

**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
<b>Condition and implications</b>		
<b>Car Park &amp; Approach</b> Surface Accessible parking Gates Gradient Step edges/markings		
<b>Drop off/collection Dropping off/collection arrangements</b>		
<b>Emergency Evacuation</b> <b>Fire Exits and accessibility</b>		
<b>Entrances and Exits</b> Gradient Surface Door handles/automatic doors/turning space/safety glass/weight of doors Threshold mats Lighting Step edges and markings		
<b>Toilet Facilities</b> 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><b>Nursery Changing</b>          School ought to consider usage of this area</p>		
<p><b>Cloak room</b>          Size/crowding/wheelchair access          Height and position of peg          Surface          Storage</p>		
<p><b>Corridors</b>          Surface          Fire extinguisher          Potential hazards          Radiator          Handrails</p>		
<p><b>Library</b>          Wheelchair access          Height of storage          Accessibility of counter          Accessibility of furniture</p>		

Books which promote equality		
<b>ICT suite</b> Furniture Worktop Space and access Equipment needed Personal profile settings		
<b>Classroom</b> 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		
<b>Outdoor classroom and play ground</b> 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		
<b>Dining Hall</b>		

<p>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</p>		
<p><b>PE hall</b>          Approach          Space and equipment-apparatus and small equipment</p>		
<p><b>Assembly time</b>          Approach          Seating/ position</p>		
<p><b>Any other issues</b>  <b>Schools will need to consider /PEEPs/ risk assessments/ manual handling /access audit/care plans</b></p>		