



Darley & Summerbridge Community Primary Schools



Accessibility Plan (2020 - 2023)

Rationale

At Darley & Summerbridge Primary Schools we believe that children learn best in a friendly, happy and caring school community. We aim to encourage independent learning through swift acquisition of core learning skills, investigation and first-hand experience. In this way we enable our children to develop and acquire a wide range of skills in all areas of the curriculum. The needs and abilities of each individual child are our first concern and to this end, we believe that education is a partnership between the school, the children and their parents.

Aims and Purpose

This Accessibility Plan has been drawn up to cover the period from Summer 2020 until Summer 2023. The plan is available in large print and can be made accessible in other formats, if required. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The purpose of this plan is to show how Darley & Summerbridge Community Primary Schools promote accessibility of our school for disabled pupils, staff, parents/carers and visitors, as well as an awareness of the accessibility challenges which our schools present. Our aim is to continue to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

In order to inform this plan, an accessibility audit was undertaken by the school SENCO, SEND lead and SEN governor. The audit aimed to paint an accurate picture of the accessibility of the schools to all pupils, staff, parents/carers and visitors, and to identify areas where changes could be made to improve accessibility, ranging from small non-structural adjustments to possible major structural alterations. Full details of the audit and recommendations can be found in Appendix A of this plan.

Darley & Summerbridge Primary Schools are committed to providing an environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

To this end, the school will:

- Comply with the DDA through provision of policies covering SEND and Inclusion, Safeguarding and Child Protection
- Ensure disabled pupils are not discriminated against in terms of admissions and exclusions (as confirmed by these policies)
- Recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out school activities
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, endorsing the key principles in the National Curriculum and EYFS Framework
 - Set suitable learning challenges and targets, responding to pupils' diverse learning needs, to overcome potential barriers to learning and assessment for individuals and groups of pupils
 - Seek and follow the advice of LA services, such as specialist teacher advisers, SEN professionals and health professionals
 - Provide teachers and teaching assistants with the necessary training to teach and support disabled pupils
 - Ensure classrooms are organised for disabled pupils and ensure that lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity

- Provide access to technology/equipment appropriate for pupils with disabilities
- Make school visits accessible to all pupils irrespective of attainment or impairment, removing all barriers to learning and participation

Role of Headteacher and Governing Body

The role of the Headteacher and Governing Body is to ensure that the physical environment of the school is compliant with DDA. Furthermore, the Headteacher and Governing Body should ensure that all school information is provided in accordance with DDA.

As such, the headteacher and governing body will:

- Ensure they have read and understood the recommendations made within the accessibility audit (Appendix A)
- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises (such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings)
- Ensure access for all pupils in the following areas: academic, sporting, play, social facilities, classrooms (including external classrooms), the hall, the library and playgrounds
- Support any pupils who use wheelchairs and those with mobility difficulties to move around the school without experiencing barriers to access such as those caused by doorways, steps/stairs and toilet facilities
- Ensure pathways of travel around the school site and parking arrangements are safe, routes are logical and well-signed and that emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- Ensure visual signing is clear to all pupils with disabilities, that all areas are well lit, and that furniture and equipment is selected, adjusted and located appropriately
- (With support from the LA) provide information in alternative formats when required or requested (including information in a 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)
- Ensure that staff members are familiar with technology and practices developed to assist people with disabilities
- Ensure that, where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school will provide reasonable adjustments

Role of Parents

In order to meet the needs of disabled pupils, the school requires full information. The school will ask the families of prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education and Health Care Plan, the school will work with the Local Authority (LA) who makes and maintains the plan to ensure that the identified provision is delivered in an appropriate manner. In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Monitoring

This policy will be kept in the school office. This policy will be reviewed every three years by the SENCO and the Federated Governing Body of Darley & Summerbridge Community Primary Schools.

Signed _____ Chair of Governors

Signed _____ Head teacher

Date adopted by Governing Body _____

APPENDIX A.



The Federation of Darley and Summerbridge Community Primary Schools Accessibility Audit 2020



This audit was undertaken by the school SENCO, SEND lead and SEND governor in two stages:

1. Information gathering conducted as a walkthrough audit and inspection of both buildings using a checklist.
2. Results and recommendations for possible improvements that can be made to the buildings, ranging from small non-structural adjustments to possible major structural alterations.

Checklist areas (this list is not exhaustive but aims to cover many of the key areas of the physical school buildings and access to the curriculum).

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|---|---|
| 1. Approach to the schools | 13. Internals ramps |
| 2. Car parking | 14. Internal doors |
| 3. Route to main entrance | 15. WCs general provision |
| 4. External ramps | 16. WC provision for disabled users |
| 5. External steps | 17. Kitchen, dining hall and staff room |
| 6. Entrance doors | 18. Means of escape |
| 7. Lobby and reception areas | 19. Building management |
| 8. Reception desk | 20. Lifts/stair lifts |
| 9. Corridors, hallways and internal circulation | 21. Outdoor spaces |
| 10. Wayfinding and signage | 22. Information access |
| 11. Classrooms and facilities | 23. Access to the curriculum |
| 12. Internal stairs and steps | |

1. Approach to schools				
Item number	Issue	Darley	Summerbridge	Notes
1.1	Is the school accessible from a main road?	Yes	Yes	Both schools sites are located on the main road running through each village – Main Street in Summerbridge and Main Street in Darley.
1.2	Are their transport links near school?	Yes	Yes	The number 24 bus provides transport links between Harrogate and Nidderdale, stopping in both Darley and Summerbridge. There is a bus stop approximately 60 metres from Darley School on Main Street, Darley, and approximately 100 metres from Summerbridge School on Main Street, Summerbridge, outside Summerbridge Stores.
1.3	Are pavements and surfaces outside school level and smooth?	Yes	Yes	The pavements outside both schools are smooth surfaces, though the pavement/walkway from Main Street, Summerbridge, to the main school entrance is on quite a steep hill down Foundry Lane.
1.4	Is there a lot of traffic on approach to schools?	Yes	Yes	Main Street, Summerbridge provides a main route to Pateley Bridge from Harrogate and as such there is frequent traffic on the road, including lorries and tractors. Main Street, Darley, is less busy as it is not a main thoroughfare, however as it is set within an agricultural area, with many housing developments being built nearby, there is still a lot of traffic.
2. Car Parking				
2.1	Are there yellow zigzags to prevent parking directly outside school building?	Yes	Yes	At Summerbridge, yellow zigzag lines extend the full length of the school fence on Main Street to the other side of Foundry Lane. At Darley, yellow zigzag lines extend from the school car park along the front of the school past the main entrance.
2.2	Are car parking spaces reserved for disabled people near the main entrance?	No	No	At Summerbridge, there is not a designated car park and most staff and visitors park on the roads closest to school (Foundry Lane, Main Street, Hartwith Avenue). At Darley, there is a designated school car park but no reserved parking spaces for disabled people.

2.3	Are disabled parking spaces well marked and signposted?	NA	NA	
2.4	Are there safe walkways for pedestrians through car parks?	No	NA	There is no car park at Summerbridge. The car park at Darley is small and can accommodate 8 cars with clear visibility during the daytime. There are no clearly marked pedestrian walkways through the car park.
2.5	Are parking areas well-lit and free from heavy shadows?	No	No	The parking area used at Summerbridge (alongside the school building on Foundry Lane) has one external light outside the side door of the school building on Foundry Lane, though this only provides a little light for whichever car is parked nearby. The main road has streetlights spaced evenly up the road, though spaces between each light can be quite dark. The car park at Darley School has no light at all. The streetlight directly outside the main entrance is currently not working and as such, leaving school to access the car park on a dark evening is very challenging. Some light is provided from the school hall, but if this is not in use, the car park is in complete darkness.
3. Route to Main Entrance				
3.1	Is the main entrance to the school easily identifiable?	Yes	No	The main entrance at Summerbridge School is not very obvious as it is part of the extension building, rather than the original building of the school. Though the paths through the front garden lead to this entrance, it is not well sign-posted and an additional entrance of Foundry Lane causes some visitors confusion. The main entrance at Darley School is very obvious as there is only one door at the front of the building, which is part of the original school building and it is situated next to the school sign with name.
3.2	Are there any barriers to easy movement to the main entrance?	Yes	Yes	While both schools have ramps to access the main entrance, barriers situated between the road and pavement create awkward angles to

				navigate round to access the ramps. These may require additional manoeuvring for wheelchair users.
3.3	Are surfaces on routes to the main entrance smooth and level?	Yes	No	The ramp and area directly outside the main entrance at Darley School is concreted and is therefore smooth. The ramped path within Summerbridge School is made from paving stones and while mostly level, if a paving stone becomes loose, this can create some trip hazards or uneven surfaces.
3.4	Are pedestrian routes between disabled parking and main entrance accessible?	No	No	There are no disabled parking spaces at either school. There is a clear pedestrian route (via the pavement) from the car park to the main entrance at Darley School. There is no specific pedestrian route from parking areas to the main entrance at Summerbridge School other than the main pavement.
4. External ramps				
4.1	Are there external ramps at main entrance or any other entrance to school building?	No	Yes	While there is ramped access from the pavement to the school building at Darley School, there are 5 steps up to the main entrance door. There is no external ramp at the main entrance door. There is level access from the car park to the school hall that does not require use of a step, though some wheelchair users or those with mobility difficulties may need additional support to cross the lip of the doorway. At Summerbridge, there is a ramped pathway from the main gated entrance into the school grounds, which leads onto a paved path to the main entrance door.
4.2	Is there a continuous handrail on each ramp?	Yes	Yes	There is a fence/handrail along the length of the ramp from the pavement to the school building at Darley School. There is no ramp to the main entrance door. There is a handrail along the ramp which leads into Summerbridge School grounds from Foundry Lane, though it does not extend along the full length of the path which leads to the main entrance door.
5. External steps				

5.1	Do all steps have contrasting edging?	No	No	External steps at Summerbridge and Darley School do not have contrasting edging.
5.2	Is there a continuous handrail on each stair flight?	Yes	Yes	There is a continuous handrail on each stair flight outside the main entrance to both schools.
6. Entrance doors				
6.1	Is the main entrance door wide enough for a wheelchair to pass through?	Yes	Yes	Both schools have main entrances which are wide enough for a wheelchair to pass through, however the main entrance at Darley is not accessible to wheelchair users and may be challenging to those with mobility difficulties due to steps leading up to it. The accessible entrance into the school hall at Darley is wide enough for a wheelchair to pass through. However, electric wheelchair users or those with mobility difficulties may need assistance to get over the lip of the door.
6.2	Is there an automatic opening system for the main entrance door?	No	No	Both schools have main entrance doors which must be operated manually to open.
6.3	Is the door handle (lever, push plate or pull handle) easy to grasp with one hand?	Yes	Yes	The door handle at Darley school is a pull handle which can be grasped with one hand, though only if standing on the set of steps leading up to it. The door handle at Summerbridge School is a lever which can be grasped with one hand.
7. Reception Areas				
7.1	Is there space for a wheelchair user to wait in reception area?	Yes	Yes	Both schools have sufficient space in the corridor by the Reception area for a wheelchair user to wait, however both spaces are part of the main thoroughfare through the school building and, as such, may be busy or congested at certain times of day (e.g. transition times).
7.2	Is the reception area well lit and free from heavy shadows?	Yes	Yes	Both schools have Reception areas which are well lit.

7.3	Is there adequate seating in Reception area for visitors to wait if necessary?	No	No	There is no seating in Reception areas of either school as these are main corridors through the school and must be kept clear and obstruction free. However, chairs can easily be made available from staff rooms at each school for those who require rest while waiting.
8. Reception Desk				
8.1	Is the counter top of the Reception desk accessible to wheelchair users?	No	No	Neither school has a counter top area as such. There is a small set of shelves outside the Reception area at Summerbridge though these are for display, rather than counter top access. There is a clipboard available on the top of the shelves which can be passed to wheelchair users who require a surface to lean on (to sign documents, etc). There is a cupboard in the entrance hallway at Darley School where signing in books are kept. Again, this is on a clipboard which can be passed to a wheelchair user to lean on, as the cupboard top is not accessible unless standing.
8.2	Does the Reception window offer good visibility between staff and visitors?	Yes	Yes	At Summerbridge, there is a Reception window which offers good visibility between staff and visitors. At Darley, the administrator's office door is usually open, but when closed, a window in the door offers good visibility between staff and visitors.
9. Corridors, hallways and internal circulation				
9.1	Do corridors have a clear unobstructed width of 1.2m?	Yes	No	At Darley, corridors are wide and allow for unobstructed access through school. At Summerbridge, most corridors have a clear unobstructed width of 1.2m, however the entrance corridor to Class 2 is very narrow and at one point is only 90cm wide.
9.2	Can two wheelchairs pass each other in all circulation routes?	Yes	No	There are several circulation routes in Summerbridge School, such as the entrance corridor to Class 2, and the corridors to the Nursery and Reception classes which are not wide enough for two wheelchairs to pass each other.

				At Darley, most corridors are wide enough for two wheelchair users or those using mobility aids to pass each other.
9.3	Are corridors well lit and free from heavy shadows, glare and reflections?	Yes	Yes	Corridors in both schools are well-lit and maintenance staff ensure that any lighting strips that need to be replaced are done so as promptly as possible. However, there are some corners in school corridors which create blind spots, for example the corner of the school library at Summerbridge which blocks sightlines to the toilet corridor.
9.4	Are corridors and hallways free from trip hazards?	Yes	Yes	Circulation routes through the school are kept clear of trip hazards. Wet floor signs are used in the evenings to indicate that cleaning has taken place and that floors may be slippery. However, these are removed in the morning and put out of the way so they do not create an obstruction.
10. Wayfinding and Signage				
10.1	Are pathways and routes logical and well signed?	No	No	There is no internal signage at either school providing directions to different classrooms or spaces. However, both schools are very small and it is unlikely that a visitor would be touring the school unaccompanied. Some classrooms doors have signs with the name of their class, but not all.
10.2	Are non-visual guides used to assist people to use the building?	No	No	There are no non-visual guides available within the school building.
10.3	Are all signs printed in a simple sans serif font such as Arial or Helvetica?	NA	NA	
10.4	Are signs well contrasted to the background wall colour?	NA	NA	
11. Classrooms and facilities				
11.1	Is furniture and equipment selected, adjusted and located appropriately?	Yes	Yes	Classroom furniture is selected based on the age-range of pupils who will be using it, thus smaller furniture is used in Early Years and Key Stage 1 and larger furniture used in Key Stage 2. Standing desks are available for pupils who benefit from standing rather than sitting in lessons. Furniture is

				located within classrooms to suit the needs and learning styles of the pupils within the class.
11.2	Do furniture layouts allow easy movement for students with disabilities?	Yes	Yes	At the time that this audit was conducted, classrooms were limited in choice of layout due to Covid-19 restrictions and risk assessment. Due to the arrangement of desks in rows in each class, and changes to how personal items are stored within school, some classes have limited ease of movement for all students. Under normal circumstances, or if there were children with mobility difficulties attending the schools, classrooms would be laid out in a way which would allow much more freedom of movement for all pupils, including those with disabilities.
11.3	Is there access to quiet/calming rooms or work spaces for those children who need them?	Yes	Yes	At Summerbridge there is a calm down room in the school hall which has soft cushion, chairs and rugs as well as soft toys which can be used by children who need it. The school library also offers a break-out space for small groups or individuals though it is on a main corridor though school so can be quite busy with staff and other pupils. At Darley, the school library offers a quiet break-out space to those who require it. There is an activity area near the school hall which offers an alternative work space for small groups, though this is within a main thoroughfare through school and as such can be quite busy with other pupils/staff.
11.4	Are the acoustics of each classroom conducive to whole class teaching and learning? (e.g. reduction of echo and reverberation)	Yes	No	While most classrooms in both schools have low ceilings and are carpeted to reduce echo and reverberation, there are some classrooms which have poor acoustics. Class 2 at Summerbridge has a high ceiling and large windows. It is also situated on top of a cellar, which means that as a whole the classroom has a strong echo.
11.5	Are classrooms well-lit and free from heavy shadow and glare?	Yes	Yes	All classrooms are well-lit and free from shadow. Class 2 and 3 at Summerbridge School have blinds or curtains which can be drawn to reduce glare on whiteboard or computer screens on sunny days. The early years classrooms do not have working blinds or curtains. All classrooms

				<p>have light switches which can be turned off to reduce glare on whiteboards or computer screens as required.</p> <p>Ribble Class in Darley School has blinds that do not go to the base of the window, this can cause problems and is rectified by cardboard to block out the light.</p>
11.6	Is there good access to key facilities such as the classroom entrance, whiteboard and storage areas?	Yes	Yes	<p>At the time that this audit was conducted, classrooms were limited in choice of layout due to Covid-19 restrictions and risk assessment. Due to the arrangement of desks in rows in each class, some key facilities within the classroom are not as accessible as they would normally be or are currently not in use by pupils. However, classrooms have been adapted to ensure that essential items are readily available for pupils to access by having trays of learning resources on their tables, or space to store their personal items under their desks. Under normal circumstances, all classes would have good access to key facilities.</p>
12. Internal stairs and steps				
12.1	Is there a continuous handrail on each internal stair flight?	Yes	Yes	<p>At Summerbridge, there are two internal sets of stairs, one between the Reception area and the school hall, and one from the school library corridor to the Class 2 and 3 corridor. Both sets of stairs have a continuous handrail.</p> <p>In Darley, there are two internal sets of stairs, one from the activity area to Swale class, and one at the entrance to Wharfe class. Both sets of stairs have a continuous handrail.</p>
12.2	Do all steps have contrasting edging?	Yes	Yes	<p>At Summerbridge, there are two internal sets of stairs, one between the Reception area and the school hall, and one from the school library corridor to the Class 2 and 3 corridor. Both sets of steps have contrasting edging.</p> <p>In Darley, there are two internal sets of stairs, one from the activity area to Swale class, and one at the entrance to Wharfe class. Both have contrasting edging, though the contrast is not as strong on one set of stairs.</p>

13. Internal ramps				
13.1	Are there internal ramps in the building?	No	No	Both schools have two sets of internal steps. There are no internal ramps within either school building.
13.2	Is there a continuous handrail on each ramp?	NA	NA	
14. Internal doors				
14.1	Do internal doors allow a wheelchair user or those with mobility difficulties to get through unaided?	Yes	No	Most internal doors are propped open with a wedge during the school day and provide a space wide enough for a wheelchair user or someone with mobility difficulties to pass through unaided. The entrance corridor outside Class 2 at Summerbridge School is very narrow and as such a wheelchair user may have difficulty passing through this space; the door to the staffroom and headteacher's office are very narrow and would not be sufficiently wide for a wheelchair user to get through unaided. When doors are propped open in Darley School, they are wide enough to allow a wheelchair user to get through unaided, however Wharfe and Swale classes would be inaccessible due to steps outside each.
14.2	Are doors suitably contrasted against their surroundings?	Yes	Yes	Doors in Summerbridge School are painted in a darker colour to their surroundings, or are left in natural wood and have contrasting door frames surrounding them. Doors in Darley are typically wooden with glass panels making them contrasting against paintwork.
14.3	Are all doors fitted with vision panels?	Yes	Yes	All doors (apart from toilet doors and stock cupboards) at Summerbridge and Darley School have vision panels so that even when closed there is visibility from one side of the door to the other.
14.4	Are door handles (lever, push plate or pull handle) easy to grasp with one hand?	Yes	Yes	Most doors within Summerbridge School have handles which are easy to grasp with one hand. Some door handles are more difficult to operate than others. For example, the door handle for Class 2 is a knob rather than a lever which requires some manipulation to turn and also push the door at the same time. A lever handle would be easier to operate. Most doors at

				Darley are push plate or pull handle internally and then levers on exit/entrance doors.
15. WCs general provision				
15.1	Are door handles, cubicle latches, taps and flushing mechanisms operable with a closed fist?	No	No	At Darley some are operable with a closed fist but many of the fixtures are not. At Summerbridge, most mechanisms are operable with a closed fist apart from the taps in the Class 2/3 toilets which required grip with fingers and thumbs in order to operate as they are quite stiff.
15.2	Are fittings well contrasted against their backgrounds?	Yes	Yes	At both schools, the fittings contrast against the background due to the colour of the paint behind, but in some places where there is a mirror directly behind the contrast is not as effective.
16. WCs provision for disabled users				
16.1	Is an accessible toilet available within the building?	No	Yes	There is no accessible toilet at Darley School. There is an accessible toilet within the main entrance of Summerbridge School. This toilet functions as the main staff toilet, as well as a changing space for children in the school nursery.
16.2	Is the toilet clearly signed and the entrance free from obstruction?	NA	Yes	There is a disabled toilet sign on the outside of the door and the entrance is free from obstruction. Some items are stored within the toilet as it serves as a changing space for children in the school nursery, however, these are stored neatly and there is still ample room within the facility.
16.3	Does the toilet have an emergency call system within easy reach of the toilet?	NA	Yes	There is an orange pull cord directly above the toilet.
16.4	Is there a procedure in place for responding to an emergency alarm?	NA	Yes	When the cord is pulled, an alarm sounds outside the toilet and a red light above the door is illuminated. This is clearly visible from the Reception desk and as such a member of staff would be able to provide assistance. The door can be unlocked from the outside if required.

16.5	Does the accessible toilet have grab rails in contrasting colours to their surroundings?	NA	Yes	There are blue grab rails around the toilet, contrasted against the neutral-coloured walls. There is also a grab rail on the door to the toilet, though this is not contrasted against its background as the toilet door is painted dark blue.
16.6	Are door handles, cubicle latches, taps and flushing mechanism operable with a closed fist?	NA	Yes	There is a large handle and grab rails on the door to the accessible toilet which can be operated with a closed fist. The tap and flushing mechanism are also operable with a closed fist.
16.7	Are hand washing and drying facilities within easy reach of someone seated on the toilet?	NA	Yes	The sink and paper towel dispenser are both within easy reach of someone seated on the toilet.
17. Kitchen and dining hall				
17.1	Are dining tables accessible to wheelchair users?	Yes	Yes	There are a range of different tables used within the dinner hall, of a variety of heights. As such, tables of the correct height are easily obtained for use by wheelchair users.
17.2	Are aisles between tables wide enough to allow pupils to pass safely?	Yes	Yes	At the time that this audit was undertaken, the schools were operating under Covid-19 restrictions which impacted upon the way that lunches are served and tables are spaced within the school hall. At present, there is not sufficient space for those with mobility difficulties to pass safely between tables, however, arrangements would be made to ensure that this barrier was removed as and when required through a reconfiguration of tables or reconsideration of seating plan.
17.3	Are pupils with food allergies known to kitchen and dining staff?	Yes	Yes	Kitchen staff have a list of all pupils with food allergies and dietary requirements.
18. Means of escape/emergency procedure				

18.1	Are there emergency and evacuation procedures to alert all students?	Yes	Yes	Fire procedures within Summerbridge and Darley School include members of staff assigned to checking toilets and other areas before exiting the building in order to alert students who may not be in the classroom. Regular fire drills take place so that all pupils know where their nearest exit is and where they should assemble upon exiting the building.
18.2	Are all fire exits well signed in contrasting colours to their surroundings?	Yes	Yes	All fire exits have a green fire exit sign which glows in the dark and is reflective. These are well contrasted to their surroundings.
18.3	Is it possible for a wheelchair user or those with mobility difficulties to use all the fire exits from the areas to which they have access?	No	No	The fire exit next to the main entrance at Summerbridge School requires a step down onto the playground, and then navigation of two additional sets of steps to access the safe assembly area. Fire exits from Class 2 and 3 also required the use of steps in order to exit the building and access the assembly area. The fire exit from the smaller of the two Early Years classrooms is the only one which would allow for a wheelchair user or someone with mobility difficulties to exit easily and access the assembly area. At Darley, there are steps out of all entrances, except the school hall. Once over those steps there are then at least 5 steps to access the Assembly Area which is on grass which has to be accessed via a steep hill.
18.4	Do emergency alarm systems cater for those with hearing impairment?	No	Yes	The school fire alarm at Summerbridge School caters for those with hearing impairments as a light flashes in each classroom when the alarm is sounding. If this was not seen, others would be able to alert those with hearing impairments. At Darley, it is just an alarm that sounds and then others alert those with hearing impairments.
19. Building management				
19.1	Is the school site reviewed annually to ensure overall safety?	Yes	Yes	Both schools are visited three times a year by the local authority health and safety inspector. These visits include ensuring that all necessary

				paperwork is completed for health and safety, and inspection of the school sites.
19.2	Are paths cleaned regularly to remove debris such as leaves, ice and snow?	Yes	Yes	Grounds maintenance staff regularly clear paths of debris such as fallen leaves and snow. Moss which grows on the school playground is removed with a pressure washer to reduce the risk of slippery surfaces.
19.3	Are circulation routes kept clear of obstructions?	Yes	Yes	Circulation routes throughout school are kept clear of obstructions. Wet floor signs are used in the evenings to indicate when cleaning has taken place and floors may still be slippery, but these are moved out of the way the following morning.
19.4	Are windows and blinds clean and in working order?	No	No	Some sets of blinds within Summerbridge and Darley School have missing panels and can be stiff or awkward to operate.
19.5	Is signage around school kept up to date?	Yes	Yes	There is limited signage around Summerbridge and Darely school but that which is available is kept up to date (e.g. Class names on classroom doors).
20. Lifts/stairs lifts				
20.1	Does the building have a lift that can be used by wheelchair users to allow access to different levels?	No	No	Neither school has a lift for accessing different levels.
20.2	Is there any other mechanical means provided to move between floors or levels?	No	No	There are no other mechanical means provided to move between levels within the school.
21. Outdoor spaces				
21.1	Are all external spaces accessible to all pupils for social and recreational activities?	No	No	The school playground at Summerbridge School is accessible from the main school building via an exit next to the school office, and another door next to the Class 2 classroom. There is also access from the Early Years classrooms via their outdoor areas. From the doors next to the office and next to Class 2, gaining access to the main school playground requires navigating several sets of stairs, some of which are very large. There is no

				<p>ramped access to the playground or school field from these exits. Level access from school to the playground is only available from one of the Early Years classrooms, via their outdoor area.</p> <p>At Darley, the lower playground can be accessed through the gate at the side of the building. It would be difficult to access the upper playground as there are steps at both ends of the playground. There is a gate access onto grass from the carpark which would enable some access, but the terrain may make it difficult to navigate for those with mobility difficulties.</p>
21.2	Is outdoor play equipment accessible to wheelchair users, or other students with mobility difficulties, hearing or vision loss?	No	No	<p>Summerbridge School has outdoor gym equipment such as cross trainers and cycle machines, however these would not be accessible to wheelchair users, and may not be accessible to students with mobility difficulties. The equipment would be easily accessed by those with hearing difficulties but may require supported access for those with vision loss.</p> <p>At Darley, there is a wooden agility playground which could not be accessed by those with mobility difficulties. On the lower playground ground, there are some raised beds but no specific equipment adaptations.</p>
21.3	Is there outdoor seating available which is accessible to all pupils?	Some	Some	<p>On the school playground at Summerbridge, there are tables and benches which are accessible to all pupils. There are two gazebos in the school grounds, one of which requires the use of steps to be accessed and another which has a raised platform and narrow entrance which would not be accessible for a wheelchair user, for example.</p> <p>At Darley, there is seating on the lower playground. The upper playground also has seating but as that playground is difficult to access for those with mobility difficulties this seating would not be accessible.</p>
22. Information access				
22.1	Are there arrangements in place to provide information in simple language, symbols, Braille, large print or audio	Yes	Yes	<p>Information regarding Special Educational Needs and Disabilities is available on the school website and by the end of the academic year 2020/21 will be available as audio files and in large print. School has access to Widgit Literacy Symbols software for those pupils who require</p>

	for those with difficulty interpreting standard forms of printed information?			information in visual form. Staff are also trained in Makaton on a needs-basis, to support individual learners. Large print resources can be easily produced for pupils who require them.
22.2	Do staff have facilities such as ICT to produce written information in different formats?	Yes	Yes	Staff have access to Widgeit Literacy Symbols on a needs-basis in order to produce written information in a visual format. Staff can easily manipulate the size of a font to produce large print resources.
22.3	Is information available to staff, students and parents in a way that is user friendly for all people with disabilities?	Yes	Yes	Information regarding Special Educational Needs and Disabilities is available on the school website and by the end of the academic year 2020/21 will be available as audio files and in large print.
23. Access to the curriculum				
23.1	Do staff regularly complete relevant training to teach and support children with SEND?	Yes	Yes	General SEN training and updates are provided termly by the federation SENCO and relate to the most prevalent needs identified within the SEN cohort. More specific training is provided to staff on an individual basis, depending on the pupils within their class, or with whom they have the most contact (e.g. staff may undertake Makaton training if they know that a Makaton user will be attending the school, or attend an autism training course if there is a child with a diagnosis of autism in their class).
23.2	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	Yes	Yes	Learning walks conducted by the school SENCO and other members of the Senior Leadership Team have identified clear differentiation within lessons to ensure that all children make good progress. The SLT undertake book and planning scrutiny to ensure that differentiation is in place in all classes. For pupils with SEND, SEN Support plan are completed each term by teachers and parents to outline pupils' barriers to learning and support that will be put in place for these children – this may include individual interventions or additional support in class, amongst other things.

23.3	Do all staff seek to remove all barriers to learning and participation?	Yes	Yes	SEN Support plans written each term by staff and parents clearly identify barriers to learning and ways that these can be removed or overcome through targeted support.
23.4	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	Yes	Yes	Through regular SEN updates by the federation SENCO, staff are reminded that planning should take account of the specific needs of pupils with SEND and should outline what scaffolding or support they will have within a lesson to ensure they are fully included in the curriculum. Teaching staff make effective use of teaching assistants to provide support, not only within lessons, but with the preparation of resources and materials which will support pupils with SEND. Extra-curricular activities are offered to all pupils within the school and where additional support for a child with SEND is required, this will be provided by teaching or support staff.
23.5	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	Yes	Yes	Through careful planning and preparation, teachers can make adjustments to lessons and activities to allow additional time for some students with disabilities to use equipment to complete practical work. Pupils may also be more closely supported by an adult or a peer to complete said activities, if it was felt to be appropriate.
23.6	Is technology available for those with disabilities as required?	Yes	Yes	Technology such as iPads and laptop computers are used across both schools to support learning. This may be through the use of clickr software to support accurate writing, typing work rather than writing for those with fine motor difficulties, or using targeted intervention programmes through computer software or online.
23.7	Do children with SEND have access to extra-curricular provision?	Yes	Yes	All extra-curricular activities are available to all pupils in both schools, including those with SEND. Where additional support is required for pupils with SEND to access extra-curricular activities, it is provided by teaching and support staff.

Results and Recommendations

Based on the information gathered through the audit, the following recommendations can be made in order to remove barriers within both schools.

Those highlighted in yellow indicate smaller non-structural changes which could be made in the near future at low cost, those left white are larger, structural changes that may be considered as and when building work takes place in the school, or specific funding becomes available:

Checklist area	Darley	Summerbridge
2. Car parking	<ul style="list-style-type: none">Consider creating a disabled parking space within the school car park, close to the accessible entrance at the side of the school hall.Improve external lighting, in particular to light school car park.	<ul style="list-style-type: none">Consider creating a car park for staff and visitors which includes a disabled parking space close to the school entrance. Or, consider creating an on-street disabled parking bay close to the school entrance (consult with NYCC).
3. Route to main entrance		<ul style="list-style-type: none">Add sign to main entrance of school to make it obvious from the main road/entrance to school grounds.Ensure regular inspection of pathways to main entrance to check for loose paving slabs and repair these promptly.
4. External ramps	<ul style="list-style-type: none">Consider adding external ramp to the main entrance of the school.	
5. External steps	<ul style="list-style-type: none">Paint contrasting edges to all external steps.	<ul style="list-style-type: none">Paint contrasting edges to all external steps.

6. Entrance doors	<ul style="list-style-type: none"> Consider the use of an automatic entrance system (hands free). 	<ul style="list-style-type: none"> Consider the use of an automatic entrance system (hands free).
9. Corridors, hallways and internal circulation		<ul style="list-style-type: none"> Create alternative access to Class 2 which is wide enough for a wheelchair to pass through.
10. Wayfinding and signage	<ul style="list-style-type: none"> Create simple signs in a san serif font in contrasting colour to background wall to provide directions around the school building. 	<ul style="list-style-type: none"> Create simple signs in a san serif font in contrasting colour to background wall to provide directions around the school building.
13. Internal ramps	<ul style="list-style-type: none"> Consider adding internal ramps to the sets of stairs within school so that all classrooms are accessible to those with mobility difficulties. 	<ul style="list-style-type: none"> Consider adding internal ramps to the sets of stairs within school so that all classrooms and group areas are accessible to those with mobility difficulties.
15. WCs general provision	<ul style="list-style-type: none"> Consider installation of more easily operable taps and mechanisms in school toilets. 	<ul style="list-style-type: none"> Consider installation of more easily operable taps and mechanisms in school toilets.
16. WC provision for disabled users	<ul style="list-style-type: none"> Consider creating an accessible toilet in Darley School. 	<ul style="list-style-type: none"> Consider use of internal ramps in school so that the disabled toilet is accessible to those working in other parts of the school building.
18. Means of escape/emergency procedures	<ul style="list-style-type: none"> Consider installation of internal and external ramps so that wheelchair users are able to escape from any part 	<ul style="list-style-type: none"> Consider installation of internal and external ramps so that wheelchair users are able to escape from any part

	<p>of the school building in the case of an emergency</p> <ul style="list-style-type: none"> • Install fire alarms with automatic flashing lights to alert those with hearing loss 	<p>of the school building in the case of an emergency</p>
19. Building management	<ul style="list-style-type: none"> • Quickly replace or repair faulty blinds in classrooms 	<ul style="list-style-type: none"> • Quickly replace or repair faulty blinds in classrooms
20. Lifts/stair lifts	<ul style="list-style-type: none"> • Consider the installation of internal ramps to allow ease of access between different levels within the school building 	<ul style="list-style-type: none"> • Consider the installation of internal ramps to allow ease of access between different levels within the school building
21. Outdoor spaces	<ul style="list-style-type: none"> • Consider alteration to the layout of school playgrounds to make them more accessible to all, including external ramps so that all levels of the playground are accessible. • Consider the installation of more inclusive play equipment which can be accessed by those with mobility difficulties, hearing loss or vision loss. 	<ul style="list-style-type: none"> • Consider alteration to the layout of school playgrounds to make them more accessible to all, including external ramps so that all levels of the playground are accessible. • Consider the installation of more inclusive play equipment which can be accessed by those with mobility difficulties, hearing loss or vision loss.