

ACCESSIBILITY PLAN

Langton Primary School part of North Yorkshire Rural Schools Federation

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 disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

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.

At our Federation our vision and values are:

At Foston and Terrington Federation our commitment to exploring sustainability, affirming diversity, embracing community and inspiring creativity. Our core Fruit of the Spirit values of love, joy, patience and self-control are rooted in the words of St Paul (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington and Langton Primary School our commitment to promoting sustainability, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, patience and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.

Our school is committed to promoting equality, diversity, and inclusion in line with the **Equality Act 2010** and the expectations set out in the **Ofsted Education Inspection Framework**.

We uphold the following principles:

- **Compliance with the Equality Act 2010:** We actively work to eliminate discrimination, harassment, and victimisation, and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We recognise and support all protected characteristics, including race, disability, gender, religion or belief, sexual orientation, and others.
- **Public Sector Equality Duty (PSED):** We have due regard to the need to:
 - Eliminate unlawful discrimination and other prohibited conduct.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between different groups within the school community.
- **Inclusive curriculum and environment:** In line with Ofsted's expectations, we provide a

broad, balanced, and inclusive curriculum that reflects the diversity of our pupils and prepares them for life in modern Britain. We ensure that all pupils, including those with SEND, have access to high-quality teaching and learning.

- **Policies and training:** Our policies on behaviour, safeguarding, admissions, and recruitment reflect our commitment to equality. Staff receive regular training to ensure they understand their responsibilities and can support all pupils effectively.
- **Monitoring and accountability:** We regularly review our practices and outcomes to ensure that no group is disadvantaged. We publish equality objectives and monitor progress towards them, as required under the Equality Act.

Through these values and actions, we aim to create a school culture where everyone feels respected, valued, and able to thrive.

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.

[North Yorkshire Rural Schools Federation policy and procedures.](#)

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 Executive head teacher, Head of school, class teachers, SENCO and SEND Governor.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by North Yorkshire Rural Schools Federation (NYRSF) governing board and Federation SENCO.

It will be approved by Clare Rushworth SEND Governor.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- [Equality information and objectives statement for publication](#)
- [Special educational needs \(SEN\) information report](#)
- [Supporting pupils with medical conditions policy](#)

List any other related policies and procedures that the school has here.

We consulted with pupils, parents, staff, governors, and where appropriate, local authority representatives.

Schools must make reasonable adjustments in anticipation of disabled pupils' needs, not just in response to individual cases.

This includes the provision of auxiliary aids and services, such as adapted keyboards or hearing loops, where necessary.

This plan also supports the school's compliance with the Public Sector Equality Duty (PSED).

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Signed:	Sarah Moore
Date:	15/12/25
Review Date:	15/12/26

ACCESSIBILITY AUDIT CHECKLIST

1	Curriculum	Y	N	N/A	Notes	Actions	Status	Date completed	Priority
1.1	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	☒	☐	☐	Teachers and teaching assistants receive whole-school training opportunities focused on adaptive teaching and Quality First Teaching. Additional targeted training is also provided to support individual children's needs — for example, training in Makaton or speech and language strategies.				5
1.2	Are classrooms arranged in a way that enables full and independent access for disabled pupils, including appropriate space, layout, and resources to support their needs?	☒	☐	☐	Classroom environments are designed to be accessible for all learners by incorporating total communication tools, such as Widgit, to support understanding and participation.				5
1.3	Do lessons provide opportunities for all pupils to achieve?	☒	☐	☐	Curriculum planning supports pupil diversity through carefully designed subject content — including in history, geography, PSHE, and RE — where topics are thoughtfully selected to reflect the demographics of the school and its communities. All pupils are provided with opportunities to achieve and succeed across all subjects.				5
1.4	Are lessons responsive to pupil diversity?	☒	☐	☐					5
1.5	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	☒	☐	☐	Opportunities for pupils to work independently and in small groups are embedded				5

				throughout lesson planning and classroom practice, with a focus on adaptive teaching and purposeful groupings to support diverse learning needs.				
1.6	Are all pupils encouraged to take part in music, drama and physical activities?	☒	☐	☐	Where needed, music, drama, and PE lessons are differentiated for different year groups or adapted to meet the specific needs of individual children.			5
1.7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	☒	☐	☐	Where needed, pupils with disabilities are supported with brain breaks or movement breaks to help manage mental effort and sustain focus.			5
1.8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	☒	☐	☐	All lessons are made accessible through the use of adaptive teaching techniques.			5
1.9	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?	☒	☐	☐	If specific adjustments are required to enable a pupil to access a lesson, these are planned by the class teacher in collaboration with the SENCO.			5
1.10	Do you provide access to computer technology appropriate for students with disabilities?	☒	☐	☐	Computer equipment is used in line with our school provision maps to support pupils' learning where needed, including the use of speech-to-text tools and Communication in Print software.			5
1.11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	☒	☐	☐	All school visits are carefully planned with risk assessments in place to ensure they are			5

					accessible and inclusive for all pupils.				
1.12	Are there high expectations of all pupils?	☒	☐	☐	There are high expectations for all pupils, including those with SEN, who are appropriately supported to make progress in their learning.				5
1.13	Do staff seek to remove all barriers to learning and participation?	☒	☐	☐	Staff are supported by the SENCO and through whole-class training on adaptive teaching to identify and remove barriers to learning and participation.				5

2	Approach from public transport to school entrance gates	Y	N	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
2.1	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	☐	☒	☐	There is no street lighting and uneven surfaces on the surrounding routes to school, which may impact accessibility and safety for some pupils and families. Public transport is not used, private hire bus company drops off at school entrance in a designated space which is dimly lit.	Investigate a quote for PIR lighting from school gate to main door			1	£1000 approx
2.2	Are there separate entrances for cars and pedestrians?	☐	☒	☐	No access for vehicles to the site				4	
2.3	Is the route wide enough, and free of kerbs?	☐	☒	☐	1.1m – 1.5m width of path				4	
2.4	Is there an option for a quiet route for pupils that might struggle in busy and noisy environments?	☒	☐	☐	If required alternative gate and access could be used				5	
2.5	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible	☒	☐	☐	Litter bins and a metal railing are installed at the front of the school to support pupil				5	

	to someone with a visual impairment?				and staff safety. The bins are positioned carefully to avoid creating obstacles for individuals with visual impairments.					
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3	Car Parking	Y	N	N/A	NOTES	Actions	Status	Date Completed	Priority
3.1	Is there car parking for disabled people or people with reduced mobility?	☐	☒	☐	Disabled parking is not currently available; however, the marked bus stop can be used as a drop-off and collection point for children and parents with reduced mobility by arrangement.				4
3.2	Is there an appropriate number of accessible parking spaces?	☐	☒	☐	See above				4
3.3	Are accessible car parking bays signposted from the car park entrance?	☐	☐	☒	See above				4
3.4	Are accessible parking bays marked out and easily identified?	☐	☐	☒	See above				4
3.5	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	☐	☐	☒	See above				4
3.6	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	☐	☐	☒	See above				4

4	External Ramps and Steps	Y	N	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
4.1	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	☐	☐	☒	No ramp to access the playground externally	Explore accessibility externally and internally to enable wheelchair users or those with limited mobility to access the playground and lower levels of school			1	NYC Quote to be sought for varying options

4.2	If no permanent ramp is provided, can a portable ramp be made available?	☐	☒	☐	At the moment there is no space for a portable ramp.	Explore accessibility externally and internally to enable wheelchair users or those with limited mobility to access the playground and lower levels of school			1	NYC Quote to be sought for varying options
4.3	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	☐	☐	☒	The main entrance to the building is accessible via a sloped pathway with no steps.				5	
4.4	Do steps have lighting available?	☐	☐	☒	No steps				5	

5	Main Entrance, Lobby and Reception Areas	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
5.1	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	☒	☐	☐					5	
5.2	Can people on each side of the door, either seated or standing, see each other?	☒	☐	☐					5	
5.3	If fitted, are door control systems fitted at heights suitable for all users?	☒	☐	☐					5	
5.4	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	☒	☐	☐					5	
5.5	Does the door pressure allow ease of access for all users?	☒	☐	☐					5	
5.6	Are thresholds flush and level, and mat wells firmly fixed?	☒	☐	☐					5	
5.7	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	☒	☐	☐	838mm wide.				5	
5.8	If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	☐	☐	☒	No inner door				5	

5.9	Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	☐	☒	☐		Explore signage position and size			1	No cost
5.10	Have front line staff (reception) had access awareness/ equality training?	☒	☐	☐					5	

6	Corridors, horizontal movement and activity spaces	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
6.1	Are corridors a minimum width of 1500mm? (Better to be 1800mm for wheelchairs to pass each other)	☒	☐	☐	>1.5 metres				5
6.2	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	Corridors are well lit to support visibility and safe movement throughout the building.				5
6.3	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	☐	☒	☐	Corridors have good acoustics to support communication; however, there is currently no induction loop installed.				3
6.4	Are suitable signs provided, from both standing and seated positions, where necessary?	☒	☐	☐					5
6.5	Are fire extinguishers positioned to ensure they do not create hazards for visually impaired people?	☒	☐	☐	Fire extinguishers are either wall-mounted or placed on bases to the side to prevent them from becoming obstacles or causing visual impairments.				5

7	Doors	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
7.1	Can fire doors be held open on magnetic devices?	☐	☒	☐	Doors are fitted with closing mechanisms at	Explore the cost of fitting magnetic devices and organise fitting			1	£3000 approx

					the top; however, there are currently no magnetic hold-open devices in operation.					
7.2	Are doors well contrasted from their surroundings?	☒	☐	☐	Doors are painted a darker shade of green;				5	
7.3	Are door handles easy to use, of the correct type, at the right height, and tonally contrasted from the door?	☒	☐	☐	There is a mix of lever and round door handles throughout the school. All handles are positioned at an appropriate height and provide a tonal contrast with the doors to support visibility and accessibility.				5	
7.4	Can people on each side of the door, either seated or standing, see each other?	☐	☒	☐	Doors are fitted with vision panels; however, some panels only extend halfway down the door. This may limit visibility for wheelchair users, as they might not be seen from a seated position.	When doors are replaced ensure upper and lower vision panels			3	
7.5	Are doors wide enough for all users (800mm clear)	☒	☐	☐	Doors are >800mm clear				5	
7.6	On the opening side of the door, is there at least 300 mm of clear space to allow a user to grasp the handle and swing the door past a wheelchair footplate or walker?	☒	☐	☐					5	
7.7	If double doors, does one leaf allow 800mm clear opening width?	☒	☐	☐					5	

8	Vertical movement, internal level change	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Costs
8.1	Is the ramp properly graded, wide enough, with suitable handrails both sides?	☐	☒	☐	No ramp currently fitted	Explore options to make internal and external steps accessible			1	Seek a quote from NYC
8.2	Are surfaces slip resistant, with kerbs at the edges?	☒	☐	☐	Internal level change surfaces are carpeted to provide slip resistance and improve safety.				5	
8.3	If no permanent ramp is provided, can a portable ramp be made available?	☐	☒	☐	There is currently no requirement for a portable ramp.	Explore portable ramp options to make internal and external steps accessible			1	Seek a quote from NYC
8.4	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	☒	☐	☐					5	
8.5	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	☐	☒	☐	Has no tactile warnings for the top and bottom of the steps	Explore tactile warnings for steps			1	Seek a quote from NYC

9	Vertical movement, Stairs	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
9.1	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	☒	☐	☐					5	
9.2	Do any steps/stairs/ramps have a handrail to one/both side(s), and do they extend 300mm beyond the top and bottom of any flight?	☐	☒	☐	Hand rail on right hand side going up stairs only to staff room	Explore handrail on other side			1	Seek a quote from NYC
9.3	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	☐	☒	☐					4	

9.4	Is suitable visual and tactile information fitted at each floor level?	☐	☒	☐		Explore visual and tactile information signs			1	Seek advice from RNIB
9.5	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	☐	☒	☐	Internal steps are in place for a short rise; however, there is no ramp alternative available.	Exploring this issue			1	Seek a quote from NYC
9.6	Is there suitable lighting?	☒	☐	☐					5	

10	Vertical movement, Passenger Lifts, platform lifts and platform stairlifts	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Costs
10.1	Is a passenger lift provided within the school?	☐	☒	☐	Is the space for a passenger lift to staff room from ICT room	Explore accessibility options to staffroom			3	
10.2	Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	☐	☐	☒					3	
10.3	Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides??	☐	☐	☒					3	
10.4	Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	☐	☐	☒					3	
10.5	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	☐	☐	☒					3	

10.6	Does the lift have audible announcements and visual displays?	☐	☐	☒					3	
10.7	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	☐	☒	☐	No space for a stairlift				4	
10.8	Are the controls at both levels and within the lift identifiable, and reachable from sitting and standing levels, and have a handrail for people with limited balance? Is audio/visual information available for blind people?	☐	☐	☒					4	
10.9	Does the stairlift platform when not in use automatically revert to folded position?	☐	☐	☒					4	

11	WC Provision Generally	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
11.1	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle)	☒	☐	☐	Accessible toilet with grab rails is available.				5
11.2	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	☒	☐	☐					5
11.3	Are the floors slip resistant?	☒	☐	☐	External areas are carpeted, and internal flooring is slip-resistant to support safety and accessibility.				5
11.4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	☒	☐	☐					5

11.5	Are fittings easily distinguished from their background?	☒	☐	☐					5
11.6	Are compartment doors controls easily gripped and operated?	☒	☐	☐					5
11.7	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	☒	☐	☐	There is sufficient space for ambulant individuals to manoeuvre themselves; however, a storage container positioned to the right of the toilet may restrict this space.				5
11.8	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	☒	☐	☐					5

12	Accessible WC Provision	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
12.1	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	☐	☒	☐	There is adequate space for both frontal and angled transfers; however, a storage unit may limit this manoeuvrability.	Remove storage unit			1	No Cost
12.2	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors?	☐	☒	☐	See above	Remove storage unit			1	No cost

12.3	Is the flush on the same side as a person would transfer to make it easier to reach?	☒	☐	☐					5	
12.4	Is the toilet seat height between 480 mm and 500 mm from the finished floor level?	☒	☐	☐					5	
12.5	Is the toilet seat firm and stable, not soft or cushioned?	☒	☐	☐					5	
12.6	Does the toilet seat contrast visually with the toilet pan and surrounding surfaces?	☒	☐	☐					5	
12.7	Is a backrest provided?	☐	☒	☐		Explore quote for backrest			1	£500 approx
12.8	Is the toilet seat in the accessible toilet provided <i>without a lid</i> , ensuring unobstructed access for users with mobility challenges?	☒	☐	☐					5	
12.9	Is the entry door to the accessible toilet of a type that is easily used by a range of people with limited mobility?	☒	☐	☐					5	
12.10	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	☒	☐	☐					5	
12.11	Is there a shelf available near the toilet for people to use?	☐	☒	☐		Install shelf if possible			1	£100 approx
12.12	Is the soap dispenser and toilet roll holder of a type that is easily used by a range of people and appropriately positioned for ease of use?	☒	☐	☐					5	
12.13	Are the door fittings/locks and light switches easily reached and operated?	☒	☐	☐					5	

12.14	Is there an emergency call system and is someone designated to respond?	☒	☐	☐					5	
12.15	Can the emergency call system be operated from floor level?	☒	☐	☐		Add checking to H and s checks	Completed	18/12/2025	1	No cost as long as operational
12.16	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	☒	☐	☐	There are grab rails on both sides of the toilet one of which is a fold down rail.				5	
12.17	Are handwashing and drying facilities within reach of someone seated on the toilet?	☐	☒	☐		Look into relocating sink and drying facilities			2	
12.18	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	☒	☐	☐	Lever taps are fitted.				5	

13	Changing/Shower Facilities	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
13.1	Are there changing facilities?	☐	☒	☐	The accessible toilet can be used for discrete changing				5
13.2	Do you offer discrete changing facilities for people that need them?	☒	☐	☐	The accessible toilet can be used for discrete changing				5
13.3	Within the main changing area or accessible toilet, are there accessible showering facilities?	☐	☒	☐		Wet room could be explored if required			3
13.4	Is the height of the shower head variable?	☐	☐	☒					4
13.5	Have a tip-up seat and suitable handrails been provided?	☐	☐	☒					4
13.6	Is there a dressing cubicle and does it comply with required size and layout?	☐	☒	☐	The accessible toilet can be used for discrete changing				5
13.7	Are lockers easily reached and operated?	☐	☒	☐	Lockers inaccessible for limited mobility				4

13.8	Are all fittings readily distinguishable from their background?	☒	☐	☐					5
13.9	Does the floor have a slip resistant finish?	☒	☐	☐					5

14	Bathrooms	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
14.1	Is there a bathroom?	☐	☒	☐					4
14.2	Is the bathroom provided with fittings suitable for use by people with disabilities including assisted use?	☐	☐	☒					4
14.3	Are all fittings easily reached and operated?	☐	☐	☒					4
14.4	Are all fittings readily distinguishable from their background?	☐	☐	☒					4
14.5	Does the floor have a slip resistant finish?	☐	☐	☒					4
14.6	Is a hoist provided?	☐	☐	☒					4

15	Horizontal Movement Fixtures and Fittings	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
15.1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	☐	☒	☐	1.5 meters is the recommended minimum width, although some historic and older buildings may be narrower than this. Approx 1.3m in parts of the main hallway.				4	

15.2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	☐	☒	☐	Corridors are not completely free from obstruction, as some storage items may pose a hazard or create difficulties for individuals with visual impairments.	Clear obstructions				1	No cost
15.3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	☒	☐	☐	Walls are painted cream with a slight hint of green, and doors are a dark green, providing a clear colour contrast to support visibility.					5	
15.4	Are arrangements in place for alternative arrangements for people who may struggle with noisy or echoey spaces, including corridors?	☐	☒	☐	Some classrooms include quiet spaces or reading areas that can be used to support regulation and provide a break from noise. However, the playground can be noisy, and there is currently no designated quiet area available.	Explore computer room as a sensory/quiet room and section part of playground or quiet area				1	NYCC quote to be obtained
15.5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	☒	☐	☐	Lobbies can be any area where there is an entrance door and exit door to the destination area, usually quite small. Example: some toilets have a small					5	

					lobby between the corridor and toilet or corridor to a lift.					
15.6	Is turning space in lobbies adequate?	☒	☐	☐	Approx 1.3m – 1.5 is advised for powerchairs				5	
15.7	Are doors within corridors and entering rooms accessible?	☒	☐	☐					5	
15.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	Building is well lit with a mix of natural and artificial light to avoid glare.				5	
15.9	Are there visual clues for people to navigate?	☐	☒	☐		Explore visual signage			1	Seek advice from RNIB
15.10	Do floor surfaces allow ease of movement for wheelchair users?	☒	☐	☐					5	
15.11	Do floor surfaces avoid light reflection and sound reverberation?	☒	☐	☐	Our floors are designed to minimise light reflection and reduce sound reverberation, making navigation and communication easier.				5	
15.12	Are direction and/or information signs visible from both sitting and standing eye levels? Are they in sentence case, and large enough type to be read by those with impaired vision?	☒	☐	☐					5	
15.13	Is lighting designed to meet a wide range of needs?	☒	☐	☐	Lighting is designed to support accessibility,				5	

15.14	Are rooms maintained to reduce hazards for people with visual disabilities?	☒	☐	☐	Yes, rooms are kept clutter-free and thoughtfully laid out to reduce hazards and support people with visual disabilities.				5	
15.15	Are there quiet spaces for people to go when needed?	☒	☐	☐	Yes, some classrooms include designated quiet areas, and there are also chairs available by reception for those who need a calmer space, with adult support provided to ensure children's safety.				5	
15.16	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	☒	☐	☐	Yes, while dimmers are not available, some rooms have multiple light switches, allowing lighting levels to be reduced in certain areas to help minimise stress and sensory overload.				5	
15.17	Are seating arrangements/spaces suitable for use by people with visual impairments?	☒	☐	☐	Not applicable at the moment, but classroom layouts are planned with consideration for the needs of all pupils and staff.				5	
15.18	Are seating arrangements/spaces suitable	☐	☒	☐	No wheelchair users at the moment but see	As and when required			2	

	for wheelchair users/people with limited balance?				above – classroom layouts can be redesigned to meet the needs of all pupils and staff if needed.					
15.19	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	☒	☐	☐	Yes, the classroom environment is organised with adaptive teaching in mind, ensuring furniture, whiteboards, books, and resources are accessible to all.				5	
15.20	Are serveries/counters accessible to all users, including those with hearing impairments?	☐	☒	☐	Food serveries in shops and restaurants can enable people to be independent if at the right height (approx. 700mm) and designed correctly. Where this isn't possible, is there someone available to assist? Is there a hearing loop at the till serving area? Are menus and other information easy to read or is there assistance available for people that may need it?	Explore height of reception area and food counters			3	
15.21	If the building has fixed seating are there also associated	☐	☐	☒	Fixed seating is not used and				5	

	spaces for wheelchair users and at regular intervals on long routes?				reasonable adjustments can be made to free seating when needed.					
15.22	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	☐	☐	☒	No water dispensers or vending machines				5	
15.23	Are all fittings readily distinguishable from their background?	☒	☐	☐					5	
15.24	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	☒	☐	☐					5	
15.25	Is any staff accommodation suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced-level kitchen units and sink and lever action taps?	☐	☒	☐	The staff kitchen area is up a flight of stairs with no arrangement in place for wheelchair users.	Need to look into accessibility arrangements to staff room and then kitchen accessibility			4	
15.26	Is the main reception area equipped with induction loops for people with hearing aids?	☐	☒	☐		Explore induction loop if required			4	
15.27	Are all areas for assemblies/meetings equipped with an induction loop system?	☐	☒	☐		Explore induction loop if required			4	
15.28	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	☐	☐	☒		Explore induction loop if required			3	
15.29	Are relevant induction loops within teaching areas linked to A/V equipment?	☐	☐	☒		Explore induction loop if required			3	

15.30	Is the functioning and operation of induction loops checked regularly?	☐	☐	☒					5	
15.31	Are telephones fitted with inductive loop couplers?	☐	☒	☐		Explore induction loop if required			3	

16	Kitchens	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
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16.1	If provided, does the kitchen have fittings suitable for use by disabled people?	☐	☒	☐	Three kitchens at school. One county catering kitchen not to be used, one afterschool club and one staffroom kitchen up a flight of stairs which is inaccessible	Explore when refurbishing			3
16.2	Is the kitchen of adequate size and layout for disabled people?	☐	☒	☐	As above	Explore when refurbishing			3
16.3	Are all fittings readily distinguishable from the background?	☒	☐	☐					5
16.4	Is lighting adequate?	☒	☐	☐					5
16.5	Does the floor have a slip resistant finish?	☒	☐	☐					5

17	Means of Escape	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority
17.1	Is there an audible alarm system?	☒	☐	☐					5

17.2	Is the audible fire alarm supplemented by a flashing light system?	☐	☒	☐		Look into fitting visual alarm system			3
17.3	Are fire exit routes accessible to all, including wheelchair users?	☐	☒	☐	Step from after school club room. Gates locked at the top	Investigate portable ramp. Make sure locks are accessible. Once in playground difficult to leave			2
17.4	Are Fire Evacuation Plans in position to ensure disabled people are evacuated safely?	☐	☒	☐	Accessibility of fire exit routes depends on the location of a potential fire. There is a split-level corridor that is inaccessible to wheelchair users; however, a Personal Emergency Evacuation Plan (PEEP) would be implemented if required.				5
17.5	If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	☐	☒	☐	Not applicable at the moment, but a Personal Emergency Evacuation Plan (PEEP) would be developed if a staff member, pupil, or visitor required it.				5
17.6	Are there Personal Emergency Evacuation Plans in place for everyone who may require assistance?	☐	☒	☐	As above.	As required			5
17.7	Are external fire points and routes accessible and monitored?	☒	☐	☐	health and safety checks are carried out regularly and shared with staff. During and after fire alarm tests, all				5

					external fire points are monitored weekly to ensure accessibility and safety.				
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18	Building Management	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
18.1	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	☒	☐	☐					5	
18.2	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	☐	☐	☒					4	
18.3	Is door ironmongery regularly maintained?	☒	☐	☐	This is checked during H & S walkarounds				5	
18.4	Are lifts, platforms and stairlifts regularly serviced?	☐	☐	☒					4	
18.5	Are accessible WCs kept clear and not used for storage?	☐	☒	☐	Storage in accessible w/c	Clear out accessible toilet			1	No cost
18.6	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	☒	☐	☐					5	
18.7	Do you consider tonal and colour contrast before a redecoration scheme?	☒	☐	☐					5	
18.8	Do new signs integrate effectively with current signage?	☒	☐	☐					5	
18.9	Are windows, blinds and lamps checked to ensure they	☒	☐	☐					5	

	are kept clean and in working order?									
18.10	Are induction loops and infra-red systems clearly signed and checked regularly?	☐	☐	☒					4	
18.11	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	☒	☐	☐					5	
18.12	Is there a fire escape strategy for visitors who may require assistance?	☐	☒	☐	N/A at the moment but PEP would be considered If needed.	Look into developing a fire escape strategy			1	No cost
18.13	Is there a personal egress plan prepared for any member of staff who may require assistance?	☐	☐	☒	As above.	As required			5	
18.14	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	☐	☒	☐		Consider for each display as far as is possible dependant on size and nature of school. Create a generic RA to look at setting up of displays	Completed	January 26	1	No cost

19	Equality Adjustments	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
19.1	Do you have a prayer room or a designated quiet room?	☐	☒	☐		Could look at using ICT room as a designated area			2	
19.2	If you have a prayer room, do you have designated washing facilities?	☐	☒	☐		Consider washing facilities if required			2	
19.3	Do you have a designated quiet room?	☐	☒	☐	some classrooms include designated quiet areas, and	Could use the ICT suite			2	

					there are also chairs available by reception for those who need a calmer space, with adult support provided to ensure children's safety.					
19.4	Do you have access to spoken language interpreters and are staff confident about how to utilise this?	☐	☒	☐	Accessible through NYCC if required.	Can use Google translate			5	
19.5	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	☒	☐	☐	Yes, we have books, leaflets, and posters that promote our support for diversity, and this is also embedded throughout the curriculum, particularly in PSHE.				5	
19.6	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	☐	☒	☐		Can use accessible toilet. Look into signage			1	No cost
19.7	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	☒	☐	☐	Yes, procedures are regularly discussed in staff meetings and communicated to pupils, ensuring that both staff and pupils understand how to raise concerns and access support if they experience bullying or hate incidents.				5	

20	Materials in other Formats	YES	NO	N/A	NOTES	Actions	Status	Date completed	Priority	Cost
20.1	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	☐	☒	☐		This information can be provided in large print, and total communication approaches using pictures and symbols are used to support			1	Seek advice from RNIB

						understanding of written words.				
20.2	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	☒	☐	☐	Yes, as above, and in addition, adaptive teaching, quality first teaching, and total communication are embedded throughout our practice, ensuring information is presented in an accessible and user-friendly way for all.				5	
20.3	Do you have the facilities such as ICT to produce written information in different formats?	☒	☐	☐	Yes, we use Widgit software to produce written information in different formats and support communication in print.				5	
20.4	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	☒	☐	☐	Yes, staff receive whole-school training as well as adaptive teaching guidance, and additional need-specific training, such as Makaton, is provided when required to support people with disabilities effectively.				5	
20.5	Is there a tactile plan or diagram of the building?	☐	☒	☐		Explore the use of tactile plans/diagram			2	
20.6	Are there large-print versions of information about the building/services/activities available?	☐	☒	☐		This information can be provided in large print,			1	Seek advice as to size of large print from RNIB
20.7	Is there Braille information about the building/services/activities available for people with visual impairments?	☐	☒	☐		Explore the use of braille information			3	
20.8	Is there Easy Read information about the building/services/activities available?	☐	☒	☐		Explore the use of Easy Read information			1	Research EasyRead Mencap

20.9	Are there alternative format reading books available in the library?	☐	☒	☐		Explore alternative format reading books			2	
20.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	☒	☐	☐	Need-specific training is provided as required to support individual students, and whole-school staff training ensures learning is accessible for all. Sensory profiles can also be completed and implemented with the SENCO to support students with physical or sensory impairments.				5	

Whilst we prioritise these actions should a child, staff member or regular visitor has differing accessibility needs we would seek to do all we can as a school to accommodate their needs. Should any defects occur with equipment listed above before the priority date the Federation will take into account the need to replace with accessibility compliant replacements. dates The Federation/School is aiming to be totally compliant by 2034.

Code

Priority	Time Frame
1- High Priority	2025-2028
2- Medium Priority	2028-2031
3- Low priority	2031-2034
4- No action available	
5- Compliant	