing main entrance door provide level/flush threshold and unless replacing door with automatic door provide weather protection/canopy to provide shelter.</p> <p>The door furniture and intercom to main entrance door would benefit from being lower to allow independent use and improve colour contrast.</p>	<p><b>Signage re assistance to be created (January 2018)</b></p>
	<p>Reception areas incl. desks, seating and lighting</p>	<p>The reception desk/point should be suitable for approach and use from both sides by people in either standing or seated positions and should be redesigned to enable use by all.</p> <p>Remove/relocate fixed and loose furniture and storage that reduces the space at the reception desk/point and restricts circulation.</p> <p>An induction loop, and sign to indicate the facility installed, should be placed at reception hatch/desk to inform hearing aid users.</p> <p>Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.</p> <p>A mix of seating with and without arms should be provided in the waiting area designed for ease of use by all.</p>	<p><b>N/A after October 2017</b></p> <p><b>N/A after October 2017</b></p> <p><b>Review again after October 2017</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p>

		Undertake regular checks to reception/waiting area to clear any surplus/stored items.	<b>Ongoing</b>
	Signs	Improve information and directional signs supported by tactile information (such as map) for people progressing to other parts of the building, include location of toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	<b>Completed</b>

#### Checklist D - CORRIDOR AND ASSEMBLY AREA

	Lateral circulation, width of corridors	The majority of circulation and corridor spaces would be suitable for wheelchair users but circulation is reduced due to loose furniture and storage - review and reduce or relocate if possible.	<b>Ongoing</b>
	Obstructions and projections in corridors	Ensure surplus furniture and equipment is not left in corridors or assembly points.	<b>Ongoing</b>
	Internal directional signs	Provide directional signs supported by tactile information (such as map) for people progressing to other parts of the school including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	<b>Completed</b>
	Lighting, floor surfaces and tonal contrasts of surfaces	Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.  Colour contrast (with matt finish) between floors,	<b>Ongoing through the school</b>  <b>Ongoing throughout the school</b>



		walls, doors and ceilings to be updated during routine maintenance programme.	
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**Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)**

	Passenger lifts	None installed.	<b>N/A</b>
	Platform lift	None installed.	<b>N/A</b>
	Wheelchair lift	None installed.	<b>N/A</b>
	Chair lift	None installed.	<b>N/A</b>

**Checklist F - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL RAMP)**

	Internal ramps and visual/audible signals	None installed.	<b>N/A</b>
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**Checklist G - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS)**

	Internal stairs and visual/audible signals	<p>Steps x2 up from AG024 reception classroom to landing and x2 down to reception toilets and would benefit from a sign to indicate level change and a change in surface at the top and bottom.</p> <p>There would be insufficient space to Install a fold to wall platform or wheelchair lift. Redesign of space would be required if full access required in future to remove problem with level change.</p>	<p><b>January 2018</b></p> <p><b>January 2025</b></p>
	Provision of handrails and landings	Steps x2 up from AG024 reception classroom to landing and x2 down to reception toilets would benefit from some handrail provision.	<b>January 2019</b>
<p><b>Checklist H - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)</b></p>			
	Internal doors	<p>Review all internal doors when programming replacement and ensure;</p> <ul style="list-style-type: none"> <li>• minimum clear width of door leaf opening of at least 750mm,</li> <li>• vision panel (minimum zone of visibility between 500mm and 1500mm),</li> <li>• easy grip door furniture,</li> <li>• colour contrast matt finish required between door, architrave and door furniture.</li> </ul> <p>Priority doors to consider for replacement could</p>	<b>Ongoing</b>

		<p>be corridor double doors AG008 towards hall, staff room door to AG009 and girls' toilet AG011 – although the entrance and location of cleaners sink/storage would require redesign to allow widening of door.</p> <p>Check all door closer mechanisms for correct opening/closing pressure action.</p> <p>Remove posters and freezes from all doors that obstruct vision panels.</p>	<p><b>Ongoing</b></p> <p><b>Completed</b></p>
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**Checklist I - SPACES FOR STAFF, PUPILS AND OTHERS**

	<p>Access to and in dining areas/assembly hall/entertainment spaces</p>	<p>Ensure surplus furniture and equipment is not left in dining areas/assembly hall/entertainment spaces AG018.</p> <p>Improve artificial lighting with adequate lux level to avoid creating glare, pools of bright light and strong shadows.</p> <p>A hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems.</p> <p>If the school governors lease out the premises in the future then as landlord they will need to consider the implications of the Equality Act 2010 and ensure disabled people have access to the same areas as able bodied and therefore not treated less favourably.</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>January 2022</b></p> <p><b>TO NOTE</b></p>
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	Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast when upgrading decoration.	<b>Ongoing</b>
	Seating and furniture	Definite colour contrast between furniture, seating (fixed & portable) and flooring in future programmes.  Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating.	<b>Ongoing</b>  <b>Ongoing</b>
	Changing/bathroom facilities	None installed.	<b>N/A</b>
<b>Checklist J - WC PROVISION – ALL TOILET AREAS</b>			
	Staff/visitors (male & female) WC	Designated male and female staff/visitors' WC's AG004, AG005 and AG006 would not be accessible/useable to wheelchair user although could be altered and useable by ambulant disabled people with the provision of grab and support rails.  Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings are updated during routine maintenance programme.	<b>Completed</b>  <b>Ongoing</b>  <b>Ongoing</b>

		<p>The taps in AG004 should be replaced with ones that are easy to operate using a closed fist such as lever action.</p> <p>Designated unisex staff/visitors' WC AG010 would be accessible for wheelchair user. Please see Checklist K for recommendations.</p>	<p><b>SEE CHECKLIST K</b></p>
	<p>Pupil toilets</p>	<p>Pupil toilet provision in AG011 (female), AG027 (male) and toilet provision for reception would not be fully accessible to wheelchair users. A redesign with provision of support rails and outward opening door would allow ambulant disabled usage but would possibly reduce total number of toilets within the individual facilities.</p> <p>In all pupil toilets ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings are updated during refurbishment and routine maintenance programme.</p> <p>The taps in AG011 and AG027 should be replaced with ones that are easy to operate for a person with limited dexterity, grip or strength such as lever action.</p> <p>The sink area in AG027 should be redesigned to remove the step to enable easier use by ambulant disabled user.</p> <p>Future developments should include pupil toilet facilities with integrated provision for wheelchair users within all toilet areas if space allows.</p>	<p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Ongoing</b></p> <p><b>Disabled toilet access available</b></p> <p><b>Disabled toilet access available</b></p>

<b>Checklist K - WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT</b>			
	Wheelchair accessible	<p>WC AG010 is designed to be wheelchair accessible but ensure surplus equipment is not obstructing usage both outside and inside the facility to allow independent usage.</p> <p>Install grab rails fitted in the positions necessary to assist manoeuvring.</p> <p>Redesign facility to ensure handwashing and drying facility are within reach of someone seated on WC.</p> <p>An emergency call system should be in operation and someone designated to respond.</p> <p>Ensure colour contrast and non-reflective surfaces between fittings, walls, doors and ceilings in the above toilets are updated during routine maintenance programme.</p>	<p><b>Ongoing</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Ongoing</b></p>
<b>Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE</b>			
	Noticeboards, publication and other materials provided for pupils, parents and other users	All notice boards and information to take away should be within reach of both ambulant and wheelchair users	<b>Completed after October 2017</b>

		<p>Review all public information including school website and prospectus (if applicable) and consider providing the information in alternative formats such as large print and audio-tape/MP3. Availability of alternative formats should be advertised within all publications.</p> <p>The design, layout and colour contrast on school website should be reviewed for colour contrast (light text on dark background) and sans serif typeface. Also check recommended size - depending on reading distance - of type.</p> <p>The school need to include and date the information published on their websites about the implementation of the governing body's policy for pupils with SEN including information on where Local Offer is published by local authority.</p>	<p><b>Available from school office on request</b></p> <p><b>Ongoing</b></p> <p><b>Completed</b></p>
	Routes and obstructions	Check traffic routes for surplus furniture and equipment and remove obstructions.	<b>Ongoing</b>
	Maintenance of heating, emergency lighting, emergency warning, fire alarm system, lifts and hearing systems (if applicable).	Adhere to regular checking and servicing of installed systems to ensure fully operational.	<b>Ongoing</b>

**Checklist M –EXITS AND MEANS OF ESCAPE**

	<p>Emergency evacuation procedures for disabled people</p>	<p>GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to ensure plans and staff trained to take into account individuals needing assistance.</p> <p>Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises are used for concerts, plays and fairs outside normal school hours.</p> <p>Display notice at entrance/reception to ask visitors to inform staff of any individuals needing assistance.</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>January 2018</b></p>
	<p>Exits and escape routes</p>	<p>Review all other external doors including evacuation/fire doors and improve to ensure;</p> <ul style="list-style-type: none"> <li>• minimum single leaf door width opening of 775mm, vision panels and door furniture can be operated with one hand.</li> <li>• Door thresholds and any small steps should be redesigned to improve exit for escape.</li> <li>• Steps that cannot be redesigned should have nosings clearly defined and if more than two steps should have colour contrasted handrails.</li> <li>• Ramps should have colour contrasted edge protection and handrail to at least one side.</li> </ul> <p>Include colour contrast (with matt finish)</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>



		<p>between door, architrave and door furniture in regular maintenance upgrade.</p> <p>Check all door closer and exit mechanisms have minimal force opening/closing pressure action.</p> <p>Exits and escape routes must be clear and checked for compliance as part of regular fire risk assessment checks.</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
	Emergency warning/lighting system	Consider personal vibrating alarm or alternative systems for use by people with disabilities in assembly hall/entertainment spaces.	<b>Reviewed regularly in light of staff and pupils in school</b>
	Safe refuge areas in event of fire	GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to take into account the need for safe refuge areas.	
<b>Checklist N–OTHER</b>			
	External areas for recreation and play	<p>External steps to all play areas and levels would benefit from visual and tactile warning to top and bottom of steps, at least one handrail and step edge nosings marked and clearly defined.</p> <p>External seating (under trees), benching and play facilities should be colour contrasted.</p> <p>Ensure external areas are free of rubbish, surplus/redundant items, moss and leaves and</p>	<p><b>Spring 2018</b></p> <p><b>N/A</b></p> <p><b>Ongoing</b></p>

		<p>the tarmac and concrete flags are well maintained.</p> <p>Future consideration when refurbishing/replacing current outdoor seating and play facilities should include colour contrasted accessible playground equipment and surfaces to allow easy access for all users incorporating large ramps, sensory play panels and slides.</p>	<p><b>January 2022</b></p>
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