

ACCESSIBILITY PLAN

Hemingbrough CP School

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.

In addition to meeting its statutory duties under the Equality Act 2010, the school is committed to creating an inclusive environment that supports participation, wellbeing, independence and achievement for all pupils, including those with Special Educational Needs and Disabilities (SEND). The school will seek to identify and reduce environmental barriers relating to physical access, sensory processing, communication, emotional regulation, navigation, wellbeing and participation. Accessibility and inclusion considerations will form part of ongoing estate management, refurbishment, maintenance and school improvement activities.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion

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.

We recognise that barriers to learning and participation are not limited to physical access. Some pupils may experience challenges relating to sensory processing, neurodiversity, communication, emotional regulation, anxiety, medical needs or independence. We will seek to understand and remove these barriers wherever reasonably practicable through inclusive practice and environmental design.

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.

The school works alongside the Local Authority advisory teams to ensure our plan is implemented effectively.

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.

The school will actively involve pupils, parents and carers, staff, governors and, where appropriate, specialist professionals in the assessment, development, implementation and review of accessibility and inclusion improvements. Particular consideration will be given to the views and experiences of pupils with SEND and disabilities to ensure that accessibility planning reflects lived experience and day-to-day barriers.

Legislation and Guidance

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

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.

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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.

Inclusive Design Principles

In carrying out accessibility assessments and improvement planning, the school will consider the Department for Education's principles of inclusive design. Assessments will include consideration of:

1. Accessibility and movement
2. Navigation and wayfinding
3. Quiet spaces and sensory comfort
4. Acoustics
5. Lighting and visual comfort
6. Ventilation
7. Thermal comfort
8. Access to nature
9. Sanitary provision
10. Furniture, fittings and equipment

The school will consider both current and future needs when planning environmental adaptations and will adopt an anticipatory approach wherever reasonably practicable.

Accessibility and inclusion considerations will be embedded within refurbishment projects, maintenance programmes, capital investment decisions and estate development planning.

Monitoring Arrangements

The school will undertake periodic assessments of the environment to identify barriers to learning, participation and wellbeing. Assessments will consider physical access, sensory environments, daily routines, transitions, wayfinding, communication, emergency arrangements, personal care facilities, specialist teaching areas and opportunities for independence. Where appropriate, a "day in the life" approach will be used to understand the experiences of pupils with SEND throughout the school day.

Accessibility assessments will adopt an anticipatory approach, considering both current and future needs of pupils, staff and visitors. Assessments will consider opportunities to remove barriers before they arise and will be incorporated into estate management, refurbishment, maintenance and capital planning processes.

The school will seek opportunities to learn from specialist settings, inclusion bases and external professionals when planning accessibility and inclusion improvements.

This document will be formally reviewed every three years and following significant building projects, accessibility audits, changes in pupil need or estate development activity.

It will be reviewed by the headteacher

It will be approved by the governing board

Accessibility and inclusion improvements will be monitored through pupil and parent feedback, SEND reviews, site inspections, premises improvement programmes, post-completion reviews of accessibility projects]

The effectiveness of completed actions will be evaluated to determine whether barriers to participation have been reduced and whether additional improvements are required.

Links with Other Policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Special educational needs (SEN) information report
- Fire Safety Policy and PEEP Procedures
- Equality Objectives
- Behaviour Policy
- Supporting pupils with medical conditions policy
- School Development Plan
- Risk assessment policy
- Mental Health and Wellbeing Policy

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

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 Chappell
Date:	October 2026

Review Date:

October 2027

ACCESSIBILITY AUDIT CHECKLIST

1	Curriculum	YES	NO	N/A	NOTES
1.1	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	☒	☐	☐	
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?	☒	☐	☐	In addition would be adapted as required
1.3	Do lessons provide opportunities for all pupils to achieve?	☒	☐	☐	
1.4	Are lessons responsive to pupil diversity?	☒	☐	☐	
1.5	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	☒	☐	☐	
1.6	Are all pupils encouraged to take part in music, drama and physical activities?	☒	☐	☐	
1.7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	☒	☐	☐	
1.8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	☒	☐	☐	
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?	☒	☐	☐	
1.10	Do you provide access to computer technology appropriate for students with disabilities?	☒	☐	☐	
1.11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	☒	☐	☐	
1.12	Are there high expectations of all pupils?	☒	☐	☐	
1.13	Do staff seek to remove all barriers to learning and participation?	☒	☐	☐	
1.14	Have specialist curriculum areas been reviewed for accessibility and inclusion?	☒	☐	☐	
1.15	Can pupils with disabilities participate safely and independently in practical curriculum activities?	☒	☐	☐	
1.16	Are specialist teaching spaces equipped with suitable furniture, equipment and reasonable adjustments?	☒	☐	☐	
1.17	Have science laboratories, food technology rooms, workshops, music rooms and PE facilities been reviewed for accessibility and inclusion?	☒	☐	☐	Where appropriate (do not have all the rooms listed)
1.18	Are reasonable adjustments available to support participation in specialist curriculum areas?	☐	☐	☒	

2	Approach from public transport to school entrance gates	YES	NO	N/A	NOTES
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.?	☒	☐	☐	
2.2	Are there separate entrances for cars and pedestrians?	☒	☐	☐	
2.3	Is the route wide enough, and free of kerbs?	☒	☐	☐	
2.4	Are alternative arrival or movement arrangements available where required, whilst maintaining appropriate supervision and safeguarding arrangements?	☒	☐	☐	This is useful for pupils with autism and/or mental health issues that are perhaps having a low mood day.
2.5	Is the route free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment?	☒	☐	☐	
2.6	Have school gate, drop-off and collection arrangements been assessed for accessibility, congestion, safeguarding and sensory impact?	☒	☐	☐	
2.7	Are alternative arrival and departure arrangements available where identified through accessibility assessments?	☐	☐	☒	
2.8	Are accessible routes designed to support both inclusivity and site security through clear sightlines, supervision and safe access control?	☒	☐	☐	

3	Car Parking	YES	NO	N/A	NOTES
3.1	Is there car parking for disabled people or people with reduced mobility?	☒	☐	☐	
3.2	Is there an appropriate number of accessible parking spaces?	☒	☐	☐	
3.3	Are accessible car parking bays signposted from the car park entrance?	☐	☒	☐	
3.4	Are accessible parking bays marked out and easily identified?	☒	☐	☐	
3.5	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	☒	☐	☐	
3.6	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	☒	☐	☐	

4	External Ramps and Steps	YES	NO	N/A	NOTES
4.1	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	☐	☐	☒	
4.2	If no permanent ramp is provided, can a portable ramp be made available?	☒	☐	☐	We would make one available if required
4.3	If steps are part of the route to the building, do they have contrasting nosing on the steps and a handrail?	☐	☐	☒	
4.4	Do steps have lighting available?	☐	☐	☒	

5	Main Entrance, Lobby and Reception Areas	YES	NO	N/A	NOTES
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5.1	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	☒	☐	☐	
5.2	Can people on each side of the door, either seated or standing, see each other?	☒	☐	☐	
5.3	If fitted, are door control systems fitted at heights suitable for all users?	☒	☐	☐	
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	Does the door pressure allow ease of access for all users?	☐	☒	☐	Door would be opened from within
5.6	Are thresholds flush and level, and mat wells firmly fixed?	☒	☐	☐	
5.7	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	☒	☐	☐	Entrance can be widened by opening additional side
5.8	If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	☐	☐	☒	
5.9	Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	☒	☐	☐	
5.10	Have front line staff (reception) had access awareness/ equality training?	☐	☒	☐	

6	Corridors, horizontal movement and activity spaces	YES	NO	N/A	NOTES
6.1	Are corridors a minimum width of 1500mm? (Better to be 1800mm for wheelchairs to pass each other)	☒	☐	☐	
6.2	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	
6.3	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	☒	☒	☐	No induction loop
6.4	Are suitable signs provided, from both standing and seated positions, where necessary?	☒	☐	☐	
6.5	Are fire extinguishers positioned to ensure they do not create hazards for visually impaired people?	☒	☐	☐	

7	Doors	YES	NO	N/A	NOTES
7.1	Can fire doors be held open on magnetic devices?	☐	☒	☐	
7.2	Are doors well contrasted from their surroundings?	☒	☐	☐	
7.3	Are door handles easy to use, of the correct type, at the right height, and tonally contrasted from the door?	☒	☐	☐	
7.4	Can people on each side of the door, either seated or standing, see each other?	☐	☒	☐	
7.5	Are doors wide enough for all users (800mm clear)	☒	☐	☐	

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?	☒	☐	☐	
7.7	If double doors, does one leaf allow 800mm clear opening width?	☐	☐	☒	

8	Vertical movement, internal level change	YES	NO	N/A	NOTES
8.1	Is the ramp properly graded, wide enough, with suitable handrails both sides?	☐	☐	☒	
8.2	Are surfaces slip resistant, with kerbs at the edges?	☐	☐	☒	
8.3	If no permanent ramp is provided, can a portable ramp be made available?	☐	☐	☒	
8.4	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	☐	☐	☒	
8.5	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	☐	☐	☒	

9	Vertical movement, Stairs	YES	NO	N/A	NOTES
9.1	Are the risers and treads of step/stairs consistent, and are step nosings clearly identifiable through colour change?	☐	☐	☒	
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?	☐	☐	☒	
9.3	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	☐	☐	☒	
9.4	Is suitable visual and tactile information fitted at each floor level?	☐	☐	☒	
9.5	Is any short rise within a single storey ramped; if so, is the ramped surface indicated, and is it slip-resistant?	☐	☐	☒	
9.6	Is there suitable lighting?	☐	☐	☒	

10	Vertical movement, Passenger Lifts, platform lifts and platform stairlifts	YES	NO	N/A	NOTES
10.1	Is a passenger lift provided within the school?	☐	☐	☒	
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?	☐	☐	☒	
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??	☐	☐	☒	

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)?	☐	☐	☒	
10.5	Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	☐	☐	☒	
10.6	Does the lift have audible announcements and visual displays?	☐	☐	☒	
10.7	Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	☐	☐	☒	
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?	☐	☐	☒	
10.9	Does the stairlift platform when not in use automatically revert to folded position?	☐	☐	☒	

11	WC Provision Generally	YES	NO	N/A	NOTES
11.1	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle)	☒	☐	☐	
11.2	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	☒	☐	☐	
11.3	Are the floors slip resistant?	☒	☐	☐	
11.4	Are washing and drying facilities at a height and have the access for a wheelchair user to use?	☒	☐	☐	
11.5	Are fittings easily distinguished from their background?	☒	☐	☐	
11.6	Are compartment doors controls easily gripped and operated?	☐	☐	☒	
11.7	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	☒	☐	☐	
11.8	Are toilet paper holders, soap dispensers of a type and location that is easily used by people with limited dexterity or movement	☒	☐	☐	

12	Accessible WC Provision	YES	NO	N/A	NOTES
12.1	Is the accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	☒	☐	☐	
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?	☒	☐	☐	
12.3	Is the flush on the same side as a person would transfer to make it easier to reach?	☒	☐	☐	

12.4	Is the toilet seat height between 480 mm and 500 mm from the finished floor level?	☒	☐	☐	
12.5	Is the toilet seat firm and stable, not soft or cushioned?	☒	☐	☐	
12.6	Does the toilet seat contrast visually with the toilet pan and surrounding surfaces?	☐	☒	☐	
12.7	Is a backrest provided?	☒	☐	☐	
12.8	Is the toilet seat in the accessible toilet provided <i>without a lid</i> , ensuring unobstructed access for users with mobility challenges?	☒	☐	☐	
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?	☒	☐	☐	
12.10	Can ambulant disabled people manoeuvre, raise and lower themselves in standard cubicles?	☒	☐	☐	
12.11	Is there a shelf available near the toilet for people to use?	☐	☒	☐	
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?	☒	☐	☐	
12.13	Are the door fittings/locks and light switches easily reached and operated?	☒	☐	☐	
12.14	Is there an emergency call system and is someone designated to respond?	☒	☐	☐	
12.15	Can the emergency call system be operated from floor level?	☒	☐	☐	
12.16	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilet?	☒	☐	☐	
12.17	Are handwashing and drying facilities within reach of someone seated on the toilet?	☒	☐	☐	
12.18	Are the taps appropriate for use by someone with limited dexterity, grip or strength?	☒	☐	☐	
12.19	Has toilet provision been reviewed with pupils to identify barriers, anxiety or avoidance behaviours?	☐	☐	☒	
12.20	Are quieter toilet facilities available where identified as beneficial?	☒	☐	☐	
12.21	Have sensory aspects of sanitary provision (noise, lighting, odours and privacy) been assessed?	☒	☐	☐	

13	Changing/Shower Facilities	YES	NO	N/A	NOTES
13.1	Are there changing facilities?	☐	☐	☒	
13.2	Do you offer discrete changing facilities for people that need them?	☒	☐	☐	
13.3	Within the main changing area or accessible toilet, are there accessible showering facilities?	☐	☒	☐	
13.4	Is the height of the shower head variable?	☐	☐	☒	

13.5	Have a tip-up seat and suitable handrails been provided?	☐	☐	☒	
13.6	Is there a dressing cubicle and does it comply with required size and layout?	☐	☐	☒	
13.7	Are lockers easily reached and operated?	☐	☐	☒	
13.8	Are all fittings readily distinguishable from their background?	☐	☐	☒	
13.9	Does the floor have a slip resistant finish?	☐	☐	☒	
13.10	Have personal care facilities been reviewed to ensure dignity, privacy and independence?	☒	☐	☐	
13.11	Has the need for hygiene room or Changing Places provision been assessed?	☒	☐	☐	

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

15	Horizontal Movement Fixtures and Fittings	YES	NO	N/A	NOTES
15.1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	☒	☐	☐	
15.2	Is each corridor free from obstruction to wheelchair users and from hazards to people with impaired vision?	☒	☐	☐	
15.3	Are there good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards?	☒	☐	☐	
15.4	Are arrangements in place for alternative arrangements for people who may struggle with noisy or echoey spaces, including corridors?	☒	☐	☐	
15.5	Do lobbies allow all users to clear one door before approaching the next with minimal manoeuvre?	☒	☐	☐	
15.6	Is turning space in lobbies adequate?	☒	☐	☐	
15.7	Are doors within corridors and entering rooms accessible?	☒	☐	☐	
15.8	Does natural and artificial lighting avoid glare and silhouetting for people with visual impairments?	☒	☐	☐	

15.9	Do floor surfaces allow ease of movement for wheelchair users?	☒	☐	☐	
15.10	Do floor surfaces avoid light reflection and sound reverberation?	☒	☐	☐	
15.11	Is lighting designed to meet a wide range of needs?	☒	☐	☐	
15.12	Are rooms maintained to reduce hazards for people with visual disabilities?	☒	☐	☐	
15.13	Are there quiet spaces for people to go when needed?	☒	☐	☐	
15.14	Can you adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas?	☐	☒	☐	
15.15	Are seating arrangements/spaces suitable for use by people with visual impairments?	☒	☐	☐	Would reassess as required
15.16	Are seating arrangements/spaces suitable for wheelchair users/people with limited balance?	☒	☐	☐	Would reassess as required
15.17	Are furniture, whiteboards, books, resources etc. at a height and location that allows them to be accessed by all?	☒	☐	☐	
15.18	Are serveries/counters accessible to all users, including those with hearing impairments?	☐	☒	☐	
15.19	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	☒	☐	☐	Outside
15.20	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers etc.?	☐	☐	☒	
15.21	Are all fittings readily distinguishable from their background?	☒	☐	☐	
15.22	Where there are display stands, bookstalls etc., are they visible/reachable/accessible by people with disabilities?	☒	☐	☐	
15.23	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?	☐	☒	☐	
15.24	Is the main reception area equipped with induction loops for people with hearing aids?	☐	☒	☐	
15.25	Are all areas for assemblies/meetings equipped with an induction loop system?	☐	☒	☐	
15.26	If induction loops are not fitted in all areas, do you have portable induction loops available for deaf and hard of hearing people?	☐	☒	☐	
15.27	Are relevant induction loops within teaching areas linked to A/V equipment?	☐	☒	☐	
15.28	Is the functioning and operation of induction loops checked regularly?	☐	☐	☒	
15.29	Are telephones fitted with inductive loop couplers?	☐	☒	☐	

16	Kitchens	YES	NO	N/A	NOTES
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16.1	If provided, does the kitchen have fittings suitable for use by disabled people?	☐	☒	☐	
16.2	Is the kitchen of adequate size and layout for disabled people?	☐	☒	☐	
16.3	Are all fittings readily distinguishable from the background?	☒	☐	☐	
16.4	Is lighting adequate?	☒	☐	☐	
16.5	Does the floor have a slip resistant finish?	☒	☐	☐	

17	Means of Escape	YES	NO	N/A	NOTES
17.1	Is there an audible alarm system?	☒	☐	☐	
17.2	Is the audible fire alarm supplemented by a flashing light system?	☐	☒	☐	
17.3	Are fire exit routes accessible to all, including wheelchair users?	☒	☐	☐	
17.4	Are Fire Evacuation Plans in position to ensure disabled people are evacuated safely?	☐	☐	☒	
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?	☒	☐	☐	
17.6	Are there Personal Emergency Evacuation Plans in place for everyone who may require assistance?	☐	☐	☒	
17.7	Are external fire points and routes accessible and monitored?	☒	☐	☐	
17.8	Where identified through PEEPs, are evac chairs available and maintained?	☐	☐	☒	
17.9	Are pupils and families involved in developing evacuation arrangements where appropriate?	☐	☐	☒	
17.10	Are evacuation procedures periodically tested for pupils requiring assistance?	☐	☐	☒	
17.11	Have lockdown arrangements been assessed to ensure pupils with disabilities and SEND can follow procedures safely and effectively?	☒	☐	☐	
17.12	Are pupils requiring reasonable adjustments during lockdown procedures identified and supported within emergency planning arrangements?	☐	☐	☒	

18	Building Management	YES	NO	N/A	NOTES
18.1	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	☒	☐	☐	
18.2	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	☒	☐	☐	
18.3	Is door ironmongery regularly maintained?	☒	☐	☐	
18.4	Are lifts, platforms and stairlifts regularly serviced?	☐	☐	☒	

18.5	Are accessible WCs kept clear and not used for storage?	☒	☐	☐	
18.6	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	☒	☐	☐	
18.7	Do you consider tonal and colour contrast before a redecoration scheme?	☐	☐	☒	
18.8	Do new signs integrate effectively with current signage?	☒	☐	☐	
18.9	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	☒	☐	☐	
18.10	Are induction loops and infra-red systems clearly signed and checked regularly?	☐	☐	☒	
18.11	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	☒	☐	☐	
18.12	Is there a fire escape strategy for visitors who may require assistance?	☐	☒	☐	
18.13	Is there a personal egress plan prepared for any member of staff who may require assistance?	☐	☐	☒	
18.14	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	☒	☐	☐	

19	Equality Adjustments	YES	NO	N/A	NOTES
19.1	Do you have a prayer room or a designated quiet room?	☐	☒	☐	
19.2	If you have a prayer room, do you have designated washing facilities?	☐	☐	☒	
19.3	Do you have access to spoken language interpreters and are staff confident about how to utilise this?	☒	☒	☐	Makaton training 23/10/26
19.4	Do you have books, leaflets and posters that promote yourself as being supportive of diversity?	☒	☐	☐	
19.5	Do you have/advertise baby changing and baby feeding facilities for parents, staff and where relevant pupils?	☐	☒	☐	
19.6	Do you have a system in place to raise awareness and support pupils and staff who have been victims of bullying and hate incidents?	☒	☐	☐	

20	Materials in other Formats	YES	NO	N/A	NOTES
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?	☐	☒	☐	Would obtain as required
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?	☒	☐	☐	

20.3	Do you have the facilities such as ICT to produce written information in different formats?	☒	☐	☐	
20.4	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	☐	☒	☐	
20.5	Is there a tactile plan or diagram of the building?	☐	☒	☐	
20.6	Are there large-print versions of information about the building/services/activities available?	☐	☒	☐	Would generate as required
20.7	Is there Braille information about the building/services/activities available for people with visual impairments?	☐	☒	☐	
20.8	Is there Easy Read information about the building/services/activities available?	☐	☒	☐	
20.9	Are there alternative format reading books available in the library?	☐	☒	☐	
20.10	Are relevant staff trained in supporting communication with people with physical, learning and sensory impairment?	☒	☐	☐	

21	Quiet Spaces, Regulation and Movement Support	YES	NO	N/A	NOTES
21.1	Is there at least one designated calm, low-stimulation space available for pupils who require emotional regulation or sensory recovery?	☒	☐	☐	
21.2	Are quiet spaces located close to teaching areas to allow timely access without significant disruption to learning?	☒	☐	☐	
21.3	Can pupils access regulation spaces through an agreed process that promotes independence and dignity?	☒	☐	☐	
21.4	Are quiet spaces designed to minimise visual, auditory and sensory distractions?	☒	☐	☐	
21.5	Are regulation spaces large enough for a pupil and supporting adult where required?	☒	☐	☐	
21.6	Are there both indoor and outdoor opportunities for calm regulation and sensory recovery?	☒	☐	☐	
21.7	Are quiet spaces clearly identified and understood by staff, pupils and parents?	☒	☐	☐	
21.8	Are the effectiveness and usage of regulation spaces regularly reviewed?	☒	☐	☐	
21.9	Are low-stimulation areas available during unstructured periods such as break and lunch times?	☒	☐	☐	
21.10	Have opportunities for movement regulation and sensory-motor activity been assessed throughout the school?	☒	☐	☐	
21.11	Are indoor or outdoor spaces available to support sensory circuits, body-awareness activities or movement breaks where required?	☒	☐	☐	
21.12	Have pupils with sensory regulation needs been consulted regarding movement opportunities within the school environment?	☒	☐	☐	

21.13	Are regulation spaces managed in a way that maintains safeguarding, supervision and emergency communication arrangements?	☒	☐	☐	
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22	Navigation and Wayfinding	YES	NO	N/A	NOTES
22.1	Are routes through the school clear, logical and easy to understand?	☒	☐	☐	
22.2	Are visual wayfinding cues (colour, symbols, icons, landmarks or artwork) used consistently?	☐	☒	☐	
22.3	Are destinations such as toilets, reception, dining areas and calm spaces clearly signposted?	☒	☐	☐	
22.4	Are maps or visual navigation tools provided where appropriate?	☐	☐	☒	
22.5	Have transition points and circulation pinch points been assessed for anxiety or confusion?	☐	☒	☐	

23	Sensory Environment Assessment	YES	NO	N/A	NOTES
23.1	Has the school assessed key areas for sensory overload risks including classrooms, corridors, dining areas and playgrounds?	☒	☐	☐	
23.2	Are visual displays managed to minimise excessive visual clutter and distraction?	☒	☐	☐	
23.3	Are sensory triggers such as strong smells, sudden noises and glare identified and managed wherever reasonably practicable?	☒	☐	☐	
23.4	Are busy circulation routes arranged to reduce congestion and sensory overload during transitions?	☒	☐	☐	As much as possible
23.5	Is consideration given to sensory processing needs when planning learning environments and shared spaces?	☒	☐	☐	
23.6	Are sensory needs considered when undertaking refurbishment or maintenance projects?	☐	☐	☒	
23.7	Have staff received awareness training regarding sensory processing differences and sensory overload?	☒	☐	☐	
23.8	Are sensory supports available where required, such as headphones, screening, sensory tools or workstations?	☒	☐	☐	
23.9	Is the sensory environment reviewed with pupils, parents and support professionals?	☒	☐	☐	
23.10	Are quieter dining arrangements available where required?	☒	☐	☐	
23.11	Are pupils able to access quieter dining locations where required?	☒	☐	☐	
23.12	Have queueing systems been assessed to minimise stress, congestion and sensory overload?	☒	☐	☐	

23.13	Has furniture layout within dining areas been reviewed to improve accessibility, circulation and inclusion?	☒	☐	☐	Adapted as required
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24	Acoustics and Communication Environment	YES	NO	N/A	NOTES
24.1	Have learning spaces been assessed for excessive echo, reverberation or background noise?	☐	☒	☐	
24.2	Are classrooms arranged to support clear communication and speech intelligibility?	☒	☐	☐	
24.3	Are noisy activities separated from quieter learning areas where possible?	☒	☐	☐	
24.4	Are dining halls, assembly spaces and shared areas managed to reduce excessive noise levels?	☒	☐	☐	
24.5	Have reasonable acoustic improvements been implemented where noise presents a barrier to learning?	☐	☒	☐	
24.6	Are hearing enhancement systems available where identified as necessary?	☐	☒	☐	
24.7	Is furniture fitted or arranged to minimise scraping and impact noise where appropriate?	☒	☐	☐	
24.8	Are mechanical systems such as ventilation, hand dryers and equipment assessed for excessive noise?	☐	☐	☒	
24.9	Are acoustic needs considered during refurbishment and estate planning activities?	☐	☐	☒	

25	Lighting and Visual Comfort	YES	NO	N/A	NOTES
25.1	Have classrooms and shared spaces been assessed for glare and visual discomfort?	☐	☒	☐	
25.2	Are flickering or harsh light sources identified and addressed?	☒	☐	☐	
25.3	Can lighting levels be adjusted where required?	☐	☒	☐	
25.4	Are display boards and wall displays managed to reduce visual overload?	☒	☐	☐	
25.5	Is natural daylight maximised whilst controlling glare?	☒	☐	☐	
25.6	Are colour schemes and finishes supportive of visual comfort and navigation?	☒	☐	☐	

26	Ventilation and Indoor Air Quality	YES	NO	N/A	NOTES
26.1	Have teaching spaces been assessed for adequate ventilation and indoor air quality?	☒	☐	☐	
26.2	Are windows capable of being safely opened where natural ventilation is relied upon?	☒	☐	☐	

26.3	Are ventilation systems maintained and operating effectively?	☒	☐	☐	
26.4	Are CO ₂ monitors or other environmental monitoring systems used where appropriate?	☐	☒	☐	
26.5	Are ventilation arrangements considered when creating quiet spaces and sensory regulation spaces?	☒	☐	☐	
26.6	Are strong smells, fragrances or airborne irritants identified and managed where reasonably practicable?	☒	☐	☐	
26.7	Are refurbishment projects reviewed for ventilation implications?	☐	☐	☒	
26.8	Is indoor air quality considered during estate planning and accessibility reviews?	☐	☐	☒	

27	Thermal Comfort	YES	NO	N/A	NOTES
27.1	Are teaching spaces maintained at temperatures that support concentration and participation?	☒	☐	☐	
27.2	Have overheating risks been assessed in classrooms and shared spaces?	☐	☒	☐	
27.3	Is shading available to reduce excessive solar gain?	☒	☐	☐	
27.4	Can staff make reasonable adjustments to improve thermal comfort?	☒	☐	☐	
27.5	Are outdoor areas designed to provide both shade and shelter?	☒	☐	☐	
27.6	Are pupils with identified sensory or medical needs considered when managing thermal comfort?	☒	☐	☐	
27.7	Is thermal comfort considered within estate and refurbishment projects?	☐	☐	☒	

28	Furniture, Fittings, Equipment and Assistive Technology	YES	NO	N/A	NOTES
28.1	Is furniture available in a range of sizes and formats to support differing needs?	☒	☐	☐	
28.2	Are adjustable desks or workstations available where required?	☐	☒	☐	Sourced as required
28.3	Are seating options available to support posture, regulation and participation?	☒	☐	☐	Where required
28.4	Is assistive technology available where identified through need?	☒	☐	☐	
28.5	Are furniture layouts designed to support independent movement?	☒	☐	☐	
28.6	Are furniture and fittings selected to minimise noise and sensory overload where appropriate?	☒	☐	☐	
28.7	Are pupils involved in evaluating suitability of learning environments?	☐	☒	☐	
28.8	Are power outlets, Wi-Fi connectivity and infrastructure suitable to support assistive technology and communication devices where required?	☒	☐	☐	

28.9	Is furniture available that supports a range of sensory, postural and regulation needs?	☒	☐	☐	
28.10	Are learning environments arranged to provide clearly defined activity zones?	☒	☐	☐	
28.11	Are assistive technologies reviewed periodically to ensure continued suitability?	☒	☐	☐	
28.12	Are charging facilities available for assistive technologies, communication devices and mobility equipment where required?	☒	☐	☐	

29	Access to Nature and Outdoor Wellbeing	YES	NO	N/A	NOTES
29.1	Do pupils have access to outdoor spaces that support wellbeing, learning and regulation?	☒	☐	☐	
29.2	Are there areas of outdoor provision designed for quiet reflection or calm activity?	☒	☐	☐	
29.3	Are outdoor spaces accessible to pupils with mobility, sensory or additional needs?	☒	☐	☐	
29.4	Is access to shade, shelter and weather protection available in outdoor areas?	☒	☐	☐	
29.5	Are natural features such as planting, gardens or wildlife areas incorporated into the school environment?	☒	☐	☐	
29.6	Have outdoor areas been designed to support a range of sensory and regulation needs?	☒	☐	☐	
29.7	Are opportunities available for outdoor learning and engagement with nature?	☒	☐	☐	
29.8	Are outdoor seating areas suitable for pupils with differing physical and sensory needs?	☐	☒	☐	
29.9	Is outdoor provision reviewed as part of accessibility and inclusion planning?	☒	☐	☐	
29.10	Do classrooms and internal spaces benefit from views of nature or natural daylight where possible?	☒	☐	☐	
29.11	Are opportunities provided for gardening, planting or nature-based learning?	☒	☐	☐	
29.12	Have pupils been involved in the design or maintenance of outdoor wellbeing spaces?	☐	☒	☐	
29.13	Do pupils have access to views of nature, planting or natural environments from teaching and learning spaces wherever reasonably practicable?	☒	☐	☐	
29.14	Have opportunities for indoor nature-based design features been considered during refurbishment and estate projects?	☐	☐	☒	
29.15	Are sensory-motor opportunities such as sensory paths, movement routes or regulation activities available outdoors where identified as beneficial?	☐	☒	☐	
29.16	Have opportunities for outdoor movement regulation been considered alongside quiet and reflective outdoor provision?	☒	☐	☐	
29.17	Are outdoor spaces zoned to support active, social and calm activities?	☒	☐	☐	

29.19	Are outdoor wellbeing spaces located and managed to ensure appropriate supervision and safeguarding?	☒	☐	☐	
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30	Neurodiversity and Inclusive Design	YES	NO	N/A	NOTES
30.1	Have the needs of neurodivergent pupils been considered when assessing the physical environment?	☒	☐	☐	
30.2	Are there alternative routes available for pupils who may experience difficulty with crowded environments?	☒	☐	☐	
30.3	Are transition points around the school designed to minimise anxiety and confusion?	☒	☐	☐	As much as possible
30.4	Are staff aware of how environmental factors may impact neurodivergent pupils?	☒	☐	☐	
30.5	Are classroom layouts designed to support attention, regulation and participation?	☒	☐	☐	
30.6	Are environmental adjustments reviewed when a pupil's needs change or new needs are identified?	☒	☐	☐	
30.7	Are neurodivergent pupils consulted regarding barriers within the school environment?	☐	☒	☐	
30.8	Are findings from accessibility assessments used to improve inclusion for neurodivergent pupils?	☒	☐	☐	

31	Pupil Experience ("Day in the Life" Assessment)	YES	NO	N/A	NOTES
31.1	Has the school undertaken a review of the school day from the perspective of pupils with SEND?	☒	☐	☐	
31.2	Are arrival and departure arrangements designed to minimise barriers and anxiety?	☒	☐	☐	
31.3	Have lesson transitions been assessed for accessibility, congestion and sensory challenges?	☒	☐	☐	
31.4	Has the lunchtime experience been reviewed from an inclusion and accessibility perspective?	☒	☐	☐	
31.5	Are extracurricular activities and educational visits accessible and inclusive?	☒	☐	☐	
31.6	Have pupils identified any locations that consistently create barriers or distress?	☐	☒	☐	
31.7	Are identified barriers formally recorded and action planned?	☐	☒	☐	
31.8	Are parents and carers involved in understanding environmental challenges experienced by pupils?	☐	☒	☐	
31.9	Are staff encouraged to identify and report environmental inclusion barriers?	☒	☐	☐	
31.10	Are findings reviewed periodically to ensure improvements remain effective?	☒	☐	☐	

31.11	Have busy periods such as arrival, departure, lesson changeover and lunch queues been assessed for accessibility, congestion, anxiety and sensory overload?	☒	☐	☐	
31.12	Have reasonable adjustments been considered to improve transitions for pupils experiencing anxiety, sensory overload or mobility difficulties?	☒	☐	☐	
31.13	Have school gate, drop-off and collection arrangements been assessed for accessibility, congestion and sensory impact?	☒	☐	☐	
31.14	Are alternative arrival arrangements available where required to support pupils experiencing anxiety or sensory overload?	☒	☐	☐	
31.15	Have pupils experiencing arrival or end-of-day anxiety been consulted regarding accessibility and support arrangements?	☒	☐	☐	
31.16	Are alternative arrival, departure or waiting arrangements available where identified as beneficial?	☒	☐	☐	

32	Consultation, Review and Impact	YES	NO	N/A	NOTES
32.1	Are accessibility and inclusion actions prioritised according to identified need and impact?	☒	☐	☐	
32.2	Is the impact of completed actions evaluated and recorded?	☒	☒	☐	Not recorded
32.3	Are accessibility improvements linked to wider school development and estate planning?	☐	☐	☒	
32.4	Are completed projects reviewed to identify lessons learned and further opportunities for improvement?	☐	☐	☒	
32.5	Is feedback from users used to inform future accessibility planning?	☒	☐	☐	
32.6	Is the accessibility plan reviewed regularly to ensure it remains responsive to current and future needs?	☒	☐	☐	
32.7	Have specialist professionals been consulted for significant accessibility or inclusion projects where appropriate?	☒	☐	☐	
32.8	Have recommendations from specialists been documented and reviewed?	☒	☐	☐	
32.9	Have future pupil needs and anticipated changes in pupil cohorts been considered when planning accessibility improvements?	☒	☐	☐	
32.10	Are accessibility improvements aligned with the school's longer-term estate, maintenance and capital investment plans?	☐	☐	☒	
32.11	Have accessibility needs of visitors, contractors, volunteers and community users been considered?	☒	☐	☐	

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 1 – PARTICIPATION, CURRICULUM ACCESS AND INCLUSION

Objective

To increase the extent to which disabled pupils and pupils with SEND can participate fully in all aspects of school life, achieve positive outcomes and access the curriculum alongside their peers. This includes consideration of communication, independence, emotional wellbeing, sensory needs, educational visits, enrichment opportunities and participation throughout the school day.

					For follow up monitoring			
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	Impact / Outcome Review
1	Curriculum	Rooms accessible and can be reconfigured to meet needs of disabled pupils as appropriate		£0	Configured as required			
1.17 – 1.18	Specialist Curriculum Accessibility	No specialist teaching rooms such as labs. Range of PE equipment available to suit need of differing pupils		£0	Additional resources purchased if required			
20	Alternative Formats (Curriculum Access Elements)	These would be made available if required		£0				
21	Quiet Spaces, Regulation and Movement Support	Quiet areas in classrooms created as per need. School has a sensory room that can be used as a quiet space. Also have spare rooms should they be needed. School has large outdoor space.		£0				
30	Neurodiversity and Inclusive Design	Arrangements are adapted to suit needs of individuals		£0				

					For follow up monitoring			
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	Impact / Outcome Review
		Some children have alternative arrangements at the start of the day, agreed with parents as well as equipment to support						
31	Pupil Experience ("Day in the Life" Assessment)	School consults with targeted parents regards pupil need prior to starting school and required actions taken .All pupils have access to extracurricular activities and additional PE sessions are provided. Pupils are supported at transition times		£0				
32	Consultation, Review and Impact (Participation Elements)	School consults with other agencies when adaptations are required and appropriate equipment etc purchased		Varie d				

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 2 – INCLUSIVE ENVIRONMENT, ACCESSIBILITY AND WELLBEING

Objective

To improve the physical environment and wider educational estate so that all pupils, staff, visitors and members of the community can access, navigate and participate safely, independently and with dignity. This includes consideration of accessibility, movement, sensory comfort, acoustics, wellbeing, regulation and access to nature.

Section	Item	Strategies/Action	Priority	Cost	For follow up monitoring			Impact / Outcome Review
					Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	
2	Approach to School							
3	Car Parking	Have 1 disabled bay. If required the staff move cars to allow additional access requirements. Consider additional signage		TBC				
4	External Ramp and Steps							
5	Entrance / Reception and Visitor Areas	Consider additional training		TBC				
6	Corridors and Activity Spaces							
7	Doors	External doors allow visibility. Internal doors do not						
8	Vertical Movement							
9	Stairs							
10	Lifts							
11	WC Provision General							

					For follow up monitoring			
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	Impact / Outcome Review
12	Accessible WC Provision							
13	Changing and Shower facilities							
13.10– 13.11	Personal Care and Changing Facilities							
14	Bathrooms							
15	Horizontal Movement Fixtures and Fittings	Pupils receive support with accessing higher level counters		£0				
16	Kitchens							
17	Means of Escape	Have an evac mat if needed						
18	Building Management							
19	Equality Adjustments	School undertaking Makaton training. When required braille books etc are sourced		£1,000				
23	Sensory Environment	Currently no planned works. Have sensory room and calm spaces. Children can access other areas for dining and can come into lunch early if needed to avoid queuing						
23.11 – 23.15	Inclusive Dining Environment	See above						

					For follow up monitoring			
Section	Item	Strategies/Action	Priority	Cost	Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	Impact / Outcome Review
24	Acoustics and Communication Environment							
25	Lighting and Visual Comfort	Lighting in relevant areas has been upgraded						
26	Ventilation and Indoor Air Quality	Had monitors previously						
27	Thermal Comfort							
29	Access to Nature and Outdoor Wellbeing	School uses the large outdoor space for a range of learning activities						
29.14– 29.15	Indoor Connection to Nature	See above						
29.16– 29.18	Outdoor Movement Regulation and Sensory- Motor Opportunities	Access to outdoors as required						
32.6 – 32.8	Review of Completed Accessibility Improvements							
32.7– 32.8	Specialist Professional Input and Review							
32.9 – 32.10	Estate Planning and Future Accessibility Needs							

Actions should be identified through accessibility assessments, pupil and family feedback, specialist advice, day-in-the-life reviews and estate inspections. Priority should be given to adaptations that provide the greatest benefit, remove barriers affecting participation and independence, and deliver long-term value for money.

ACTION PLAN 3 – ACCESSIBLE INFORMATION, COMMUNICATION AND ENGAGEMENT

Section	Item	Strategies/Action	Priority	Cost	For follow up monitoring			Impact / Outcome Review
					Action to be taken (how/who/when)	Status (Completed or Outstanding)	Date Completed	
20	Alternative Formats	Some children have different coloured books/paper						
15.26 – 15.31	Hearing Enhancement and Induction Loop Systems							
19.4	Interpreter and Communication Support Services							
5.9	Reception Information and Signage							
6.4	Internal Signage							
5,6, 15 and 22	Wayfinding and Navigation Improvements							
32	Consultation, Review and Impact (Information Access Elements)	Ensure records kept as part of Support plans						