



**SINGLE EQUALITY SCHEME**  
Including Equality Plan and Accessibility Plan  
**2021-2024**

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**Equality Action Plan 2021 – 2022 (Reviewed Annually)**

For further information, or to request this Scheme in an alternative format, please contact the school office.

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## **Introduction**

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Scheme, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation;
- proactive leadership;
- prioritising activities that produce specific, tangible improved outcomes;
- removal of attitudinal and cultural barriers.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles to ensure that all individuals 'aim high'.

## **National and Legal Context for Diversity**

All schools have duties to promote race, disability and gender equality.

The general duty to promote race equality means that we must have due regard to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

The general duty to promote disability equality means that we must have due regard to:

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote gender equality means that we must have due regard to:

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women.

Schools also have specific duties under these three promotional duties, which are explained in Appendix A. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote **community cohesion**, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty. Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Appendix A provides further details of the requirements of equality legislation.

### **School Context - Our school**

Gascoigne Primary School is a larger than averaged sized school in Barking.

Gascoigne's highly inclusive reputation attracts pupils with a wide-range of complex needs. The school has a Social Communication Team, which provides support for pupils both within our school funded provision and throughout the school. The Social Inclusion Team includes: Learning mentors, Nurture Rooms, School Counsellor and Family Liaison Practitioners who support families and pupils throughout the school. A large team of Teaching and Learning Advocates support children within the classroom in specific learning interventions.

The school also provides additional Speech and Language therapy to pupils.

School engages fully with external professionals including CAMHs, Speech and Language Service and Educational Therapist Service.

The majority of the school is accessible. There is a lift on both sites and disabled changing facilities with hoists.

### **Involvement of staff, pupils, and parents**

#### **a) Developing our Scheme**

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address. In developing our Scheme, we have involved staff, pupils and parents in the following ways:

- Focus groups
- Questionnaires
- Involvement of the school council
- Contact with disabled parents

These activities have involved disabled people, people from different ethnic communities and gender by specific contact and liaison.

We have identified the following **priorities** as a result of these activities:

- Physical access to the school building for different events;
- Reserving seats for presentations and concerts;

- Reserving places for the children in after school activities;
- Ensuring that staff are aware of any communication / language needs.

### **b) Ongoing involvement**

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's Senior Leadership Team. Strategies to promote inclusion are:

- Pupil focus groups through PSHE;
- The Gascoigne Curriculum (Ourselves, Our World, Our Education, Our Rights);
- Smart School Council;
- Pupil surveys led by Subject Leads and Middle Leaders.

## **5. Information gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

### **a) Pupils**

We collect the following information:

Admissions, attendance, attainment and progression, awards, incidents including behaviour, racist, bullying, homophobic, sexist, disablist and misogynistic, take up of extended schools' provision, complaints.

We have identified the following **priorities** from evaluation of this information:

1. Developing confidence and progress in writing;
2. Developing a whole school developmental approach to pupils' social and emotional development;
3. Empowering pupils and parents voice.

We will ensure that the information we gather will be used to promote equality by:

1. Writing - Raising Attainment Action Plans each term based on data reviews of all pupils and vulnerable groups;
2. Pupils' social and emotional development – Thrive assessments, Individual Support Plans, Staff CPD, SEND policy and procedures
3. Pupil / Parent Voice – Family Liaison Practitioners, Smart School Council, PSHE, Pastoral Team.

### **b) Staff**

We collect the following information:

Staff recruitment and retention returns annually, performance management reviews, CPD provision and attendance, discipline, grievance and competency, lesson reviews and feedback.

We have identified the following **priorities** from evaluation of this information:

- Review the balance of gender and ethnicity in employment at all levels across the school

Action:

- To look at possible causes of any inequality in access to employment opportunities;

- Take steps to address the imbalance by training, shadowing or mentoring for example.

### **c) Others**

We will seek to gather the views regularly of all our parents including those who may struggle to have their views heard, such as:

- Absent parents
- Disabled parents
- Parents with communication barriers
- Parents who may feel discriminated against

## **6. Specific Equality Areas**

This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

### **a) Race Equality**

What we have already achieved:

- Recording and reporting of all racist incidents;
- Regular celebration of diverse cultural achievements and well-known people;
- Ensuring adult role models are reflective of a diverse range of cultures (staff & visitors);
- Work with borough Charter on Race and Social Justice developments within Barking and Dagenham;
- Enriching the curriculum to incorporate opportunities to learn about different cultures and races.

### **b) Community Cohesion**

What we have already achieved:

#### **Teaching, learning and curriculum**

- Rights Respecting at the core of our values and ethos;
- A broad range of cultures studied across the curriculum and age ranges;
- Whole school events to celebrate diversity;
- Community projects centred on the locality;
- Community access to school facilities out of hours including two complementary schools: Turkish and Albanian;
- Fund raising and awareness raising initiatives.

#### **Equality and excellence**

- Robust analysis of performance data including that of specific groups;
- Early intervention for learning support;
- Provision of ELSA/Thrive/Nurture for social and emotional needs;
- Provision of Speech and Language therapy and whole class interventions such as Talk Boost;
- Structured Teaching/Attention Autism for Social Communication needs.

#### **Engagement and extended services**

- Family Liaison Team to support families to participate in learning opportunities for example ESOL classes, Triple P, Strengthening Families Strengthening Communities;
- Parent support groups (The Lodge) and training programmes available for all;
- Parent coffee mornings with opportunities to discuss a range of topics.

We want to do more by:

- Develop a stronger awareness of cultural diversity in UK.
- Being 'anti-racism' as well as being 'non-racist' – actively questioning and challenging practices.
- Develop greater global awareness with school community.
- Develop further challenge against both sexual orientation and gender-based discrimination.

**c) Disability Equality** What we have already achieved:

#### **Physical Environment**

- Improved entrance and access for all;
- Provision of ramps to access the school;
- The Lodge – onsite parent support hub;
- Hoists;
- Accessible WCs and changing facilities;
- Accessible counters in Reception Offices;
- Rise and fall sink in Food Technology Room.

#### **Curriculum**

- Identifying barriers to learning and removing them, using fully inclusive teaching and learning approaches to engage all our pupils.
- MindUp Curriculum supporting mental health and well-being.
- Learning Rationales focussing on challenging bullying and discrimination and celebrating difference.

We want to do more by:

- Focussing some curriculum content to specifically raise awareness in relation to disability.
- Review and enhance all curriculum materials to ensure reflection of diversity and need.

#### **Aids & Equipment**

- Laptops, Wifi, support staff, specialist chairs, software, ceiling track hoists, learning resources.

#### **Written information**

- Greater use of email provision of alternative language format when requested.
- Governor with responsibility for equality.

We want to do more by:

- Promote visits by disabled presenters and adults.
- Ensuring displays across both sites reflect diversity including disability.

#### **d) Gender Equality**

What we have already achieved:

- Reviewed the curriculum to remove gender stereotypes.
- Zero tolerance to discrimination based on gender and/or gender identity.
- Teaching actively promotes gender equality.
- Ensure promotion opportunities are reflective of the gender balance across the school.
- Use data to identify gender performance and curriculum adaptations to achieve equality of opportunity.
- Sports used to promote equality, for example Girls' Football Team, and development of sports for disabled for example Panathlon.

Further action needed:

- Continued action through assemblies to challenge gender-based stereotypes and harassment.

### **e) Faith and Religion**

What we have already achieved:

- Promote inter-faith collective worship.
- Prayer and reflection spaces available for staff and children.
- Celebration of religious days.
- Dietary needs met for example Halal, vegetarian.
- Multicultural lunch menu.
- RE syllabus focussed on critical thinking and philosophical questions.

We want to do more by:

- Consult further with different faith/non-faith groups to find out whether they feel their religious views are respected, for example Jehovah Witnesses.
- Re-establish visits to places of worship.

## **7. Impact Assessment**

We will carry out equality impact assessments on our existing policies and practices which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision-making activities.

We do this through:

- Annual / cycle reviews of policies by staff and governors;
- Annual / termly reviews of progress and attainment for all pupils and vulnerable groups;
- Pupils progress meetings and attainment plans.

## **8. Working in Partnership**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We will always aim to reschedule consultations and meetings to accommodate the needs of parents where possible.

## **Putting the Scheme into practice**

### **9. Publishing the Scheme, raising awareness**

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- placing it on our website;
- making it available on request;
- providing a summary in our prospectus, including our vision and key priorities, reference the scheme within the staff handbook.

## **10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan**

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. We will inform staff and pupils of our progress. This report will be written by the governor responsible for monitoring the school equality duty.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement and Development Plan, and as such, our progress will have regular oversight by the Senior Leadership Team and the Governing Body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, pupils, parents and governors who reflect the full diversity of the school community.

## **11. Links with other school policies**

School policies that link with, and have informed this Scheme include:

- Inclusion and SEND policy;
- Anti-Racism, Homophobic, Sexism policy
- Anti-Bullying Policy
- Behaviour and Self-Regulation policy
- Curriculum Policy
- Pay policy
- Admissions policy
- Safeguarding and Child Protection Policy

## **12. Roles and Responsibilities**

The governing body will:

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, pupils and parents;
- ensure that all governors are aware of their legal responsibilities under equality legislation;
- receive and discuss regular equality reports on progress and performance, monitor achievement of equality targets;
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

The head teacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation;
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme;
- monitor to ensure effective implementation of the Scheme and Action plan;
- provide regular reports for governors on progress and performance;
- Allocate appropriate responsibilities and provide suitable training and development for staff to implement this Scheme.



The Senior Leadership Team will:

- drive forward implementation of the Scheme and Action Plan;
- support staff to carry out their role in implementing this Scheme;
- provide effective leadership on equality, inclusion and community cohesion;
- ensure the Scheme is successfully promoted;
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation.

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- respond appropriately to incidents of discrimination and harassment and report these.
- highlight to the Senior Leadership Team any staff training or development that they require to carry out the above role and responsibilities.

All staff will also:

- ensure that pupils are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

## Gascoigne Primary School Equality Action Plan 2021-2022

	Priority	Actions	Timescale	Expected Outcomes
Racial Equality	Ensure that adult role models are reflective of a range of cultures	<ul style="list-style-type: none"> <li>• Through the staff appointment procedures be aware of the need to promote racial equality.</li> <li>• Invite a range of visitors to school when possible to promote racial awareness.</li> <li>• Volunteers in school to be representative of local community.</li> <li>• Identify possible causes of any inequality in access to employment opportunities</li> <li>• Take steps to address the imbalance by training, shadowing or mentoring for example.</li> </ul>	Ongoing	A range of staff, visitors and volunteers in school reflective of differing races and cultures.
Racial Equality	Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally	<ul style="list-style-type: none"> <li>• Review the curriculum to ensure that there is sufficient opportunity for all pupils to learn about different cultures.</li> <li>• Review and enhance all curriculum materials to ensure reflection of diversity and need.</li> <li>• Consult further with different faith/non-faith groups to find out whether they feel their religious views are respected, for example Jehovah Witnesses.</li> <li>• Re-establish visits to places of worship.</li> </ul>	Annual review of curriculum coverage	Curriculum Intent, Implementation and Impact reviewed. New units written and prepared. Resources around the school reflect race equality awareness.
Disability Equality (DDA Theme 1 – admissions and progression)	Ensure the school has effective admission arrangements for pupils with disabilities.	<ul style="list-style-type: none"> <li>• Plans are in place upon admission.</li> </ul>	Ongoing	Plans effective.

Disability Equality (DDA Theme 2 – staff development)	Develop staff expertise when planning and implementing programmes of learning and support for pupils with disabilities.	<ul style="list-style-type: none"> <li>• Focussing some curriculum content to specifically raise awareness in relation to disability.</li> <li>• Training undertaken</li> <li>• Promote visits by disabled presenters and adults.</li> <li>• Ensuring displays across both sites reflect diversity including disability.</li> </ul>	Ongoing	Staff expertise developed.
Disability Equality (DDA Theme 3 – policies and procedures)	Impact of policies assessed	<ul style="list-style-type: none"> <li>• Co-ordinate impact assessment with school timetable of policy review. Staff and pupils with disabilities involved as appropriate.</li> </ul>	Annually	Impact assessed and informs future planning/policy and protocol reviews
Disability Equality (DDA Theme 4 – human resources)	Attract a more representative workforce – ensure school encourages applications from staff with disabilities.	<ul style="list-style-type: none"> <li>• Target advertising to attract a more representative workforce.</li> </ul>	Ongoing	Documentation confirmed to have no discriminatory phrase and encourage range of applications
Disability Equality (DDA Theme 5 – services to staff and pupils)	Improve access to information	<ul style="list-style-type: none"> <li>• Provide large text where required</li> </ul>	Upon request	School office advertise upon request service
Disability Equality (DDA Theme 6 – curriculum development)	Breakdown barriers to perceptions of disability	<ul style="list-style-type: none"> <li>• Review the achievements of role models with disabilities locally, nationally and globally.</li> <li>• Ensure a range of visitors enable pupils to engage positively with disabilities</li> </ul>	Ongoing	In assembly show inclusion and celebration of diversity. A range of visitors with disabilities.
Disability Equality (DDA Theme 7 – monitoring and evaluation)	Assess the impact of the scheme via monitoring and reporting	<ul style="list-style-type: none"> <li>• Collect data on recruitments and retention of staff with disabilities</li> <li>• Involvement in impact assessments</li> </ul>	Annually	Data monitored  Findings disseminated and areas for improvement
	Report to the governing body	<ul style="list-style-type: none"> <li>• Report to the governing body via the nominated governor</li> </ul>		Annual report

Gender Equality	<p>Ensure the school promotes gender equality through recruitment procedures.</p> <p>Continue to create engaging learning opportunities that promote achievement with boys</p>	<ul style="list-style-type: none"> <li>• Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times.</li> <li>• Provision of boy friendly text</li> <li>• Lesson design that responds to learning needs of boys.</li> <li>• High quality of sports provision for girls.</li> <li>• Lesson design which responds to learning needs of girls re STEM.</li> <li>• Continued action through assemblies to challenge gender-based stereotypes and harassment.</li> </ul>	Ongoing	A balance of male / female role models evident in staff profile Library with appropriate high-quality texts.
Community Cohesion	Achieve a greater awareness of national community identity. Ensure global community awareness is authentic and reflective of all races.	<ul style="list-style-type: none"> <li>• SMSC/PSHE and RE</li> <li>• Subject Deep Dives to identify areas for further development.</li> <li>• Develop a stronger awareness of cultural diversity in UK.</li> <li>• Being 'anti-racism' as well as being 'non-racist' – actively questioning and challenging practices.</li> <li>• Develop greater global awareness with school community.</li> <li>• Develop further challenge against both sexual orientation and gender-based discrimination.</li> </ul>	Ongoing	The planned curriculum represents national & global community learning opportunities.
Sexual Orientation		<ul style="list-style-type: none"> <li>• Ensure all staff respond appropriately to questions raised by pupils.</li> <li>• Ensure all staff are familiar with new expectations of statutory RSE curriculum.</li> <li>• Ensure parents are involved in reviewing the curriculum where appropriate.</li> </ul>	Ongoing	Pupils recognise that families are made from a range of gender and sexual orientations and feel comfortable to talk about their personal situation should they wish to.

Religious Belief	Ensure tolerance of all beliefs are expected by staff and pupils.	Staff handbook and induction procedures to raise awareness of sensitivity towards diverse religious beliefs Pupil behaviour is compassionate and shows tolerance and respect towards difference.	Ongoing	School ethos is recognised as tolerant and celebrates diversity.
Age	Ensure staff profile is representative of all ages.	HCC employment guidelines are followed. Staff employed are physically and mentally fit for work in the posts for which they are engaged.	Ongoing	Employment law adhered to.
Race Sexual Orientation  Disability Religion or belief Gender Age	Ensure that progress is good for all children  Monitor and assess impact of SES through: Pupil data – achievement, progress Pupil satisfaction survey	Develop tracking and monitoring systems	Ongoing	Tracking enables children from different groups to be monitored closely and action taken as appropriate

## **Gascoigne Primary School Accessibility Plan 2021-2024**

November 2021

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils,' issued by the DfES in July 2002.

Disability is defined by the Disability Discrimination Act 1995 (DDA)

' A person has a disability if she or he has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

### **Aims**

The main aims of this Accessibility Plan are to:

Reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

### **Responsibilities of the school**

The school recognises its duty under the DDA:

- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services.
- Not to have preconceived ideas about what pupils with disabilities can achieve and to enable them to have the same opportunities to fulfil potential.
- To deliver a balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorse the principles in the National Curriculum 2013 framework, which underpin the development of a more inclusive curriculum. This will include setting suitable learning challenges, responding to pupil's diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **The main priorities in the school's plan are:**

1. Increasing access to the curriculum for disabled children and young people.

The school will continue to develop and improve its capacity to meet the needs of pupils with disabilities through continued professional development of staff and in liaison with specialist agencies.

2. Improving the physical environment of the school.

The school will take account the needs of pupils and visitors with physical needs and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

3. Improving the provision of information for children and young people with disabilities.

The school will engage local services, including those provided through the LA Local Offer. Our own school SEND Information Report will signpost parents and young people to appropriate services. School will provide information in alternative formats when required or requested.

### Action plan

	Objective	Responsibility	Success Criteria	Timescale	Achieved
Increasing access to the curriculum for children and young people with disabilities.	Review systems for the early identification of children of who are underachieving or have Special Educational Needs Develop procedures for auditing SEN so all staff are identifying children who need intervention as early as possible Review and improve provision of intervention and support programmes including auditing expertise of each Teaching Assistants and identifying training needs linking to IPP	Inclusion Manager (SENCo) HT	Systems effectively identifying children whose progress is causing concern Intervention in place to meet needs and IEPs to show progress Training programme in place for TAs		Ongoing due to varying needs of each cohort and staff changes  Regular training & support sessions for TAs
Improving the provision of information for disabled children and young people	Classroom environments to be reviewed with regard to reducing acoustic interference for pupils using radio aids to support hearing. Consider purchase of a portable induction loop, and ensure that the unit is on show and plugged in. The unit can be taken to other areas of the school as required.	Inclusion Lead	Classroom environment review with Inclusion Lead and STA for HI Improved hearing experience for our HI pupils		
Improve independent accessibility to the main building for pupils with mobility needs	Pupils with mobility needs (and/or staff supporting them) to have access to a remote control to the electronic door in KS2 as appropriate	Site Manager Inclusion Lead	Remotes with appropriate staff/pupils to increase independent access of school site		

	<b>Objective</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Achieved</b>
Increasing access to the curriculum for disabled children and young people	Develop a collective understanding of what it means to be “inclusive” and why it is important To ensure the school fulfils its duties effectively in relation to the “Disability Discrimination Act”	HT Inclusion Lead	All staff able to demo’ inclusive practice	Ongoing	Ongoing – inclusion is a continual journey not a status
Increasing access to the curriculum for disabled children and young people	Review and update Local offer and SEND policy to reflect current best practice and provision available at school	Inclusion Lead	Local offer on website and shared with parents	October 2020	

	<b>Objective</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Achieved</b>
Increasing access to the curriculum for disabled children and young people	Review all curriculum policies and procedures to reflect needs of disabled children and young people Ensure all areas of the curriculum are accessible including the physical accessibility of specialist areas Review staff training and improve access to physical, visual and auditory aspects of the curriculum with the support of the Specialist Teacher Advisory Service for PD, VI and HI.	Subject Leads  Inclusion Lead  DHT	All curriculum policies reviewed External support utilised Consistent access to learning opportunities	annually	
Improving the physical environment of the school	Publish on website that drivers with disabilities and parent/carers of children with disabilities are allowed to park in the staff car park Ensure all lights are maintained (clean and regularly replace) to improve light levels	ICT support Site Manager	Info published  Lighting levels good	Ongoing for maintenance purposes	



## **Related policies**

This plan will contribute to the review and revision of related school policies, for example:

- Equal Opportunities policy
- SEN policy
- Curriculum policies

## **Arrangements for complaints**

Any complaints regarding accessibility should initially be discussed with the Inclusion Managers/SENCOs via [lnnochiri@gascoigne.co.uk](mailto:lnnochiri@gascoigne.co.uk) or [cmonks@gascoigne.co.uk](mailto:cmonks@gascoigne.co.uk) If your request has not been resolved then this will be passed onto the Headteacher [jpreston@gascoigne.co.uk](mailto:jpreston@gascoigne.co.uk) or the Chair of Governors [rahat.ismail@lbbd.gov.uk](mailto:rahat.ismail@lbbd.gov.uk)

## **Health and Safety**

All work must be in accordance with the school's Health and Safety Policy. Health and safety is the responsibility of the whole school community. Specific responsibilities for monitoring safety rest with the subject co-ordinator, Headteacher and governors of the school.

## **Responsibilities**

*The provision and development of this Access Policy is the responsibility of the Special Educational Needs Coordinator and the Governing Body of Gascoigne Primary School.*

The responsibility for delivering the aims in this policy rests with the Headteacher, the Special Educational Needs Coordinator and the staff. The governors fully respect and support their professional skills and judgement in carrying out their responsibilities

**Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site**

Question	Location	Comments/notes/actions	Priority (RAG)
<p><b>A1. What information do you provide for finding the school site and about facilities available for disabled people?</b> Does your school brochure or website include a map containing information for disabled visitors?</p>	Office/ website	<p>Information regarding location of school and accessibility on website.</p> <p>Through our recent accessibility consultation with parents (Oct21), one stakeholder did not find the front of the school accessible, this is being reviewed.</p>	A
<p><b>A2. Within the school site, are routes to the main entrance clearly signed?</b> Signs should be consistent, clear and located where all can read them.</p>	Gascoigne Road site The Shaftesburys site	Yes, School Entrances well sign posted.	G
<p><b>A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers?</b> Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?</p>	Gascoigne Road site The Shaftesburys site	Yes,	G
<p><b>A4. Are paths on route to the main entrance at least 900mm wide?</b></p>	Gascoigne Road site The Shaftesburys site	Yes, although significant regeneration around The Shaftesburys site causing some difficulty for wheelchair users to access pathways.	A

**Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site**

Question	Location	Comments/notes/actions	Priority (RAG)
<p><b>A5. Are paths in good condition and free from loose materials, puddles and potholes?</b></p>	Gascoigne Road site The Shaftesburys site	Yes, one path (Gascoigne Road) newly tarmacked, another main path (Gascoigne Road) will be tarmacked soon.	G

<b>A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?</b>	Gascoigne Road site The Shaftesburys site	Rest points / benches are provided	G

**Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>B1. What arrangements are in place for disabled drivers/visitors to park?</b>	Gascoigne Road site The Shaftesburys site	Disabled drivers and visitors are allocated parking bays.	G
<b>B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?</b>	Gascoigne Road site The Shaftesburys site	They are very close.	G
<b>B3. Are designated accessible parking bays clearly marked with clear signage?</b>	Gascoigne Road site The Shaftesburys site	Yes	G

**Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails, step nosings, lighting</b>	Gascoigne Road site The Shaftesburys site	No	G

<b>C3. If steps are the only way to access the main entrance, is there an alternative step free entrance?</b> This is the least ideal situation. Any alternative entrance should offer a dignified experience and should be clearly signed and managed.	Gascoigne Road site The Shaftesburys site	NA	G
<b>C4. Is the main entrance easily identifiable against remaining building(s) by day and night?</b> Is the entrance obvious, well-lit and signed?	Gascoigne Road site The Shaftesburys site	Yes	G
<b>C5. If there is a security control system or request assistance call button, is it accessible from both a standing and seated position?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>C6. How easy are your entrance doors to use?</b> For manual doors, consider the door weight and type and height of the door handle.	Gascoigne Road site The Shaftesburys site	The main doors are automatic on both sites.	G
<b>C7. If you have a lobby, is it accessible?</b> Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?	Gascoigne Road site The Shaftesburys site	Yes	G

**Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>D1. Does the reception area provide good lighting that doesn't cast shadows or glare?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>D2. If there is seating provided is it accessible to everyone?</b>	Gascoigne Road site The Shaftesburys site	Yes	G

<b>D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>D4. If there is a reception counter is it welcoming and accessible for everyone?</b>	Gascoigne Road site The Shaftesburys site	Yes	G
<b>D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs?</b> For example, do you provide information in large print, Braille or audio tape?	Gascoigne Road site The Shaftesburys site	Available on request.	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Main Building - Ground Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	Fully wheelchair accessible	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	Yes, already ramped	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Main Building - First Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	Fully wheelchair accessible, accessibility by lift.	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	No	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Dining Hall**

Question	Location	Comments/notes/actions	Priority (RAG)
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	A	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	Yes	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	No	G
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Reception Building (EYFS)**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	Fully wheelchair accessible	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	Yes	G



<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	No	G
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Annex – Ground Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	Fully wheelchair accessible	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	Yes, already ramped	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	No	G
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**Gascoigne Road – Annex – First Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	Gascoigne Road site	Not wheelchair accessible – no lift access only staircase.	A
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	Gascoigne Road site	Yes – staircase to this floor and no lift access.	A

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	Gascoigne Road site	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	Gascoigne Road site	No, only used by one Year Group.	G
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	Gascoigne Road site	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**The Shaftesburys - Ground Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	The Shaftesburys	Fully wheelchair accessible	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	The Shaftesburys	Yes	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	The Shaftesburys	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	The Shaftesburys	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	The Shaftesburys	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**The Shaftesburys - First Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	The Shaftesburys	Fully wheelchair accessible – accessible by lift	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	The Shaftesburys	Yes	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	The Shaftesburys	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	The Shaftesburys	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	The Shaftesburys	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**The Shaftesburys - Second Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	The Shaftesburys	Fully wheelchair accessible – accessible by lift	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	The Shaftesburys	Yes	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	The Shaftesburys	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	The Shaftesburys	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	The Shaftesburys	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

**The Shaftesburys – Third Floor Floor**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>When moving from the reception area to other areas on this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</b>			
<b>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted</b>	The Shaftesburys	Fully wheelchair accessible – accessible by lift	G
<b>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</b>	The Shaftesburys	Yes	G

<b>E3. When considering doors on circulation routes, can doors be used easily by everyone? Could they be adapted to improve accessibility?</b> If you have numerous doors there is an optional door schedule at the back of the audit form to assist you with identifying each door and any improvements needed	The Shaftesburys	Yes	G
<b>E4. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</b>	The Shaftesburys	Internal signage to be reviewed	A
<b>E5. Can colour contrast be improved? e.g. Are doors visible against background walls and floors?</b>	The Shaftesburys	Yes	G

**Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>E6. Are all general classrooms and teaching spaces accessible?</b>	The Shaftesburys Gascoigne Road	The Shaftesburys site - Yes Gascoigne Road site – first floor of the annex is not accessible for wheelchair users but there are classrooms downstairs fully accessible.	A
<b>E7. If you have specialist curriculum areas, are they accessible to everyone?</b> Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated	The Shaftesburys Gascoigne Road	Yes – Food Technology Room is fitted with a rise and fall sink.	G

<b>E8. What activities take place in your Assembly Hall? Are these activities accessible to everyone?</b>	The Shaftesburys Gascoigne Road	Yes	G
<b>E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?</b> If you have numerous sets of stairs there is an optional stair schedule at the back of the audit form to assist you with identifying each set of stairs and any improvements needed	The Shaftesburys Gascoigne Road	Three classrooms on first floor of annex Gascoigne Road site not accessible as no lift but three classrooms downstairs with same facilities.	A
<b>E10. If there is a passenger lift, does it meet the guidance given</b>	The Shaftesburys Gascoigne Road	Yes, lift on both sites (main buildings) but not in Annex.	A

**Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>F1. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities?</b> This section relates to all standard toilets, used by pupils, staff and visitors	The Shaftesburys Gascoigne Road	Yes	G
<b>F2. Is there a dedicated accessible unisex toilet suitable for wheelchair use?</b>	The Shaftesburys Gascoigne Road	Yes, within all buildings/Annex including dining hall.	G
<b>F3. If you have shower and changing facilities, are they accessible to everyone?</b>	The Shaftesburys Gascoigne Road	Yes	G



<b>F4. Is there a dedicated/separate wheelchair accessible shower and changing area?</b> This may be contained within a wheelchair accessible toilet area or hygiene room	The Shaftesburys Gascoigne Road	Yes	G
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**Part G: Fire Evacuation - Means of escape for disabled people**

<b>Question</b>	<b>Location</b>	<b>Comments/notes/actions</b>	<b>Priority (RAG)</b>
<b>G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?</b> If a fire exit is ramped and is only used as an exit then a level landing is not required	The Shaftesburys Gascoigne Road	Yes	G
<b>G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel?</b> This question is only relevant to multi storey sites	The Shaftesburys Gascoigne Road	Yes	G
<b>G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place?</b> This question is only relevant to multi storey sites	The Shaftesburys Gascoigne Road	Not currently as have no wheelchair users, but will further develop this.	A
<b>G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate?</b>	The Shaftesburys Gascoigne Road	Personal Emergency Evacuation Plans (PEEP) in place for pupils with physical/sensory disabilities PEEPs are also in place for staff with mobility needs.	G

<b>G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm?</b> This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas)	The Shaftesburys Gascoigne Road	No	A
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<b>Part H: Other information about your school – this section contains any other information about your school that is relevant to your Accessibility Plan</b>			
<b>H1. Are there any plans for future extensions, adaptations to any buildings e.g. change to curriculum areas or new areas which might incorporate access improvements?</b>	The Shaftesburys Gascoigne Road	No	G
<b>H2. Does your school hire out spaces to private clubs or organisations?</b>	The Shaftesburys Gascoigne Road	Yes	G
<b>H3. Does your school offer adult education courses?</b>	The Shaftesburys Gascoigne Road	No	G