

Name of Child

Date of Birth

School

Date of Report

Professionals contributing to the assessment

Others involved

Received by

Designation

Date

- This assessment suggests the reasonable adjustments the school should consider to enable the child access to the school and its curriculum.
- The suggestions are the professional opinions of the contributing professionals.
- The responsibility for access issues under the Single Equality act lie with the Governing Body of the school.
<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>
- The production of this assessment does not indicate that any funding will be provided by the local authority in order to carry out any of the suggestions.
- Maintained schools in the local authority can apply to the Capital fund, and voluntary aided schools through LCVAP. Academies will need to address funding issues to the Education Funding Agency
- Schools should use column 3 to record their responses to the recommendations.
- The school may wish to append this document to the School Equality Policy and Access Plan.
- Ownership and responsibility for updating this document lies with the school

Area	Recommendations	School Response
Condition and implications		
Car Park & Approach Surface Accessible parking Gates Gradient Step edges/markings		
Drop off/collection Dropping off/collection arrangements		
Emergency Evacuation Fire Exits and accessibility		
Entrances and Exits Gradient Surface Door handles/automatic doors/turning space/safety glass/weight of doors Threshold mats Lighting Step edges and markings		
Toilet Facilities Size /Do number of toilets comply with recommendations space for wheelchair Where accessible/adapted cubicle should be situated within toilets for ease of access? Height /type of toilet/potty Type of seat required		

<p>Flush required Rails/alarm/assistance/support Toilet roll dispenser Changing facility –height adjustable? Storage of equipment Disposal arrangements shower-wheelchair accessible/level/shower chair/room for assistance/soap dispenser Hand Washing facilities Height and position of basin/taps/hand towels/dryer/soap</p>		
<p>Nursery Changing School ought to consider usage of this area</p>		
<p>Cloak room Size/crowding/wheelchair access Height and position of peg Surface Storage</p>		
<p>Corridors Surface Fire extinguisher Potential hazards Radiator Handrails</p>		
<p>Library Wheelchair access Height of storage Accessibility of counter Accessibility of furniture</p>		

Books which promote equality		
ICT suite Furniture Worktop Space and access Equipment needed Personal profile settings		
Classroom Approach to classroom Entry to classroom door handles –movement required for opening/weight of door/threshold/floor surface Floor surface and internal thresholds and levels Space-opportunity for circulation and layout. Consider best seating position Interactive whiteboard and other ICT equipment Sink Equipment and areas sand tray /water tray/book area/role play area Curriculum access and equipment that might be needed Storage Accessibility		
Outdoor classroom and play ground Approach from classroom Space/surface/gradient/number of children and age groups/type of play and equipment used/fixed play equipment and outdoor furniture/zoned areas		
Dining Hall		

Approach Floor surface-consider when wet Size of room/layout/furniture/can a wheel chair access the tables/table height and chairs Serving hatch/clearing away area Support needed for lunch Equipment-cutlery, size/weight of tray/plate		
PE hall Approach Space and equipment-apparatus and small equipment		
Assembly time Approach Seating/ position		
Any other issues Schools will need to consider /PEEPs/ risk assessments/ manual handling /access audit/care plans		