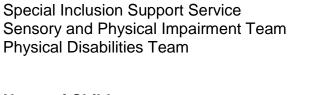
Page 1 of 5



Name of Child

SEND 0-25 Service

School

## Professionals contributing to the assessment

Children's Services and Skills Directorate

## 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 •





Date of Birth

**Date of Report** 



| 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                       |                 |                 |





| Eluch required                              |  |
|---|--|
| 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                           |  |
| Nursery Changing                            |  |
| School ought to consider usage of this area |  |
|   |  |
| Cloak room                                  |  |
| Size/crowding/wheelchair access             |  |
| Height and position of peg                  |  |
| Surface                                     |  |
| Storage                                     |  |
| Corridors                                   |  |
| Surface                                     |  |
| Fire extinguisher                           |  |
| Potential hazards                           |  |
| Radiator                                    |  |
| Handrails                                   |  |
| Library                                     |  |
| Wheelchair access                           |  |
| Height of storage                           |  |
| Accessibility of counter                    |  |
| Accessibility of furniture                  |  |
|   |  |





| Books which promote equality                     |  |
|--|--|
| ICT suite  |  |
| Furniture  |  |
| Worktop  |  |
| Space and access                                 |  |
| Equipment needed                                 |  |
| Personal profile settings                        |  |
| Classroom  |  |
| Approach to classroom                            |  |
| Entry to classroom door handlesmovement          |  |
| 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                                |  |

