

The Physical Environment Accessible Schools Checklist Hartington C of E school

Introduction

Since September 2002, under legislation (most recently the Equality Act 2010) the Governing body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

SEND provision and accessibility at Hartington C of E School

At Hartington Church of England Primary School, we value every child as an individual, and we work passionately to support their individual needs to ensure they access a fully inclusive curriculum. This is achieved through the delivery of a differentiated and personalised curriculum where necessary.

When pupils are in receipt of an Educational Health Care Plan it is important that the correct provision is assessed then provided prior to the pupil entering the school. This will help to support a smooth transition between home, school and educational establishments.

Head Teacher, Tracy Blackwell is the school's Special Educational Needs and Disability (SEND) Coordinator. She has over 20 years' experience in the sector and says: "The Special Educational Needs and Disability provision is an important part of our School Improvement Plan which is monitored by the schools governing body. I understand the importance of working as a team alongside my dedicated staff members, partnership agencies and parents or guardians to ensure every child is happy and healthy at school.

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“Appropriate training is identified and attended to ensure all staff have a comprehensive understanding of the children’s needs within the school. As SEND Coordinator, I arrange multi-agency team meetings when required with professionals including medical practitioners, educational psychologists and a variety of services including physical, social, behavioral and emotional support to help children access the curriculum at their level.

“This ensures the school is providing the best possible environment needed for every child to succeed. In the past the school was adapted to ensure it was wheelchair accessible. A specialist toilet was also funded for wheelchair users.”

SEND Teaching Assistant, Judith Flower commented: “I work alongside Tracy to provide support to pupils with Special Educational Needs and Disabilities. I liaise regularly with staff from partnership organisations to ensure we are providing the best care to our children. I frequently provide updates and information to make up reports about our SEND Provision here at Hartington C of E Primary School.

“It is a privilege for me to work alongside pupils with special educational needs and disabilities. Whilst working in the school I have met some wonderful people who believe in me and have given me the courage to extend my learning to support pupils to the best of my ability. I gained my Level 2 and 3 Supporting Teaching and Learning in Schools certificates, and also qualifications in Computing to better aid the quality of education for children who can’t access the curriculum in the usual way.”

SEND Governor, Katherine Webley added: “There is a constant dialogue between governors, staff, parents, carers and partnership agencies to ensure that we are ticking all the right boxes and that provision for our youngsters is paramount. We listen to feedback from medical staff, parents and carers, and host meetings prior to children coming to this school to guarantee we are addressing all of their individual needs by providing extra equipment, resources or tools.

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“The close-knit staff and governor team here at Hartington work tirelessly to provide an excellent quality of education for all youngsters and to ensure their time at the school is happy, enjoyable and carefree. I am delighted to sit on the governor’s panel to ensure the provision for SEND is reviewed and revised when required and we take care of every child’s individual needs.

On the next page is an accessible schools checklist at Hartington C of E.

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Point	Action	In Place		
		Yes	No	Needs Checking
External:				
Are pathways into and around the school level or suitable for a wheelchair user and edges of pathways marked?		•		
Are pathways into and around the school well maintained and free of hazards e.g. leaves?		•		
Are all external and internal doors level or with ramped access?		•		
Are door security systems accessible to all?		•		
Do all external and internal doors have a clear colour contrast between the door frame and wall and door		•		

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handle and door? Are handles and a door bell (where appropriate) at wheelchair user height?				
Do driveway and car access areas have clear marked, designated crossing zones?	There is a driveway at the side of the school which allows parking for three vehicles. Other vehicles park on the roadside.		•	
Is there designated parking for disabled drivers?	There is a pull in on the kerb in front of the school where a vehicle could park.		•	
Can all students access the outdoor sporting facilities and are markings clear?		•		
Are all rails, bollards etc in high contrast colours?				

Moving around the school:

Are steps highlighted with yellow or white non slip paint?	School all on one level. Wheelchair access via side door			
Are risers on the steps also highlighted in contrasting paint?	School all on one level. Wheelchair access via side door			

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Is lighting in corridors and on stairs of good quality and even, not patchy?		•		
Can a pupil who uses a wheelchair move freely around the corridors and access all classrooms without encountering steps, stairs or clutter?		•		
Is there flexibility over lesson change times to enable pupils to move around school at quieter times?		•		
Have all reasonable steps been taken to reduce background noise in corridors?		•		
If the internal environment is compromised by changes in levels can timetabling overcome these barriers without affecting the inclusion of a pupil?	No change in levels			
Are evacuation procedures and fire alarms accessible to all pupils in all		•		

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areas of the school?				
Are door handles fitted at a height accessible to all?		•		
Are light switches at an appropriate height level for all children and in areas of low light are they able to be locked on or off?	There are no areas of low light within the school. Where light switches are accessible only the lights in the KS1 classroom can be reached by an adult due to the positioning of a cupboard. No light switches can be accessed by a child in a wheelchair.		•	
Wherever possible plain glass doors should be avoided. However where they are already there are they marked at a variety of levels to improve visibility?		•		
Is/are there accessible toilet(s) of a size to accommodate a changing couch and hoist (Derbyshire standard)?		•		
Are there quiet or 'chill out' areas in the school for children to visit when	The room is decorated in white and pale blue curtains.	•		

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required? If so are these rooms appropriately decorated and free from over stimulation?				
Are there areas in the school where pupils can go to as an alternative to going outside?	Children can stay in the classrooms, hall or there is a small area used for nurture groups. Development of outside provision is to include a reflective area linked to SIP	•		
Are areas of the school identified through use of colour e.g. Maths-Blue, Science – Red?	Not needed as Hartington is a small school			

Signage:

Are doors labelled at a variety of heights (including at eye level) and accessible to all users?	All fire exits are labelled			
Do toilet doors have clear accessible signs?		•		
Are signs of an appropriate size and		•		

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in contrasting colours to doors?				
Is the language used in signs accessible and do signs have visual cues?		•		

Standard Classrooms

<ul style="list-style-type: none"> Is an adjustable height desk available in all classrooms? 		•		
<ul style="list-style-type: none"> Are all whiteboards at an appropriate and accessible height? 		•		
<ul style="list-style-type: none"> Are classrooms organised to give the disabled pupil easy access to their own specialist or adapted equipment? 		•		
<ul style="list-style-type: none"> Are adequate sockets available in rooms for additional technology used by a child and 	When wires are trailing eg: laptop use they are identified to whole class and access declined to this area ie: blocked.	•		

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in positions which will avoid trailing wires?				
<ul style="list-style-type: none"> Is there adequate space for the secure storage of additional specialist pupil equipment and materials? 		•		
<ul style="list-style-type: none"> Are classrooms organised to give the disabled pupil easy access to classroom resources? 		•		
<ul style="list-style-type: none"> Is appropriate, low cost specialist equipment provided? e.g.; visual display; word-processor? 		•		
<ul style="list-style-type: none"> Is light controllable by anti glare film/blinds? 		•		

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<ul style="list-style-type: none"> Are there sufficient soft furnishings (e.g. carpets / rubber stoppers on the bottom of chairs / curtains / soft surfaces on tables) to reduce background noise? 		•		
<ul style="list-style-type: none"> Is contrast and clarity taken into consideration in the redecoration of room e.g. floor and walls/skirting board; door frame and wall). 		•		
<ul style="list-style-type: none"> Is gloss paint avoided? 	Gloss paint has been used on internal doors (To be changed when re-decorated internally)		•	
<ul style="list-style-type: none"> Are there low ceilings to avoid reverberation? 	Low ceilings are in all rooms except for the KS2 classroom but this is due to the age of the school building but the room is carpeted to help 'lessen' the noise.	•		
<ul style="list-style-type: none"> Is new equipment checked for low noise e.g. heating systems and projectors? 		•		

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Other areas: Assembly Hall, Library, Dining Servery and Hall, Gymnasium, Reception and Other

Do these areas have:		•		
<ul style="list-style-type: none"> An accessible layout for all pupils (e.g. space, height of furniture) 				
<ul style="list-style-type: none"> Moveable furniture to accommodate a wheelchair? 		•		
<ul style="list-style-type: none"> Appropriate lighting levels (controllable by blinds, lockable light switches etc) 		•		
<ul style="list-style-type: none"> The best possible achievable acoustic environment limiting background noise and reverberation 		•		
<ul style="list-style-type: none"> If there is a public telephone for pupil use, is it accessible to all children and, if not, are there alternatives made available to 	Pupils have access to the office phone if required (Supervised by a staff member)	•		

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them?				
<ul style="list-style-type: none"> If you have a non cash system can all pupils access the card machines? If not, are there alternatives made available to them? 	Not Applicable			

Curriculum Access

<ul style="list-style-type: none"> Do you follow the Local Authority policy of a minimum print size of 13 (preferably 14) for all written communication with children and parents? (including worksheets!) 	Sometimes the print in letters to parents / carers is font size 12. All worksheets are font 14 and larger if necessary and paper colour can also vary to suit children with visual impairment.	•		
<ul style="list-style-type: none"> Are all materials, resources and exam specifications checked for clarity of information, layout, print size and accessibility before use? 		•		

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<ul style="list-style-type: none"> Does the delivery of lessons take into account the needs of all children (e.g. issues of audio materials for children with HI, interactive whiteboards for children with VI) 		•		

Further copies of this form are available on the Derbyshire Schools Extranet or from:-

Philip Sutcliffe - Head of Sensory and Physical Support Service Telephone 01332 835374 (Breadsall Office)
Email philip.sutcliffe@derbyshire.gov.uk

If you would like any further information regarding the Sensory and Physical Support service involvement then please contact the number above and ask for Anna Mahoney, Specialist support for Hartington C of E.