



## Accessibility Plan

<b>Person Responsible:</b>	Local Academy Committee
<b>Last Review:</b>	Sally Lockyer, May 2017
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### Policy Aims:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school



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within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Grove House School is committed to providing an environment that enables full access to the curriculum for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is also committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## **Curriculum**

Grove House School stands apart from existing local provision as it has developed a highly-specialised curriculum that supports pupils' speech, language and communication needs (SLCN) and thereby promotes access to learning. Pupils at the school follow the National Curriculum that has been adapted and differentiated where necessary to meet pupils' specific needs. Schemes of work have been developed collaboratively with speech and language therapists ensuring that the programmes are appropriate for pupils with SLCN (and comorbid issues), mitigating barriers to learning and assessment, see *Curriculum Policy* for details. Specific adaptations to the curriculum to accommodate pupils' additional needs beyond those catered for from the outset are planned for from the start of the admissions process.

## **Physical Environment**

The school has the following measures in place to aid pupils' access to the site:

- The annual audit of each site, using Essex County Council's Access Checklist in consultation with the school's occupational therapist
- Health and safety issues identified and addressed on a continuous basis by a range of people within school including the School Business Manager, Headteacher, Site Manager and Health and Safety Governor
- Risk assessments written for specific pupils (as generic for their time in school, and/or for specific activities, or to take into account their specific disability)
- PEEPs – to identify evacuation procedures for individual pupils whose movements are compromised by their disability
- Staff are made aware of pupils with medical conditions affecting health and safety and site accessibility
- The medical conditions of staff affecting health and safety and site accessibility are known by the Headteacher and any other staff on a need to know basis
- The school's OT takes a lead on assessing individual pupils' accessibility to



the site, but all staff monitor this on a day-to-day basis

## **Accessibility of Information**

The school aims to ensure that pupils, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. Relevant documents are posted on, and may be downloaded from, the school's website or hard copies may be obtained from the school office

Parents have access to information by:

- Home/school books
- Termly 'Learning Target' Sheets
- Annual written reports from teachers and therapists
- Verbal feedback from staff at Parents' Evenings
- Telephone conversations
- Ad hoc appointments with teachers
- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans
- Annual Review meetings
- Newsletters
- The school website

The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise. The school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/pupils can access information.

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- The Freedom of Information Act (FOIA)
- The Data Protection Act (DPA)
- The Disability Discrimination Act
- The Equality Act (2010)
- Other legislation that provides a right of access

In addition the school has its own policies on Data Protection and Complaints.

## **Accessibility Audit** (see *Appendix A*)

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the school, which is the responsibility of Governors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.



## Action Plan

### Improving the Curriculum

Target	Strategy	Success Criteria	Timeframe	Progress?
Pupils with a range of speech, language and communication needs are able to access the curriculum	Collaborative teaching and planning with therapists. Regular training sessions for all staff.	Staff are able to deploy a range of strategies and resources to ensure effective delivery of curriculum to all pupils	Ongoing	
Staff are able to meet pupils' full range of additional needs	Training in a range of comorbid difficulties, eg dyslexia, dyspraxia, ADHD	Staff have a specialist understanding of pupils' additional needs and are able to remove barriers to learning	Ongoing -training to respond to needs of pupils as they join.	
Staff are able to meet learners' academic needs	All staff are aware of pupils' individual needs and the requirements of their statements/ EHCPs. In line with the school's SEN policy, staff provide differentiated work and targets for groups of pupils/individuals.	All pupils have a differentiated curriculum that meets their individual needs.	Ongoing	
The school meets the needs of individual pupils during statutory assessments	Where possible, pupils will be assessed in accordance with regular classroom practice. Additional time, use of equipment and special access arrangements will be applied for as necessary.	Barriers to success will be reduced as far as possible.	Annually	
The school provides specialist equipment to promote participation in learning by all pupils	Deputy to liaise with placing LA following consultation. Therapists to assess pupils' needs on a regular basis.	Reasonable adjustments, auxiliary aids and services are identified, agreed and put in place. Pupils with disabilities are successfully integrated and not placed at a disadvantage.	As required	
Classrooms are optimally organised to promote the participation and independence of all pupils	The school's OT implements a preferred layout of furniture and equipment to support the learning process in individual class bases	Pupils are ready to learn and the needs of individual pupils are accommodated. Pupils have ready access to a range of resources to support their learning.	To be reviewed annually	
School trips and residential visits are planned to ensure they	Ensure trips and visits are thoroughly planned and comply with all legislation.	All trips and visits will be conducted in an inclusive environment with providers that comply	Ongoing	



are accessible to all pupils.		with all current and future legislative requirements.		
The school supports pupils with protected characteristics	Training for staff and Governors to raise awareness of equality issues	The whole school community is aware of issues relating to inequality. Any discrimination is challenged.	Ongoing	
The school is able provide support to pupils following off site programmes.	Staff to develop a close working relationship with the LA. An experienced member of staff to work closely with pupils and their families to successfully manage transitions.	Pupils' attendance improves over time	As required	

## Improving the Physical Environment

*An Accessibility Audit was carried out in May 2017 (see Appendix A). A number of recommendations were made as follows:*

<b>Target</b>	<b>Strategy</b>	<b>Success Criteria</b>	<b>Timeframe</b>	<b>Progress?</b>
To improve the access to the school for pedestrians	Arrange for the bins to be moved or contained	The pavement is clear of hazards	By Summer 2018	
To increase the use of tactile/visual information	Improve signage	It is easy for staff, pupils and visitors to navigate around the site	By Summer 2018	
To ensure all steps and ramps are clearly identifiable	Create difference in colour or texture where missing	All steps and ramps are clearly marked	By Summer 2018	
To ensure all doors are clearly distinguishable from the facade	To add signage to doors where required	Door is easily identifiable	By Summer 2018	
To make all doors accessible for wheelchair users	To add slow action closers to doors where required	Doors all allow slow entry and exit for wheelchair users	By Summer 2018	
Fire Procedure signs to be lowered	Signage to be updated and lowered	Fire Procedure signs are at an appropriate height for all	By Summer 2017	
To provide signage for both lifts	Order signs to be placed on wall next to lifts	The lift's location is clearly defined by visual and tactile information	By Summer 2018	
To consider the introduction of hearing assistance	Investigate the cost and practicalities of installing a system in the reception	The school is better equipped for pupils/staff/visitors with hearing difficulties	By Summer 2018	
To investigate the possibility of providing a visible fire alarm system	Investigate the cost and practicalities of installing a visible fire alarm system.	The school is better equipped for pupils/staff/visitors with visual impairments	By Summer 2018	



To provide large-print versions of key information	Produce site maps and school prospectus in large print, to be kept at the office	The school is better equipped for pupils/staff/visitors with visual impairments	Summer 2017	
To provide a 'carry chair' for both ends of the first floor corridor	Order specialist equipment	The school is able to evacuate wheelchair users efficiently	Summer 2017	
To develop a 'management evacuation strategy' and train all staff	Work with the fire service and other tenants to develop document. Staff training to take place.	A site-wide strategy is in place and all staff are aware	Summer 2017	

## Improving the Delivery of Written Information

Target	Strategy	Success Criteria	Timeframe	Progress?
Improve availability of written material in alternative formats	The school will respond to requests for accessible communication formats. Admin support will be provided for converting written information into these formats.	The school will be able to provide written information in different formats or offer adult support to individuals when required	As requested	
Improve the quality of communication with parents and carers	Add a question on communication to the Governors' annual Parent Questionnaire	School is aware of parents' views and acts on outcomes	Summer term	
The school uses the most effective methods of communicating with parents/carers	Electronic methods of reporting are explored	The school is knowledgeable about best practice and chooses the most appropriate form of communication for its parents/carers	Ongoing	
Pupils are able to access relevant written materials including signage around the school	Staff to be given access to specialist software such as 'Communication in Print'.	Staff work collaboratively to create written materials that are accessible to all pupils.	Ongoing	
Where required, parents/carers are given the opportunity to meet with staff to receive information on pupil progress	An experienced staff will liaise with parents/carers to monitor communication needs	Barriers to communication are removed	As required	
Information is accessible to parents/carers with English and an Additional Language (EAL)	An experienced staff will liaise with parents/carers to monitor communication needs	Barriers to communication are removed	As required	
To ensure that parents/carers who are unable to attend school because of a disability can access parents' evenings	Staff to hold parents' evenings by phone, Skype, Facetime or send home written information if required.	Parents with particular needs will be fully informed of their child's progress	As requested	



## Appendix A – Accessibility Audit

Date of survey: May 2017.....

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

<b>A - APPROACH and CAR PARKING</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
A01. Is the building within convenient distance of a public highway?	Y		
A02. Is the building within convenient distance of a public highway?	Y		
A03. Is the building within convenient distance of public transport?	Y		
A04. Is the building within convenient distance of car parking?	Y		
A05. Is the route clearly marked/found?	Y		
A06. Is the route free of kerbs?	Y		
A07. Is the surface smooth and slip resistant?	Y		
A08. Is the route wide enough?	Y		
A09. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?		N	Bins to be moved/stored
A010. Is it adequately lit?	Y		
A10. Is it identified by visual, audible and tactile information?		N	Only visual
A11. Is there car parking for people with reduced mobility?	Y		
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
A13. Is the car parking as near the entrance as possible?	Y		
A14. Is the car parking area suitably surfaced?	Y		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	Y		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		
<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
B01. Is there a ramp, with level surfaces at top/bottom?	Y		
B02. Is there a ramp, with level surfaces at top/bottom?	Y		
B03. Is there a ramp, with level surfaces at top/bottom?	Y		



B04.	Is there a ramp, with level surfaces at top/bottom?	Y		
B05.	Is it wide enough and suitably graded?	Y		
B06.	Is the surface slip resistant?	Y		
B07.	Are there kerbs and are there edges protected to prevent accidents?		N	
B08.	Are there handrails to one or both sides?	Y		
B09.	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		N	
B010.	Are there (alternative) steps?		N	
B011.	Identified by visual/tactile information?		N	Only visual
B012.	Are there handrails to one side?	Y		
B10.	Are ramps and steps adequately lit?	Y		
B11.	Are treads and risers consistent in depth and height?	Y		
B12.	Are all nosings marked and/or readily identifiable?		N	Not in different colour inside building
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		
B14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative?	Y		Lifts provided
<b>C – ENTRANCES, INCLUDING RECEPTION</b>				
		<b>Y</b>	<b>N</b>	<b>Notes</b>
C01.	Is the door clearly distinguishable from the facade?		N	Signage could make it clearer
C02.	If glass is it visible when closed?	Y		
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
C04.	Does it have a level or flush threshold, and a recessed matwell?	Y		
C05.	Is there visibility through the door/way from both sides at standing and seated levels?	Y		
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
C07.	Can the door furniture be used at both standing and seated height?		N	
C08.	Can it be easily grasped and operated?		N	Door to the main block could be improved
C09.	If the door has a closer mechanism does it have:			
	(a) delayed closure action?		N	Door to the main block could be improved
	(b) slow-action closer?		N	Door to the main block could be improved
	(c) minimal closure pressure?		N	
C10.	If the door is power-operated does it have visual and tactile information?			N/A



C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
C13.	Do lobby layouts enable all users to clear one door before going through the next?	Y		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	Y		
C15.	Does the lighting installation take account of the needs of visually disabled people?	Y		
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	Y		
	(b) of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion?	Y		
	(c) firm for wheelchair manoeuvre?	Y		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
C19.	Is it fitted with an induction loop?		N	
C20.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			
	(b) equipped with inductive coupling?			
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		N	Signage could be improved

## D – HORIZONTAL MOVEMENT AND ASSEMBLY

		Y	N	Notes
D01.	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		This will also be a consideration for the planning of the courtyard area
D02.	Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	Y		
D04.	Is turning space available for w.ch. users?	Y		
D05.	Do natural and artificial lighting avoid glare and silhouetting?	Y		
D06.	Are there visual clues for orientation?	Y		Signage could be improved
D07.	Do floor surfaces:			



(a) allow ease of movement for wheelchair users?	Y		
(b) avoid light reflection and sound reverberation?	Y		
D08. Do textured surfaces convey useful information for people with impaired vision?		N	
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		N	Could be lowered
D10. Are there tactile signs and information for those with impaired vision?		N	
D11. Is the maintenance of these items checked regularly?	Y		
D12. Is lighting designed to meet a wide range of needs?	Y		
D13. Is sufficient circulation space allowed for wheelchair users?	Y		
D14. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		N	
D17. If the use of an induction loop system is precluded is an infra-red system in place?		N	
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?			N/A
D19. Are telephones fitted with inductive loop couplers?		N	
D20. Is a minicom available for use by people with hearing disabilities?		N	
<b>E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting?		N	Could be improved
E02. Do any steps/stairs/ramps have a handrail to one/both sides, and do they extend 300mm beyond the top and bottom of any flight?	Y		
E03. Is any level change clearly lit?	Y		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable?		N	Not in a different colour
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	Y		
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		N	Ramp to main building not indicated
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	Y		
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			N/A
E09. Are steps available as an alternative to any ramp or ramped surface?		N	



E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)?	Y		
E11. Platform Lift			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels?	Y		
(b) Is the platform adequate for wheelchair use and manoeuvre.	Y		
(c) In the event of a power failure does the platform return to lower level?		?	To be investigated
(d) Is the equipment maintained and its operation checked regularly?	Y		
E12. Stairlift			N/A
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels?			
(b) Is the platform adequate for wheelchair use and manoeuvre?			
(c) Is approach convenient and safe at all appropriate landings?			
(d) Does the stairlift have a 'Soft-Start' action?			
(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
E13. Lift			
(a) Is the lift's location clearly defined by visual and tactile information?		N	Signage could be improved
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels?		Y	
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?		Y	
(d) Does the lift door open widely enough for wheelchair user access?		Y	
(e) Does door operation allow slow entry and exit?		?	Awaiting changes
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer?		Y	
(g) Does the car have appropriate support rails?		Y	
(h) Are the lift car controls inc. emergency call, located within reach of all users and with visual and tactile information?		N	No tactile information
(h) Are the lift car controls. inc. emergency call, located information?		N	
(i) Is there audible floor indication?		Y	
(j) Is the lift an 'Evacuation Lift'?		N	
(k) Is the lift regularly maintained and its functional operation routinely checked?		Y	



<b>F – DOORS</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
F01. Do the doors serve a functional/safety purpose?	Y		
F02. Can they be readily distinguished?	Y		
F03. If glass, are they visible when shut?	Y		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
F05. Does the clear opening width permit wheelchair access?	Y		
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
F07. Is any door furniture/handle at a height for standing/sitting use?	Y		
F08. Are door/handles clearly distinguished?		N	Not in a different colour
F09. Can the door furniture/handles be easily operated/grasped?		N	Door to main block could be improved
F10. If door closers/mechanisms are fitted do they provide the following:			
(a) security linkage?			Some
(b) delay-action closure?		N	
(c) slow-action closure?		N	
(d) minimum closure pressure?		N	
F11. Is door/mechanism function checked regularly?		Y	
<b>G – LAVATORIES</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
G01. Is WC provision made for people with disabilities?	Y		
G02. Is WC provision made for people with disabilities?	Y		
G03. Do all lavatory areas have slip-resistant floors?	Y		
G04. Are they easy to distinguish by colour contrast from walls?	Y		
G05. Are all fittings readily distinguishable from their background?	Y		
G06. Are all door fittings/locks easily gripped and operated?	Y		
G07. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		N	Specialist room provided
G08. Is provision made for wheelchair users? If so:	Y		Hygiene suite and additional accessible toilets
G09. Is wheelchair approach free of steps/narrow doors/obstructions, etc?	Y		



G010. Is the location clearly signed?		N	To be improved
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
G11. Are the door fittings/locks and light switches easily reached and operated?	Y		
G12. Is there an emergency call system and is someone designated to respond?	Y		Office staff to respond
G13. Can the emergency call system be operated from floor level?	Y		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		
G15. Are the fittings arranged to facilitate these manoeuvres?	Y		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc., and is any difficulty caused by the activity of service contractors?	Y		
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		?	To be investigated
<b>H – FIXTURES AND FITTINGS</b>			
	<b>Y</b>	<b>N</b>	<b>Notes</b>
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	Y		No hearing loop
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	Y		
H04. Is it possible for people with disabilities to serve as volunteers?	Y		
H05. Are all fittings readily distinguishable from their background?	Y		
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		N	Top shelves not accessible
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		



H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		N	Sink in staffroom not accessible
H09.	Are all relevant locations clearly signed?		N	Signage to be improved
<b>I – INFORMATION</b>				
		<b>Y</b>	<b>N</b>	<b>Notes</b>
I01.	Is the building equipped to provide hearing assistance?		N	
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
I03.	Is there a tactile plan or diagram of the building?		N	
I04.	Are there large-print versions of information about the building/activities available?		N	To be developed
I05.	Is there 'braille' information available for people with visual disabilities?		N	
I06.	Is there an 'audio' version of information about the building available?		N	
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	Y		
I08.	Where a payphone is provided does it have a hearing aid coupler?		N	
I09.	Are all relevant locations clearly signed?		N	Signage to be improved
<b>J – MEANS OF ESCAPE</b>				
		<b>Y</b>	<b>N</b>	<b>Notes</b>
J01.	Is there a visible as well as audible fire alarm system?		N	To be investigated
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		N	Refuge provided
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply?	Y		Platform lift and refuge provided
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	Y		
J05.	If refuges are available are they equipped with 'carry chairs'?		N	To be provided
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?		N	To be developed



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J07.	Is the evacuation strategy checked regularly for its effectiveness?	Y		
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Y		
J09.	Are all fire warning devices and detectors checked routinely and regularly?	Y		