

Point	Action	In Place		
		Yes	No	Needs Checking

External:

Are pathways into and around the school level or suitable for a wheelchair user and edges of pathways marked?	Wheelchair access to main entrance – ramp. Ramped pathways around school. Tarmac uneven into staff room. Edges of pathways need remarking.			✓
Are pathways into and around the school well maintained and free of hazards e.g. leaves?		✓		
Are all external and internal doors level or with ramped access?	Not all but can access main areas of the school via an alternative route. There is no ramped access to Eagles external doors or the First Aid Room also one exit onto the football playground.		✓	
Are door security systems accessible to all?	Locks on doors are at adult height for security reasons but these are not used routinely. Lock on mail entrance is too high for wheel chair user but access is gained by intercom.	✓		
Do all external and internal doors have a clear colour contrast between the door frame and wall and door handle and door? Are handles and a door bell (where appropriate) at wheelchair user height?	Most doors have a metal handle which is different in colour to the door and wall. The external door to the football playground both the door and handle are blue. Door frames are darker than the wall and doors. Handles are at wheelchair height but not light			✓

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	switches.			
Do driveway and car access areas have clear marked, designated crossing zones?			✓	
Is there designated parking for disabled drivers?		✓		
Can all students access the outdoor sporting facilities and are markings clear?		✓		
Are all rails, bollards etc in high contrast colours?		✓		

Moving around the school:

Are steps highlighted with yellow or white non slip paint?	Needs repainting	✓		
Are risers on the steps also highlighted in contrasting paint?	Needs repainting – not clear	✓		
Is lighting in corridors and on stairs of good quality and even, not patchy?	Strip lighting used extensively, KS2 corridor near toilets have new lighting	✓		

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Can a pupil who uses a wheelchair move freely around the corridors and access all classrooms without encountering steps, stairs or clutter?	No not without external detours. No access to hall from main entrance or to KS2 corridor/classrooms.		✓	
Is there flexibility over lesson change times to enable pupils to move around school at quieter times?		✓		
Have all reasonable steps been taken to reduce background noise in corridors?	Corridors have easy wipe flooring installed in recent years. School feels reasonable steps have been taken	✓		
If the internal environment is compromised by changes in levels can timetabling overcome these barriers without affecting the inclusion of a pupil?		✓		
Are evacuation procedures and fire alarms accessible to all pupils in all areas of the school?		✓		
Are door handles fitted at a height accessible to all?		✓		
Are light switches at an appropriate height level for all children and in areas of low light are they able to be locked on or off?	Light switches are too high for a wheelchair user. Although in classes they are lower.			✓

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Wherever possible plain glass doors should be avoided. However where they are already there are they marked at a variety of levels to improve visibility?	N/A			
Is/are there accessible toilet(s) of a size to accommodate a changing couch and hoist (Derbyshire standard)?		✓		
Are there quiet or 'chill out' areas in the school for children to visit when required? If so are these rooms appropriately decorated and free from over stimulation?		✓		
Are there areas in the school where pupils can go to as an alternative to going outside?		✓		
Are areas of the school identified through use of colour e.g. Maths-Blue, Science – Red?	N/A.			

Signage:

Are doors labelled at a variety of heights (including at eye level) and accessible to all users?		✓		
Do toilet doors have clear accessible signs?		✓		

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Are signs of an appropriate size and in contrasting colours to doors?		✓		
Is the language used in signs accessible and do signs have visual cues?		✓		

Classrooms: N/A

Do all classrooms used for practical subjects have: <u>Design Technology</u>				
<ul style="list-style-type: none"> • integral adjustable height workstations 	N/A			
<ul style="list-style-type: none"> • hazard taping around machinery equipment 	N/A			
<ul style="list-style-type: none"> • non reflective table surfaces 	N/A			
<ul style="list-style-type: none"> • plain and non-reflective flooring 	N/A			
<ul style="list-style-type: none"> • visual and auditory alarm system 	N/A			
<ul style="list-style-type: none"> • appropriate low cost adapted equipment 	N/A			

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<u>Food Technology</u>	N/A			
<ul style="list-style-type: none"> • integral adjustable height workstations 	N/A			
<ul style="list-style-type: none"> • hazard taping around machinery equipment 	N/A			
<ul style="list-style-type: none"> • non reflective table surfaces 	N/A			
<ul style="list-style-type: none"> • plain and non-reflective flooring 	N/A			
<ul style="list-style-type: none"> • appropriate low cost adapted equipment? 	N/A			
<u>Science</u>	N/A			
<ul style="list-style-type: none"> • integral adjustable height workstations 	N/A			
<ul style="list-style-type: none"> • hazard taping around machinery equipment 	N/A			
<ul style="list-style-type: none"> • non reflective table surfaces 	N/A			
<ul style="list-style-type: none"> • plain and non-reflective 	N/A			
<ul style="list-style-type: none"> • flooring 	N/A			
<ul style="list-style-type: none"> • appropriate low cost adapted 	N/A			

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equipment?				
<u>ICT</u> <ul style="list-style-type: none"> integral adjustable height workstations 	Laptops and IT devices are used at children's desks	✓		
<ul style="list-style-type: none"> Computers in glare free environment and away from direct sunlight 	Blinds in classroom to avoid glare	✓		
<u>Art</u> <ul style="list-style-type: none"> integral adjustable height workstations 	N/A			
<ul style="list-style-type: none"> non reflective table surfaces 	N/A			
<ul style="list-style-type: none"> plain and non-reflective flooring 	N/A			
<ul style="list-style-type: none"> appropriate low cost adapted equipment? 	N/A			
<u>PE</u> <ul style="list-style-type: none"> Is there hazard taping around low contrast PE equipment e.g. benches 	Benches are in different colours but not taped round edges. But would be if a VI child was in school.		✓	
<ul style="list-style-type: none"> Is lighting in sports halls and changing rooms of a high quality and are broken 		✓		

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bulbs replaced quickly?				
<ul style="list-style-type: none"> Is every effort used to reduce background noise 		✓		
<ul style="list-style-type: none"> Is flooring in the sports hall / gym non shiny? 		✓		
<ul style="list-style-type: none"> Is there an accessible toilet(s) of a size to accommodate a changing couch and hoist (Derbyshire standard)? 		✓		
<ul style="list-style-type: none"> Are the sporting facilities and changing rooms accessible to wheelchair users? 	N/A			

Standard Classrooms

<ul style="list-style-type: none"> Is an adjustable height desk available in all classrooms? 	This would be purchased if it was needed. Individual workstation is held in storage with and adjustable seat. Adjustable height group tables in KS1	✓ In KS1		
<ul style="list-style-type: none"> Are all whiteboards at an appropriate and accessible height? 		✓		

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<ul style="list-style-type: none"> Are classrooms organised to give the disabled pupil easy access to their own specialist or adapted equipment? 		✓		
<ul style="list-style-type: none"> Are adequate sockets available in rooms for additional technology used by a child and in positions which will avoid trailing wires? 		✓		
<ul style="list-style-type: none"> Is there adequate space for the secure storage of additional specialist pupil equipment and materials? 		✓		
<ul style="list-style-type: none"> Are classrooms organised to give the disabled pupil easy access to classroom resources? 		✓		
<ul style="list-style-type: none"> Is appropriate, low cost specialist equipment provided? e.g. talking microwave; visual display; one handed whisk; word-processor? 	Would be borrowed or purchased if required			
<ul style="list-style-type: none"> Is light controllable by anti glare film/blinds? 		✓		

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<ul style="list-style-type: none"> Are there sufficient soft furnishings (e.g. carpets / rubber stoppers on the bottom of chairs / curtains / soft surfaces on tables) to reduce background noise? 	Apart from corridors	✓		
<ul style="list-style-type: none"> Is contrast and clarity taken into consideration in the redecoration of room e.g. floor and walls/skirting board; door frame and wall). 		✓		
<ul style="list-style-type: none"> Is gloss paint avoided? 	Only used for door frames and skirting boards – grey as recommended	✓		
<ul style="list-style-type: none"> Are there low ceilings to avoid reverberation? 	Low in KS1 only		✓	
<ul style="list-style-type: none"> Is new equipment checked for low noise e.g. heating systems and projectors? 		✓		

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

Do these areas have:		✓		
<ul style="list-style-type: none"> An accessible layout for all pupils (e.g. space, height of furniture) 		✓		
<ul style="list-style-type: none"> Moveable furniture to accommodate a wheelchair? 		✓		
<ul style="list-style-type: none"> Appropriate lighting levels (controllable by blinds, lockable light switches etc) 		✓		
<ul style="list-style-type: none"> The best possible achievable acoustic environment limiting background noise and reverberation 		✓		
<ul style="list-style-type: none"> If there is a public telephone for pupil use, is it accessible to all children and, if not, are there alternatives made available to them? 	N/A			
<ul style="list-style-type: none"> If you have a non cash system can all pupils access the card machines? If not, are there alternatives made available to them? 	N/A			

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Curriculum Access

<ul style="list-style-type: none"> Do you follow the Local Authority policy of a minimum print size of 13 (preferably 14) for all written communication with children and parents? (including worksheets!) 		✓		
<ul style="list-style-type: none"> Are all materials, resources and exam specifications checked for clarity of information, layout, print size and accessibility before use? 		✓		
<ul style="list-style-type: none"> Does the delivery of lessons take into account the needs of all children (e.g. issues of audio materials for children with HI, interactive whiteboards for children with VI) 		✓		

Further copies of this form are available on the Derbyshire Schools Extranet or from Geoff Brown, Development Manager, Children's Services, Development Tel 01629 535861 geoffbrown@derbyshire.gov.uk