



# Launceston College

*A Multi Academy Trust*

## Accessibility plan

<b>Adopted on</b>	<b>22 October 2020</b>
<b>Ratified by</b>	<b>Principals' Working Group</b>
<b>Status</b>	<b>Ratified</b>
<b>Review period</b>	<b>Every three years</b>
<b>Review date</b>	<b>October 2023</b>

The Multi-Academy Trust is committed to ensuring that all students can access and participate fully in the life of their school.

The Multi-Academy is committed to:

1. Increasing the extent to which disabled students can participate in the curriculum
2. Improving the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
3. Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

## The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
  - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document

## **Appendix L - Launceston College**

### **Purpose of Plan**

The purpose of this plan is to show how Launceston College intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the College community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN Information Report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all new staff are aware of their responsibility in relation to equality of opportunity for all students.	Build overview of Equality Act and College's inclusive principles into new staff induction, GPS programme and staff training and leadership training.	SENCO and ALT	Short-term and on-going	End of June 2021	Current staff are aware of the need to fully include all students when planning any activity either in the classroom or outside. We aim to remove barriers to students playing a full and active part in College life. This is embedded in staff training at all levels but will form part of all on-going training.
Embed the summer SEN reviews for Years 10 and 12 students with a firm focus on preparing for adulthood outcomes; improve our careers advice around Post 16 provision.	Work with admin to map out the reviews, ensure Year 10 students receive careers advice with either the College advisor or Careers South West if have an EHCP.. Provide open day information, explore courses and opportunities Post 16. Provide supported visits if needed. For some students have a specific transition plan.	SENCO	Medium-term	End of July 2021	All Year 10 and 12 students with an EHCP have an extra summer review to consider Post 16/18 courses and a plan for where they will apply and what needs to happen for them to transition. College careers advisor and/or CSW to be involved and contribute to reviews.
Improve the tracking of interventions linked to Assess, Plan, Do, Review (APDR) cycle.	Ensure all students on the SEN register of need have a Provision Map and relevant SMART targets that are utilised by staff to	SENCO and lead LSA's	Short-term	Dec 2020	Brief teaching staff. Provide training to all LSA's about how to access the maps and

	<p>inform planning and preparation, particularly Year 7 on entry.</p> <p>Inform staff about the need to utilise the strategies. Half-termly review of data and interventions; staff to provide meaningful feedback in relation to the meeting of targets for all SEN reviews.</p> <p>For high tariff students we will develop and use an APDR grid alongside the Provision Maps. This will be for any student where we are likely to need to apply for an EHCP</p>	<p>SENCO.</p> <p>SENCO Student Support Manager</p>	<p>Medium-term</p> <p>Medium term</p>	<p>July 2021</p> <p>July 2021</p>	<p>utilise the strategies when supporting students.</p> <p>We will also be able to use the APlus reflections from students.</p> <p>Set up on One Drive so key people can see and work on them, LOR, JFC, CE and LL. The grids will be referred to and updated as part of the review process. We need to show 6 cycles of APDR before an application can be made for an EHCP.</p>
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**Access to the physical environment - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
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<p>Review of access and restricted access areas within the College.</p>	<p>Health and Safety walk is carried out regularly by the Estates Manager and Site Manager. This is done in faculties</p> <p>Access to finance and exams office is presently not disability friendly (staff and students).</p>	<p>Estates/Site Manager with SENCO</p>	<p>Short-term and on-going.</p>	<p>End of January 2021 so that any reasonable and manageable premises adjustments can be put forward for the budget.</p>	<p>College continues to comply with the DDA requirements and to take reasonable steps to ensure the inclusion and access of students and parents, including routes to reporting adjustments to the site as needed.</p> <p>All floors and areas of the school can be accessed by wheel chair users.</p> <p>Signs have been displayed to show emergency shut offs, fire escape points and refuge points.</p> <p>A fully independent fire risk assessment will be carried out. This is constantly reviewed and will be re-assessed as necessary in a timely fashion.</p>
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<p>Ensure that all disabled pupils can be safely evacuated and that planned fire escape routes are suitable</p>	<p>Termly Fire Drills successfully carried out, a log kept by Site Manager and overseen by Principal and Estates Manager. All advice acted on immediately from Health, Safety and Welfare Unit's annual Health and Safety Audits. Site Manager is aware of fire evacuation route around music block.</p> <p>External bookings are reviewed and fire evacuation procedures are clearly defined and constantly reviewed.</p> <p>Review of fire drill with new ALT arrangements.</p> <p>Fire Drill adapted to take into account the changes to the College site during Autumn 2020 (COVID) – Year based hubs.</p>	<p>Estates/Site Manager with SENCO/ARB Manager and Governors</p>	<p>Short-term</p>	<p>On-going review</p>	<p>Advice received and acted upon. Amendments to fire Drill are regularly made.</p>
<p>Ensure that all SEND students can be safely invacuated.</p>	<p>Site manager and AP review rooms and processes around invacuation, with wedges being installed behind doors. Fire alarm panel capable of making three distinguishable sounds,</p> <ul style="list-style-type: none"> <li>• Class change bell</li> <li>• Fire evacuation</li> <li>• Invacuation</li> </ul> <p>Plan for invacuation rolled out to all students and staff via assemblies and tutor briefings. Video produced and circulated to tutors ready for the invacuation drill. Opportunity for feedback from staff and students to inform the process. Invacuation Drills embedded in College – especially for the new Year 7.</p>	<p>Estates/Site Manager with SENCO/ARB Manager, ICT and Governors</p>	<p>Short-term</p>	<p>On-going review</p>	<p>Advice received and acted upon. Amendments to Invacuation Drills are carried out where necessary and staff and students are regularly updated.</p>

Ensure Access Plan is brought to the attention of Governors and review is discussed.	Scheduled walks with Estates Manager, Site Manager, MAT Health and Safety Co-ordinator and H&S Governors takes place. Site Team constant monitoring.	Estates/Site Manager/Principal	Short-term	On-going review	Review by ALT to ensure school continues to comply with the DDA requirements
Internal movement	Scheduled walks with Estates Manager, Site Manager, MAT Health and Safety Co-ordinator and H&S Governors takes place. Movement constantly monitored by all staff.  The 4 lifts that are in College are serviced within guidelines and checked annually by the insurance company (Zurich)	Estates/Site Manager with SENCO.  Site Manager/Arrow Lifts/Kone/Zurich	Short-term	On-going review	Students move around College in a safe and orderly manner.
Where reasonable, review access for all prospective students	Forward planning, liaison with feeder school and prospective parents re: the needs of those students joining us.	Principal, SENCO and Business Manager	Short-term	On-going review	Where reasonable, access arranged for prospective students by starting date
For building improvements, awareness and where reasonable improve access	Forward planning with Estates Manager, Site Manager, Business Manager and ALT. Input from SENCO.	Business Manager, Estates/Site Manager with SENCO.	Short-term	On-going where either College budget allows	Building projects to required standards taking in needs of those in the College and prospective students.
Review of external gate opening times	Planning which gates should be open.	ALT, Site Manager	Short-term	On-going	Students are safe and secure.
Continue review of Access Plan and needs of students/parents where reasonable	Parental and student involvement, invite suggestions and working together	Principal, Site Manager, SENCO and Librarian	Medium term	On-going	Reasonable improvements made supported by recommendations of stakeholders
Disabled parking	Review taking place by Site Manager to improve disability parking. A review of the	Estates/Site Manager	Medium term	Spring Term 2021	Access for all visitors, parents and students

	present car parking at the front of College is taking place and extension plans are being considered				
Develop plans to extend the provision in the ARB.	Work with architects, CCC, MAT CEO, Estates Manager and ARB Manager to develop more useable space within the ARB area.	SENCO, Estates Manager, CCC, ARB Manager	Medium - term	September 2021	More ARB space needed to accommodate extra students
Conduct individual Risk Assessments as necessary in light of COVID.	Work with staff, parents and students to identify area of concern and put measures in place to support.	SENCO, ARB manager, Keri Quirk and Site Manager	Short-term	December 2020	Conducted and reported to County during lockdown

### Ensuring inclusion in the school community

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
SEN students engaging in a range of enrichment opportunities	Tutors to promote and monitor the involvement of students in extra-curricular opportunities including well being clubs etc	Tutors, Heads of House, ARB Manager and SENCO	Medium-term	July 2021 and on-going	Tutors will use the new APLUS area on the eContactbook to do this. Tutors should engage with parents and students in order to ensure this happens; calls home, review meetings etc.
Continue to raise understanding of what makes a good listening	Work with Jayne Loader to extend the training for staff and apply for accreditation from the Audiology Service.	SENCO	Long-term	Summer 2021!	Students have access to the appropriate environment; staff

environment and embed good practice supporting students with hearing impairments.					know and use effective strategies.
Increase opportunities for students to know and understand each other's needs and be fully included in College life.	Work with staff to gather ideas and plan opportunities for ARB students and mainstream students to work and socialise together. This should flow both ways, students coming into the ARB environment and ARB students into mainstream. Where possible ARB students should access mainstream lessons and teaching.	SENCO and staff.	Long-term	Summer 2021	This work will need to be sensitively done in order to increase the confidence of students who have complex needs.
Increase our knowledge of and support for students with SEMH	As part of the College development plan provide training and advice to OSC/SSC staff to improve the offer to students, including TIS work, improve the tracking of interventions. Upskill tutors, House teams and the wider staff to better support and manage those with SEMH needs. Create routes for further support in College ie develop the roles of the Pastoral Support Workers Create wellbeing opportunities for students	SENCO, DAE, HOH and LL	Medium-term	Summer 2021 and ongoing	

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure that disabled students have reasonable access to school trips	Trips and visits advice to be reviewed to ensure that documentation includes specific advice on this entitlement and ensure set up of forms to indicate that advice has been followed. Ensure that each new venue is vetted and is accessible for disabled students.	Principal, ALT and SENCO	Short-term	On-going review	Documentation on trips and visits clear on disabled access. Include recent legislation within a specific policy.
To further develop the relationship between teaching staff and TAs within the classroom to ensure the effective use of TAs	<p>HOF/HoDs to ensure that the curriculum is designed to provide opportunities and support for all students. Curriculum outcomes will be clear. Faculty development time to be used for this development and review.</p> <p>Relevant training to be provided to the wider College, within faculties and to TA's</p> <p>Further develop the resources on T-drive about how to best support students and effective use of TA's.</p> <p>Use of the Pastoral Development sessions as an opportunity for training.</p> <p>Use of student voice and observations to develop classroom strategies to support and challenge individuals with SEN</p>	SENCO, SEN admin, Lead TA's, HOFs	Medium-term	Summer 2020 and ongoing	<p>Faculties to reflect and report on progress against plans.</p> <p>Regular learning walks and feedback from LSA's.</p>

<p>Improve the quality assurance of support within classrooms in order that we continue to meet the needs of our students.</p>	<p>Use of student voice and observations to develop classroom strategies to support and challenge individuals with SEN</p> <p>Identify training and development opportunities for teachers and TA's around SEN best practice – this could be linked to performance management.</p>	<p>SENCO, SEN admin, Lead TA's.</p>	<p>Medium-term</p>	<p>Summer 2021</p>	<p>Teaching staff are confident about how to use TA support effectively and TA's feel confident and supported in their role. Student voice is sought as part of the process.</p>
<p>Further develop our knowledge of and support for students with ASC</p>	<p>Embed the role of the second SENCo for KS4 and 5</p> <p>Work towards the ASC accreditation</p> <p>Train another Autism Champion to support students with ASC (we have a high % of students)</p> <p>Develop additional training opportunities in conjunction with the AS team.</p> <p>Whole College training via the Pastoral Development sessions</p> <p>LSA to complete the ELSA course</p>	<p>SENCO, Lead LSA's</p>	<p>Medium-term</p>	<p>Summer 2021</p>	<p>The accreditation requires a large portfolio of evidence and this work may take longer than 12 months, however the process of review will be essential to our work and development in this area.</p>
<p>Support transition for all new students</p>	<p>Attend transition planning meetings, TACS and where possible Annual Reviews for students in Year 5/6. Identify needs prior to transition and train/employ staff accordingly.</p> <p>Engage fully in the consultation process for those with an EHC.</p> <p>Increase our website offer and resources</p>	<p>Principal and SENCO</p>	<p>Medium term</p> <p>Medium-term</p>	<p>July 2021 and on-going</p> <p>May 2021 and on-going</p>	<p>Smooth transition of students into College environment</p> <p>Ensure we can meet the needs of all those who apply.</p>
<p>Review our exam concession processes</p>	<p>Use data from KS2 to better understand the needs of our learners on entry and</p>	<p>SENCO HOF's</p>	<p>Medium - term</p>	<p>July 2021</p>	<p>Use transition forms from primary schools</p>

	<p>faculties know and use this to inform their practice.</p> <p>Training provided to all teaching staff and TA's about up to date guidance from the JCQ and what we can provide.</p> <p>Ensure Provision Maps reflect concessions required.</p> <p>Staff plan for concessions i.e. any requests for TA support (reader or scribe) , use of ICT etc is requested well in advance.</p> <p>Develop an approach that enables continuous opportunities to reflect on student outcomes and identify potential concessions</p>				<p>alongside data to ensure we know our students and their needs.</p> <p>It would be useful to have an overview of KS3 assessments to help with TA planning.</p>
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### Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that there is clear guidance on accessible formats for information presented to students	Paper guidance on accessible format prepared	KS3 Coordinator and SENCO	Short-term	July 2020	Clear guidance exists for staff
Ensure that there are routes to information, advice and guidance for parents of students with SEN.	Provide links from our SEN Information Report to other useful policies and the Local Offer.	SENCO Resources Manager	Short-term	July 2020 and on-going	Update to reflect changes in outside agencies. Reviewed and updated yearly.

Continue to ensure good communication links between home and College.	Further develop our website offer to parents Use of SIMs parent app Review with students and parents	SENCO and Resources Manager	Medium-term	September 2021	Reasonable parental access to school communications
Where reasonable, successful access for all prospective students	Forward planning and liaison with feeder schools, prospective parents and Local Authority. Create access plans for individual pupils. Develop links with primary SENCO's to ensure that requests for assessment go in early to support transition	Principal, SENCO and Business Manager	Medium-term	May 2021 and annually thereafter	Where reasonable, access arranged for prospective students by starting date

## Appendix B – Bideford College

### Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2021
	Some staff members do not have the skills to support pupils with SEND and use of DGR.	INSET provided to staff members Training for teachers on differentiating the curriculum and use of DGR	Headteacher, external advisors, SENCO	Summer 2021	Staff members have the skills to support pupils with SEND	Autumn 2021
<b>Medium term</b>	School trips do not always take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2022	Planning of school trips takes into account pupils with SEND	Summer 2022
<b>Long term</b>	Pupils with SEND cannot access all lessons	Provide tablets and other adjustments for pupils with SEND. APDR for all students with SEND shared with staff.	Headteacher, ICT manager, SENCO	Autumn 2022	Pupils with SEND can access lessons	Spring 2023

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible in all areas. Particularly in Kingsley.	Audit of physical environment	Building surveyors	Spring 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2021
<b>Medium term</b>	Learning environment of pupils with visual impairments is not always accessible	Incorporation of appropriate colour schemes and improvement in signage	SBM	Summer 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2021
<b>Long term</b>	Children with physical disabilities cannot access school buildings due to limited lift capacity if numbers on roll rise.	Construction work to add lift	SBM/building contractors	Summer 2022	School buildings are fully accessible	Autumn 2022

## Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management staff do not know whether school information is accessible or not to students and parents/carers with disabilities	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
	School does not know how to make written information accessible to students and parents/carers with disabilities.	Schools seeks advice from external advisors	SENCO	Summer 2021	School is aware of local services for converting written information into alternative formats	Autumn 2021
<b>Medium term</b>	Written information is not accessible to students and parents/carers with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2022	Written information is fully accessible to children with visual impairments	Summer 2022

<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2022	Website is fully accessible	Autumn 2022
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## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2021
	Some staff members do not have the skills to support pupils with SEND and use of DGR.	INSET provided to staff members Training for teachers on differentiating the curriculum and use of DGR	Headteacher, external advisors, SENCO	Summer 2021	Staff members have the skills to support pupils with SEND	Autumn 2021
<b>Medium term</b>	School trips do not always take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2022	Planning of school trips takes into account pupils with SEND	Summer 2022

<b>Long term</b>	Pupils with SEND cannot access all lessons	Provide tablets and other adjustments for pupils with SEND. APDR for all students with SEND shared with staff.	Headteacher, ICT manager, SENCO	Autumn 2022	Pupils with SEND can access lessons	Spring 2023
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## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible in all areas. Particularly in Kingsley.	Audit of physical environment	Building surveyors	Spring 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2021
<b>Medium term</b>	Learning environment of pupils with visual impairments is not always accessible	Incorporation of appropriate colour schemes and improvement in signage	SBM	Summer 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2021

<b>Long term</b>	Children with physical disabilities cannot access school buildings due to limited lift capacity if numbers on roll rise.	Construction work to add lift	SBM/building contractors	Summer 2022	School buildings are fully accessible	Autumn 2022
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### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management staff do not know whether school information is accessible or not to students and parents/carers with disabilities	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
	School does not know how to make written information accessible to students and parents/carers with disabilities.	Schools seeks advice from external advisors	SENCO	Summer 2021	School is aware of local services for converting written information into alternative formats	Autumn 2021

<b>Medium term</b>	Written information is not accessible to students and parents/carers with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2022	Written information is fully accessible to children with visual impairments	Summer 2022
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2022	Website is fully accessible	Autumn 2022

## **Appendix A – Atlantic Academy**

### Statement of intent

Atlantic Academy is committed to taking all steps to avoid placing anyone at a disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The academy is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy academy life. The academy continually looks for ways to improve accessibility within the academy through data collection, parent questionnaires and discussions.

This plan must be adhered to by all staff members, pupils, parents and visitors.

## Atlantic Academy - Accessibility Plan

### Curriculum

	Issue	Method of Approach	Who	When	Outcome criteria	Review
Short term	Ensure students with visual impairment are fully supported.	Audit of teaching approaches. Discussion with students. Liaise with Babcock advisor and share recommended practice with.	SENDCo	12/20	Students with Visual Impairment do not experience additional difficulty in accessing curriculum materials compared to others.	12/21
	Establish best approaches to maximise the engagement of students with medical issues in curriculum for Physical Education.	Discussions with students, parents and PE staff. Obtain advice from LA advisor.	SENDCo	11/20	Engagement of students maximised.	3/21
	Staff do not have all of the required information to support pupils with SEND needs	Information provided to staff during INSET CPD audit and plan to increase awareness and skills of staff	SENDCo with admin support	10/20	Staff have the knowledge and skills to support pupils access the curriculum	06/21

		Increase accessibility of SEND information				
<b>Medium term</b>	<b>Ensure curriculum meets the needs of students with SEND</b>	SEND review, utilising external advisors as applicable	SENDCo	3/21	Adaptations made to curriculum to increase accessibility	12/21
<b>Long term</b>	<b>Pupils with seom SEND needs cannot access lessons</b>	Increase the use of technology to support learning and progress of students	SENDCo, IT manager	09/21	Pupils with SEND can access lessons appropriately	03/22

### Physical environment

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	<b>Site is not fully accessible for students with mobility need</b>	Ensure lift is operational at all times, with contingency plan for supporting students with mobility needs	Site supervisor	09/20	Site is fully accessible for all mobility needs	12/20
<b>Medium term</b>	<b>Supporting columns may not be fully visible to people with visual impairment due to lack of colour contrast between the pillars and academy walls.</b>	Improve colour contrast to pillars by adding contrasting horizontal stripes..	SENDCo/ Site supervisor	12/20	Clear contrast between pillars and walls.	4/21

<b>Long term</b>	<b>Children with physical disabilities cannot access the wider school grounds</b>	Create an accessible route into the school grounds	Site supervisor	09/21	Students with physical disabilities can access the wider school site	07/22
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## Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
<b>Short term</b>	<b>Leadership to confirm whether academy information is accessible.</b>	Audit of information delivery procedures	Principal/ SENDCo /ICT manager	12/20	Academy is aware of accessibility gaps in its information delivery procedures	7/21
<b>Medium term</b>	<b>Improve accessibility of information delivery.</b>	Action points from information delivery audits.	Principal/ SENDCo, /ICT manager	7/21	Academy is aware of local services for converting written information into alternative formats	12/21
<b>Long term</b>	<b>Academy website is not accessible to children with SEND</b>	Audit of website	ICT manager	12/21	Website is fully accessible	03/22

## Appendix E - Egloskerry Primary School

### Purpose of plan.

This plan is to show how Egloskerry School intends, over time, to increase accessibility to the school site and curriculum, so all pupils can take full advantage of their education and associated opportunities.

### Schools' duties around accessibility for disabled pupils

Academies and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Compliance with the Equality Act is consistent with our setting's aims, equal opportunities policy and SEN information report.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils where necessary and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- The Early Years Inclusion Service
- Speech and Language Therapy
- Occupational Therapists and physiotherapists
- The school nurse
- Educational Psychologist support (including transition work)
- Thrive practitioners
- Team Teach/positive handling trainers

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Egloskerry Primary School.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

## **Egloskerry - Accessibility Improvement Plan**

### **Short Term – daily/weekly/half termly**

<b>Priority</b>	<b>Lead Staff</b>	<b>Strategy &amp; Action</b>	<b>Resources and costs</b>	<b>Time</b>	<b>Success Criteria</b>
Differentiation of the curriculum to ensure all pupils and their	Principal SENDCO Teachers	<ul style="list-style-type: none"><li>• Training for teachers on differentiating the curriculum and</li></ul>	CPD costs	In place and ongoing	Increased access to the curriculum

<p>parents/carers can access their learning and experiences</p>		<p>effective communication with parents</p> <ul style="list-style-type: none"> <li>• Training for staff on increasing access to the curriculum for special needs/disabled pupils - this includes on school trips and during immersive learning</li> <li>• Staff aware of services available through LA</li> <li>• Link Accessibility Plan to SEND Action Plan (including Dyslexia Friendly Schools) and whole school T&amp;L Strategy work</li> </ul>			<p>Needs of all learners met</p>
<p>Provision of learning support materials to ensure that all pupils can access their learning</p>	<p>Principal SENDCO Teachers TAs/HLTAs</p>	<ul style="list-style-type: none"> <li>• Availability of written material in alternative formats (e.g. overlays)</li> <li>• Appropriate use of specialised equipment to benefit individual pupils and staff (e.g. pencil grips)</li> </ul>	<p>Resources (pencils, overlays etc)</p>	<p>In place and ongoing</p>	<p>Learning experiences of pupils enhanced.</p>
<p>Thrive approach to support nurture and emotional development is embedded across the school</p>	<p>Principal SENDCO Thrive Practitioner Teachers TAs/HLTAs</p>	<ul style="list-style-type: none"> <li>• Thrive and SEMH is a focus for annual Sept INSET (post covid)</li> <li>• Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs (Thrive Room, outdoor environments, designated space in class where possible).</li> <li>• Develop sensory garden/areas in each classroom.</li> </ul>	<p>Thrive Room allocated</p> <p>Thrive Practitioner Update Training &amp; Trauma Informed Schools CPD £500</p>	<p>In place &amp; ongoing</p>	<p>Pupils' emotional and character development is enhanced using the Thrive approach</p> <p>Thrive tracking demonstrates improved emotional resilience</p> <p>School based Thrive Practitioner</p>

		<ul style="list-style-type: none"> <li>• Whole school Playground updated to link to 'play based' learning; including access for all pupils.</li> <li>• Emotional Development CPD updated</li> </ul>			
Team Teach and Restrictive Positive Intervention (RPI) strategies are in place where required	Principal SENDCO Teachers TAs/HLTAs	<ul style="list-style-type: none"> <li>• Teaching and non-teaching staff to have training where required</li> </ul>	£400 per course per person	In place and ongoing	<p>Staff trained to Team Teach</p> <p>Rota of staff available to ensure breaks are given/staff absence is covered</p>
School trips are accessible to all pupils.	Principal SENDCO Teachers TAs/HLTAs	<ul style="list-style-type: none"> <li>• Raise staff awareness regarding risk assessments for SEND pupils</li> <li>• Complete assessments, print and write procedures.</li> <li>• Share with all staff helpers on trip.</li> </ul>	Trip checklist	In place and ongoing	<p>Accessibility checked during checks on chosen site.</p> <p>Risk assessments in place for SEN children on trips</p>
Curriculum access is compliant with DFE recommendations.	Principal Subject Middle Leaders SENDCO	<ul style="list-style-type: none"> <li>• Ensure all present and new staff are aware of DFE recommendations.</li> <li>• Audit teaching staff using checklist</li> </ul>	Time for audit	In place and ongoing	Curriculum is accessible to all pupils.
Improve communication of Egloskerry's accessibility plans to all stakeholders	Principal SENDCO	<ul style="list-style-type: none"> <li>• Ensure Accessibility Plan is displayed on the school website</li> <li>• Improve availability of information/support for parents – display appropriate leaflets for parents to collect.</li> </ul>	Website update costs	In place and ongoing	<p>Accessibility Plan is accessible to all parents/carers</p> <p>Disabled people aware of facilities through policies in place etc.</p>

		<ul style="list-style-type: none"> <li>• Ensure newsletters are in a user friendly format. Audit parents re format.</li> <li>• Ensure DoJo app supports accessibility for all</li> </ul>			Parents/carers fully informed
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### Medium Term – Termly/Annually

Priority	Lead Staff	Strategy & Action	Resources and costs	Time	Success Criteria
Training for teachers on differentiating the curriculum.	Principal SENDCO	Audit requirements (Team Teach, Thrive etc) Contact advisors. Book INSET where required.	CDP costs	In place and ongoing Reviewed annually	Staff support the needs of all pupil groups  Learning experiences of pupils enhanced.
Training for support staff (TAs)	Principal SENDCO	Staff audit to establish requirements for CPD linked to pupil need	CDP costs	In place and ongoing Reviewed annually	Staff support the needs of all pupil groups  Learning experiences of pupils enhanced.
Training for support staff (Lunchtime staff)	Principal SENDCO	Staff audit to establish requirements for CPD linked to pupil need	CDP costs	In place and ongoing Reviewed annually	Staff support the needs of all pupil groups  Learning experiences of pupils enhanced.

<p>Ensure sufficient equipment is available to meet specific needs.</p>	<p>SENDCO</p>	<p>SENDCO identify needs in annual audit of resource provision linked to needs of pupils</p>	<p>Resources – dependent upon audit</p>	<p>In place and ongoing Reviewed annually</p>	<p>The school experience enhanced for children with specific special needs.  Sufficient equipment is in place.</p>
<p>Ensure that the accessibility of the school (internally) meets the needs of all SEND pupils and meets the aims of the long-term strategic plan</p>	<p>Principal SENDCO Governors</p>	<ul style="list-style-type: none"> <li>● Clear route through school for disabled people, allowing access to all areas</li> <li>● Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.</li> </ul>	<p>Costs dependent upon needs of pupils</p>	<p>In place and ongoing Reviewed annually</p>	<p>Physical accessibility of school increased  Improve independent access within school</p>
<p>Ensure that the accessibility of the school (externally) meets the needs of all SEND pupils and meets the aims of the long-term strategic plan</p>	<p>Principal SENDCO MAT Estates Manager</p>	<ul style="list-style-type: none"> <li>● Improve signage to indicate access routes around school</li> <li>● Maintain Safe Access around exterior of school</li> <li>● Ensure that pathways are kept clear of vegetation.</li> <li>● Make sure grounds maintenance contractors know which areas to prioritise.</li> <li>● Enable disabled pupils to enjoy play which would usually be inaccessible to them.</li> <li>● Hazards highlighted to increase safety for visually</li> </ul>	<p>Cost of grounds maintenance</p>	<p>In place and ongoing Reviewed annually</p>	<p>Physical accessibility of school increased  Improve independent access within school</p>

		impaired people. All areas monitored and maintained.			
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### Long Term - Strategic

Priority	Lead Staff	Strategy & Action	Resources and costs	Time	Success Criteria
Audit the H&S provision of the school on a 3 yearly basis	Principal MAT Estates MAnager	As part of the Launceston College MAT we are able to have a full H&S audit. Audit to create areas of focus for accessibility plan <ul style="list-style-type: none"> <li>• 2018/19 - completed</li> <li>• Due 2021/22</li> </ul>	LC MAT	One day for audit plus time to complete assessment	Accredited summary of the school's current H&S provision and requirements To be kept up to date on H&S requirements linked to DFE etc H&S Action Plans created linked to 'Next Steps'
During redecoration works, incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Principal SENDCO LC Site team	Discuss with SEN advisors and decorators.	Classroom redecoration costs (part of cyclical maintenance plan) Repairs and Maintenance Budget	In place and ongoing	Contrasting colour schemes in place.

# Altarnun Primary School

## 1. Aims and Objectives of the Policy

The aim of the Accessibility Policy is to ensure that all pupils have full access to the school site and curriculum. We do this through adopting a personal learning pathway for everyone – one that takes account of individual needs, aspirations and talents and specifically that:

- Altarnun Primary make reasonable adjustments for all pupils, staff and visitors including disabled pupils, staff, parents and carers
- The needs of disabled children, staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

## 2. Definition of Disability

Disability is defined within the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."

The policy and plan is drawn up in accordance with the planning duty in the Equality Act which includes education. Under the act schools have a duty to make reasonable adjustments for disabled people. This can be summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

In accordance with the Act, Altarnun Primary will carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. We will implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum. Providing teaching and learning that are tailored to individual needs.
- improving the physical environment of the school to increase the extent to which disabled pupils can safely access education and associated services
- improving the delivery of information to disabled pupils by providing training for all staff regarding the needs of disabled people and how to provide assistance to access the school experience as fully as possible.

We will also have regard to the need to provide adequate resources for implementing plans and will regularly review them. Working closely with specialist services including:

- The Early Years Inclusion Service
- Speech and Language Therapy

- Occupational Therapists and physiotherapists
- The school nurse
- Educational Psychologist support (including transition work)
- Team Teach/positive handling trainers

N.B. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

### **3. Principles**

Altarnun Primary recognise their duty to:

- ensure that compliance with the Equality Act is consistent with our Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers
- not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled pupils, staff and parents/carers less favourably
- make reasonable adjustments to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan

### **4. The Accessibility Plan**

In performing their duties and developing the Accessibility Plan, Altarnun Primary staff and the Trust will have regard to their duties to disabled people under the Equality Act to make reasonable adjustments and, where it is reasonable, to provide auxiliary aids.

Altarnun Primary will provide all pupils with a balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- accommodating the needs of disabled staff and parents/carers as far as is reasonably practical

**4.1.** A three-year Accessibility Plan will be drawn up in consultation with the pupils, parents, staff and visitors, including disabled pupils, parents, staff and visitors. They will review and audit the three areas:

- School Buildings
- School Curriculum
- Information the school provides

- 4.2.** At Altarnun Primary we are committed to providing a fully accessible environment which, in line with the Equality act 2010 values and includes all pupils, staff, parents and visitors regardless of their sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 4.3.** The following areas will form the basis of the Accessibility Plan with relevant actions to:
- Improve access to the physical environment of the school including facilities provided within the classroom
  - Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work
  - Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes on this matter.

- 4.4.** The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Equality & Diversity
  - Health & Safety
  - Equal Opportunities
  - Special Educational Needs
  - Behaviour Policy
  - Equal Opportunities in Employment
  - Child Protection
  - Bullying

## **5. Access to the Plan**

The plan (Appendix 1) will be made available upon request to any current parent or prospective parent who requests it or to any parent of a disabled child who makes an enquiry about a place for their child at the school. The plan will also be made available to any member of staff or applicant for a post at the academy who requests it.

The plan will inform relevant aspects of the school's development plan.

## **6. Monitor and Review**

The Accessibility Plan will be monitored every year by the designated person and the SENDCo.

This policy will be reviewed at least every two years and more frequently if there are changes in any relevant legislation.

## Appendix 1 – Altarnun Primary 3 Year Accessibility Plan

### Improving the Curriculum Access

Priority	Strategy and Action	Person Responsible	Timeframe	Success Criteria
Training for staff in the identification of and teaching children with specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies (listed above).	Principal/SENDCo All Staff External Agencies	Annual training on a 3 year rota in ADHD, Attachment, Autism Spectrum Disorders, Dyslexia.  Annual training in epi- pens and asthma.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of- school provision to ensure compliance with legislation	Principal/SENDCo All Staff	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture, fixtures, fittings and resources to support the learning process in individual class rooms.  Use of visual timetables across the school.	Principal/SENDCo All Staff Estates Manager	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Principal/SENDCo All Staff Governors	Ongoing	Whole school community aware of issues relating to Access Community will benefit by a more inclusive school and social environment

<p>Ensure all children identified as SEND have appropriate interventions in place according to need. These are identified on year group provision maps (SEN support) and 1:1 (children with EHCPs).</p>	<p>Provision maps for each year group and Assess Plan Do Review Plans (APDR's).  Individual provision maps for children with EHCPs.</p>	<p>Principal/SENDCo Teachers and T.A's</p>	<p>Termly and ongoing</p>	<p>Provision map and APDR's are up to date and forms a key part of the planning process for all pupils. Provision maps in place and highlighted to support the needs of individual children.</p>
<p>Review TA deployment</p>	<p>In review meetings with teaching assistants and when reviewing APDR's, establish when they are available to support children each day that may be different to their current working hours.</p>	<p>Principal/SENDCo Teachers and T.A's</p>	<p>Reviewed termly but also as needs arise ..e.g if child needs additional support at lunchtime, staffing is reviewed</p>	<p>Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities. Children who need individual adult support to participate in some activities have access to this support.</p>

## Improving the Physical Access

The school buildings are dated and although all buildings are single storey, access to some areas is limited. We are constantly seeking to improve access as a priority as part of ongoing school development, and will ensure that all new developments are fully accessible.

Priority	Strategy and Action	Person Responsible	Timeframe	Success Criteria
Ensure that the accessibility of the school meets the needs of all SEND pupils and meets the aims of the long-term strategic plan	<p>Clear route through school for disabled people, allowing access to all areas</p> <p>Hazards highlighted to increase safety for visually impaired people.</p> <ul style="list-style-type: none"> <li>- Contrasting colours on walls behind handrails</li> <li>- Handrails need to be continuous</li> <li>- Yellow line at the edge of each step</li> </ul> <p>All areas monitored and maintained.</p>	Principal/SE NDCo Estates Manager	Annually reviewed and ongoing	<p>Physical accessibility of school increased</p> <p>Improve independent access within school</p>
Ensure that the accessibility of the school (externally) meets the needs of all SEND pupils and meets the aims of the long-term strategic plan	<p>Improve signage to indicate access routes around school</p> <p>Maintain Safe Access around exterior of school</p> <p>Ensure that pathways are kept clear of vegetation.</p> <p>Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Enable disable pupils to enjoy play which would usually be inaccessible to them.</p> <p>Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.</p>	Principal/SE NDCo Estates Manager	Annually reviewed and ongoing	<p>Physical accessibility of school increased</p> <p>Improve independent access within school</p>
Audit the H&S provision of the school on a 3 yearly basis	<p>As part of the Launceston College MAT we are able to have a full H&amp;S audit.</p> <p>Audit to create areas of focus for accessibility plan</p>	MAT Estates Manager	Three yearly audit and ongoing	<p>Accredited summary of the school's current H&amp;S provision and requirements</p> <p>To be kept up to date on H&amp;S requirements linked to DFE etc</p>

				H&S Action Plans created linked to 'Next Steps'
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## Improving the Delivery of Written Information

Priority	Strategy and Action	Person Responsible	Timeframe	Success Criteria
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for those that require it. School information published on school website and updated regularly.	Principal/SENDCo	Ongoing	The school will be able to provide written information in different formats when required for individual purposes Delivery of information to pupils and parents/carers and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	Principal/SENDCo	Annually	School is more aware of the opinions of parents and acts on this Parental opinion is surveyed and action taken appropriately.

## ACCESSIBILITY AUDIT

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 Accessibility Plan.

APPROACH AND PARKING			
	Y	N	Notes
Is the building within convenient distance of a public highway?	Y		
Is the building within convenient distance of public transport?	Y		
Is the building within convenient distance of car parking?	Y		
Is the route clearly marked/found?	Y		
Is the route free of kerbs?		N	Kerbs are at road level intervals and pose no access problems.
Is the surface smooth and slip resistant?	Y		
Is the route wide enough?	Y		
Is it free of such hazards as bollards, litter bins, outward opening, windows and doors or overhanging projections?	Y		
Is it adequately lit?	Y		
Is it identified by visual, audible and tactile information?	Y		Visual signage only.
Is there car parking for people with reduced mobility?	Y		
Is the car parking clearly marked out, signed, easily found and kept free from misuse?		N	Signage to be added
Is the car parking as near the entrance as possible?	Y		
Is the car parking area suitably surfaced?	Y		
Is the route to the building kept free of snow, ice and fallen leaves?	Y		
Is the route level? (ie. no gradient steeper than 1:20 and no steps)	Y		