

Short Accessibility Assessment for Primary Schools.

Produced by:

The Equality and Diversity Team

Corporate Services Directorate

North Somerset Council

2016

School name	YATTON FEDERATED SCHOOLS
Contact name	SUE WARNEFORD-THOMSON, BUSINESS MANAGER

Please send a completed copy of this form to:

- **Email:** equality@n-somerset.gov.uk
- **Post:**
Equality and Diversity Team
Corporate Services Directorate
Town Hall
Weston-super-Mare, BS23 1UJ.

This checklist is not a full survey, nor is it intended to address a specific adult or child's needs.

It's to give an indication or snapshot of issues that may require further attention and the involvement of advisory staff eg Access Officer for Disabled People, (see below).

Assistance and support

- Detailed queries on the form or any wider access technical issue can be resolved by contacting;
Anthony Rylands, Access Officer for Disabled People, on 01934 634989 or by email:
Anthony.rylands@n-somerset.gov.uk
- Peer support is available to discuss solutions or ideas. Please contact Anthony Rylands.

Other surveys should be referred to eg Health and Safety, Fire and the actions shown in the school Accessibility Plan.

Commercial lettings, out of school clubs along with any community activities eg faith groups, or fitness classes, etc., should also be assessed. You may wish to do a separate assessment.

Accessible is defined as meeting relevant building standards to allow a disabled person independent access. Differentiation should be made for a range of impairments and for adults as opposed to children.

Standards and guidance on many of the requirements you need to have in place are available at [TheAccessOfficer website](#)

[Equality Act 2010](#) and [SEND 2014](#) information is available by following these links.

School checklist

Aim	Requirements	Response	
<p>1 Can you provide for:</p> <ul style="list-style-type: none"> • disabled pupils • pupil's families or carers • commercial lettings to gain access into your school? 	<p>Level or ramped access into school, (including from site entrance). Designated car parking for disabled people Staff assistance available at entrance Access security system operable by a disabled person</p> <p>COMMENT:</p> <ul style="list-style-type: none"> • Automatic main entrance doors; 	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
<p>2 Are you currently able, or by making reasonable adjustments, to offer access to appropriate teaching areas to deliver the required curriculum?</p>	<ul style="list-style-type: none"> • Able to provide physical independent access to teaching space • Disabled pupils able to: <ul style="list-style-type: none"> ○ Participate in all activities ○ Use relevant equipment and materials <p>COMMENT</p> <p>Not all teaching areas need to be accessible. Year groups can be moved around to the accessible locations if there are barriers.</p> <ul style="list-style-type: none"> • Use flexible or moveable furniture • Consider portable ramps in the short term 	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
<p>3 Are you able to make a suitable confidential place available to meet a pupil's disabled parents/carers?</p>	<ul style="list-style-type: none"> • Is the meeting space able to accommodate people with walking aids or a wheelchair user? • Has it suitable seating? • Offers access to nearby adults' disabled persons toilet? <p>COMMENT</p> <p>This might be a meeting room or an office belonging to a member of staff eg Headteacher.</p>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No

Aim	Requirements	Response
4 Do you have accessible basic facilities for disabled pupils <u>and</u> adults?	<ul style="list-style-type: none"> • Toilet facilities for: <ul style="list-style-type: none"> • Adults • Children – with access to teaching areas • Medical and shower facilities • Induction loops for hearing impaired adults or children • Signage – is it clear and with good contrast? • Storage of equipment eg wheelchairs. • Means of escape planning 	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
5 Can pupils independently or with support (if normally appropriate), use their year group play areas to enable play with their peers and friends?	<ul style="list-style-type: none"> • Are exits from relevant teaching areas accessible? • Do outdoor play areas have suitable surfaces? • Are the play spaces features, (benches or shelters) accessible? <p>COMMENT</p> <ul style="list-style-type: none"> • Avoid bark chippings, steps, and seats with no arm or backrests. • Ensure equipment etc has good tonal contrast with surfaces and consider impact of use colour on disabled pupils 	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <p>Except Infant garden which is accessible by steps only. Modification is on Buildings Dev. Plan</p>
6 Are disabled pupils able to sit with their friends/year group to have lunch or take part in school activities?	This could apply to a classroom environment, dining hall or an external area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7 Are all newsletters and external communications in accessible formats?	Newsletters etc should able to be prepared in a disabled person's chosen format which may be Braille, large print etc. The school should records this and ensure the person's needs are always met.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p>Will include offer on newsletters</p>
8 Have staff received disability awareness training?	Consider teaching, admin staff and lunchtime supervisors.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p>Will consider this in future</p>

9	Is there provision for the emergency evacuation of disabled people?	Personal and/or General Emergency Egress Plans should be in place and practiced as a part of fire drills etc.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Out of school activities and commercial lettings

Aim	Requirement	Response	
Are areas used for community groups, school clubs etc and any commercial lettings also accessible?	<ul style="list-style-type: none"> • Meet Q1 requirements? • Meet relevant Q4 requirements? • Is space to be let or used by non-curriculum activity accessible from the main entrance and suitable for the intended use? • Has the organisation using the school been supplied with the guidance, (Q9), for the evacuation of disabled people in the event of an emergency? 	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
