



# **ACCESS AUDIT REPORT & DRAFT ACCESSIBILITY PLAN**

**Prepared by Barbara Ross, Consultant**

***Kym Allan Safeguarding, Health and Safety Consultants Ltd.***

***Updated November 2020***

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## Background

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments.

Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. It is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

The access audit report is designed to help you produce an action plan for improvement for inclusion in the School Accessibility Plan or as part of an addendum (objectives) to the School Single Equality Scheme/Policy or School Development Plan.

The report will:

- identify necessary adjustments in the service provided to disabled staff, pupils and visitor's to the school in order to meet the requirements of the Equality Act 2010, BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of practice) and Parts M and K of the Building Regulations.
- provide the first "reasonable step" to prioritising and improving disabled access to the school and to the services it provides as indicated in current legislation.
- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users.
- inform the setting's Accessibility Plan and/or the objectives identified in the School Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs.
- support bids and applications for consent for alterations, extensions and new builds in compliance with Parts M and K of the Building Regulations.
- assist application for Lottery, Government funding and other grants available to schools and other settings.

Dimensions used are generally taken from Part M (Access to and Use of Buildings) and Part K (Protection from falling, collision and impact) of The Building Regulations 2013 edition and should be seen as minimum requirements.

## The Built Environment

Buildings and the spaces separating or linking them have conventionally been designed, constructed and used in ways reflecting the size, strength and capabilities of an average fit and healthy person.

People who have been excluded or inconvenienced by the limitations of these norms have been considered to have "special needs". More recently however, designers have been spurred on, particularly by legislation relating primarily to new buildings, to provide for the safety and convenience of a much wider range of users, notably people with impairments.

The introduction of the Disability Discrimination Act in 1995, which was replaced by the Equality Act in 2010, means that it is no longer acceptable to discriminate unreasonably against disabled people by providing them with lower standards of service or lesser employment opportunities. Two main issues have therefore emerged for consideration and action – the location, design, construction and use of new facilities and the alteration and adaptation of existing premises. These considerations extend beyond the fabric of the buildings and their surroundings to the ways in which they are used.

## The Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation into one overarching piece of legislation governing the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

The first step towards meeting the requirements of the Act is for education providers to carry out a thorough evaluation of their premises. The way forward is to treat inadequacies in an access audit not as problems but as challenges and opportunities for positive change.

## Introduction & General Site Information

- This access audit report and draft accessibility plan was carried out at Pennington C of E School on Wednesday, 10 July 2019 by Barbara Ross, Consultant from Kym Allan Safeguarding, Health & Safety Consultants Ltd.
- Further upgrading and/or development work identified in this survey to improve accessibility will be subject to applicable listed building, planning, conservation and building control approval and designed in line with current Buildings Regulations and British Standards as appropriate.
- Pennington C of E School is a larger than average size rural primary school.
- There are three buildings. The main building is of Victorian construction with internal modification undertaken over the years to date. The Reception Building was constructed in 1993. The Year 6 building which was formerly a portacabin, was removed and replaced with a new prefabricated building in 2018.
- External areas and outdoor space comprise a mix of hard surfaced and grassed areas including a large playing field and wooded area. There is a separate playground to the back and side of the school.
- Age range: 4 – 11yrs.
- Number of FTE pupils: 183 FTE.
- Number of pupils regarded as disabled under the terms of DDA: 0
- All pupils participate fully in school life and are involved and participate in educational trips, visits to other schools, sports events and other curricular activities off school site.
- There is no Wrap Around Care provided on the school site. The before-school care and after-school care is privately run at Pennington Hall.
- Number of FT/PT staff (teaching, non-teaching ex. cleaning and catering): 25
- The general public attend parent's evenings, some school performances and other events including fund raising events at the school organised by 'Friends of Pennington'. No other use of the site or buildings are organised, and no formal lettings take place.
- Transport to site is either on foot or private transport. There is no public transport to the school site. The nearest bus stop is at Lindal in Furness. The nearest train stop is at Ulverston. Both public transport uses would then require onward transit to the school site by either foot or private vehicle.

## Scope

The Access Audit and subsequent report was undertaken in line with the Equality Act 2010. It does not state specific EA performance criteria, nor does it give detailed specifications for the design of a management plan.

Audits tend to represent a 'snapshot' in time and are based on 'sampling techniques' so may not identify everything that is non-compliant. This audit report covers what was seen at the time and, where possible, reflect good practices and identified suggested improvement and priorities. Absence of comments should not however be taken to imply full compliance with legislation.

This audit report covers:

- Car parking and approach
- Routes and external level change including ramps and steps
- Entrance including reception
- Corridor and assembly area
- Vertical movement and internal level change including lifts, internal ramps, stairs and doors
- Access to and in spaces for staff, pupils and potential visitor's
- WC provision for all users
- Signs and information
- Means of escape

*For further details and guidance refer to the following documents:* The Equality Act 2010, BSI British Standard 8300:2009 – Design of buildings and their approaches to meet the needs of disabled people – Code of practice, Building Regulations Approved Document M (2015 edition) - Access to and use of buildings and Building Regulations Approved Document Part K (2013 edition) - Protection from falling, collision and impact.

The audit report includes findings and recommendations with suggested priorities/timescales.

**Suggested** priorities/timescales are as follows:

- **1.** Within one month – immediate action is recommended to put changes into effect.
- **2.** Within 6 months – where action is recommended within the short term to alleviate an access problem.
- **3.** Within one year – where action is recommended to improve access.
- **4.** As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.

# DRAFT ACCESSIBILITY PLAN



<b>School/Building:</b>	Pennington C of E School		
<b>Address:</b>	Pennington, Ulverston. LA12 – ORR		
<b>Auditor:</b>	Barbara Ross, Consultant, Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	<b>Date of Survey:</b>	10 July 2019

TIMESCALE:			
1. Within one month – immediate action is recommended to put changes into effect.	2. Within 6 months – where action is recommended within the short term to alleviate an access problem.	3. Within one year – where action is recommended to improve access.	4. As funds allow, if individual pupil/staff requirement or implemented as part of a long-term plan.

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
<b>Checklist A - CAR PARKING AND APPROACH</b>					
	Parking	<p>There is no designated parking available for staff, visitors or general public on school site. If a car park is being considered in future developments, then I would suggest that at least one or 5% of the overall parking provision should be made available for disabled use.</p> <p>Designated parking is available at the roadside, with spaces off the public highway for 10+ vehicles and on the public highway near to the main school entrance. As a parking space for reduced mobility cannot be accommodated on school site/land investigate a designated parking bay included in the above. Dropped kerbs, road crossing facilities and location of space in relation to the main building entrance should be considered. Contact Cumbria County Council Highways Department to discuss ownership, implications and funding.</p> <p>After parking a vehicle, a disabled person needs to be made aware of the accessible route, with clear sign posting, away from the parking space to the accessible entrance to the building.</p> <p>A designated setting down/picking up point suitable for disabled could be provided as near to the main site entrance as possible,</p>	4		
			3		
			3		
			4		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		clearly marked out and sign posted. Contact Cumbria County Council Highways Department to discuss ownership, implications and funding.			
	Approach and routes to main building entrance	The gradient along the route is no steeper than 1:60 and the minimum width of the route exceeds 1.5m once inside the entrance gate. Intermediate seating has been provided along the route.	N/A		
	External lighting & signage to entrance	External lighting along main external routes - from the site entrance - could be improved to help with orientation during darkness.  The route to the building entrance has some clear signposting but future improvements to school signage could include directional arrows for school reception at site entrance and on route to building entrance. See Checklist C below for further guidance.	3  4		
	Surfaces of approach	The surface of approach to the main entrance into the school is in good order and free from potholes and loose gravel.	N/A		
	Street and grounds furniture/ ironmongery	The main routes to building entrance are clear from projecting hazards.  The pedestrian gate to the site entrances would be difficult to open by people who have limited mobility and/or dexterity when manually operated. When replacing gates consider revising ironmongery for ease of use by all.	N/A  4		

#### Checklist B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

	External ramps	There is no requirement for a ramp to the main building entrance as the route is no steeper than 1:60.  For other external ramps into the building, other than main building entrance, see Checklist M for recommendations.	N/A  SEE CHECKLIST M		
	External steps	There are no steps to the main building entrance.  For other external steps into the building, other than main building entrance, see Checklist M for recommendations.	N/A  SEE CHECKLIST M		

#### Checklist C – ENTRANCES, INCLUDING RECEPTION

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Entrance doors and thresholds	<p>Improve colour contrast between entrance doors, architrave and handles.</p> <p>Provide facility to summon help and position at least 750mm and not more than 1200mm above ground on external façade by main entrance door. Ensure signed and colour contrasted (matt) with background to highlight this facility clearly.</p> <p>When replacing main entrance door in the future redesign to provide automatic door if possible, with clear width opening of up to 1000mm and threshold of no more than 15mm. Outside weather protection/canopy to provide shelter should be provided in the meantime.</p>	<p>2</p> <p>4</p> <p>4</p>		
	Reception areas inc. desks, seating and lighting	<p>A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign to indicate the facility is available.</p> <p>Future developments ensure reception desk/point is suitable for approach and use by standing and seated position. 1200mm deep and 1800mm wide when there is a knee recess of at least 500mm deep. When there is no recess the desk/point should be 1400mm deep and 2200mm wide.</p> <p>Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid reflection, glare, shadows and silhouette.</p> <p>A mix of seating, with and without arms, has been provided for ease of use by visitors.</p> <p>Furniture, floors, walls, doors and ceilings should be colour contrasted (matt) when updating during routine maintenance programme. Acoustic absorbency of materials and texture of surfaces should also be considered.</p> <p>Undertake regular checks to entrance foyer/reception/waiting area to clear any surplus/stored/delivered items.</p>	<p>3</p> <p>3</p> <p>3</p> <p>N/A</p> <p>4</p> <p>1</p>		
	Signs	Improve audio, visual and digital information and directional signs supported by tactile information (such as an accessible map) for people progressing to other parts of the building and include	2		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		wayfinding/location of accessible toilet facilities. Use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. The information and signs should be at a height that allows accessibility for all. Further guidance; <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/148500/Wayfinding.pdf</a>			
<b>Checklist D – CORRIDOR, STAIRWELL AND ASSEMBLY AREA</b>					
	Lateral circulation, width of corridors	Most of the circulation and corridor spaces would be suitable for wheelchair users to manoeuvre and someone to stand aside. A minimum clear width of 2400mm is preferable along all corridors.	<b>To Note</b>		
	Obstructions and projections in corridors	Ensure furniture and surplus equipment is not left in corridors or assembly points.	<b>1</b>		
	Internal directional signs	Provide directional signs supported by tactile information (such as an accessible map) for people progressing to other parts of the building; include wayfinding/location of accessible toilet facilities.	<b>2</b>		
	Lighting, floor surfaces and tonal contrasts of surfaces	Improve natural and/or artificial lighting (to achieve illuminance of at least 100 lux at floor level) and consider design/position to avoid increasing reflection, glare, shadows and silhouette.	<b>4</b>		
Floors, walls, doors and ceilings should be colour contrasted (matt), acoustic absorbency materials and texture of surfaces considered during routine maintenance or refurbishment/capital programme.		<b>4</b>			
Remove loose mats that buckle and curl and mat wells that do not have flush mat inserts.		<b>1</b>			
<b>Checklist E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (LIFTS)</b>					
	Passenger lifts (fully enclosed)	None installed.	<b>N/A</b>		
	Platform lift (partially enclosed)	None installed.	<b>N/A</b>		
	Wheelchair lift (fold away)	None installed.	<b>N/A</b>		
	Chair lift (transfer)	None installed.	<b>N/A</b>		



AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
		<p>colour contrasted (matt) splashback/surfaces,</p> <ul style="list-style-type: none"> <li>• tables and chairs to have soft edges and include rubber soled feet,</li> <li>• high frequency controllable lighting,</li> <li>• colour contrast (matt) between walls, furniture, seating and flooring.</li> </ul> <p>Adaptations required for specific SEND pupils will need to be assessed on an individual basis including access issues into The Learning Den and other 'play' houses.</p>	<b>To Note</b>		
	Access to and in staff room	<p>Future development of staff room should include the following:</p> <ul style="list-style-type: none"> <li>• kitchen/sink area with colour contrasted (matt) splashback/surfaces,</li> <li>• a mix of seating, with and without arms,</li> <li>• high frequency controllable lighting,</li> <li>• colour contrast (matt) between walls, furniture, seating, walls and flooring.</li> </ul> <p>Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.</p>	<b>4</b>          <b>To Note</b>		
	Access to and in dining areas/ assembly hall/entertainment spaces	<p>Ensure surplus furniture and equipment is not left in hall/dining space AG019.</p> <p>An induction loop/ hearing enhancement system should be considered for installed in hall/dining space AG019 to improve the audio for those with hearing problems.</p> <p>If the school governors lease out premises to be used by other parties in the future then as landlord they will need to consider the implications of the Equality Act 2010 and ensure that a disabled person is not treated less favourably than a non-disabled person when gaining access to the site, building or using the school facilities.</p>	<b>1</b>          <b>4</b>          <b>To Note</b>		
	Accessibility of control systems - dining areas/ assembly hall/entertainment spaces	Clearly identify accessible switches, handles, emergency 'break-glass', door exit and other controls by colour contrast when upgrading decoration. Lower height of controls to at least 750mm and not more than 1200mm above ground level.	<b>4</b>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
	Seating and furniture - dining areas/ assembly hall/entertainment spaces	<p>Ensure that tables and chairs have rubber soles and furniture, seating and flooring is colour contrasted in future programmes.</p> <p>Space out seating and provide clear spaces for individual with limited mobility or wheelchairs in audience seating.</p>	<p>4</p> <p>4</p>		
	Changing/bathroom facilities	<p>There is no changing/shower/bathroom facility on site.</p> <p>Consider providing unisex wheelchair-accessible changing and shower facility in future developments.</p>	<p>N/A</p> <p>4</p>		
<b>Checklist J - WC PROVISION – ALL TOILET AREAS</b>					
	Staff & Visitor's (male & female) WC	<p>Designated male/female staff and visitor's WC AG029a near main reception and male/female/pupil WC in YR 6 Building has been adapted/would be accessible to ambulant disabled and wheelchair users. – see Checklist K for recommendations.</p> <p>Designated female staff WC AG029 and male/female staff WC BG006 would not be accessible to wheelchair user. The WC's could be used by ambulant disabled people with redesign to include the provision of outward opening door, support rails and easy gripped/operated ironmongery.</p> <p>Future development of WC AG029 and WC BG006 would also benefit from:</p> <ul style="list-style-type: none"> <li>• improved signage,</li> <li>• colour contrasted (matt) finish walls, doors, fittings, ironmongery and surfaces,</li> <li>• door handles, flush and light switches easy grip/operated,</li> <li>• handwashing &amp; or drying facilities easily reached,</li> <li>• lever type taps for use by people with limited dexterity,</li> <li>• acoustic absorbency of materials and texture of surfaces consideration.</li> </ul>	<p><b>SEE CHECKLIST K</b></p> <p>4</p> <p>4</p>		



AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
<b>Checklist L – SIGNS, INFORMATION AND SITE MAINTENANCE</b>					
	Noticeboards, publication and other materials provided for pupils, parents and other users	<p>Notice boards and information to take away should be within reach of both ambulant and wheelchair users and positioned with visual impairments and wheelchair users with lower eye levels in mind.</p> <p>Review all public information and consider providing the information in alternative formats/software such as BrowseAloud, Braille, large print and audiotape/MP3. Availability of alternative formats should be advertised within all publications and on school website.</p> <p>The design, layout and colour contrast of school website should be reviewed to consider users with vision impairments – use light text on dark background, sans-serif font and size (depending on reading distance) of type.</p> <p>In order to provide accessible information on your school website consider the following:</p> <ul style="list-style-type: none"> <li>• details of designated on and off-street accessible parking including arrangements for advanced telephone notification if accessible parking information and/or additional assistance is required;</li> <li>• accessibility of site and building(s);</li> <li>• accessible toilet provision.</li> </ul>	<p><b>3</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p>		
	Internal routes and obstructions	Ensure exit, escape and traffic routes are clear of surplus furniture, equipment and any obstructions.	<b>1</b>		
	Compliance management & maintenance programme	<p>Adhere to statutory recommended checking, servicing and maintenance of installed systems including heating, lighting, emergency lighting, emergency warning and fire alarm. (applicable).</p> <p>External/internal lighting - ensure missing bulbs and/or fluorescent tubes are replaced as soon as possible as part of ongoing maintenance programme.</p>	<p><b>1</b></p> <p><b>1</b></p>		

AUDIT REPORT CHECKLIST REF No. & TITLE	ITEM	ACTIVITY	TIMESCALE	COST	RESPONSIBILITY
<b>Checklist M - MEANS OF ESCAPE</b>					
	Emergency evacuation procedures for disabled people – PEEP/GEEP	<p>A Personal Emergency Evacuation Plan (PEEP) should be developed for those (Inc. regular visitors) needing assistance, which outlines how and by whom they will be evacuated. No PEEP's are required at the present time.</p> <p>If disabled non-regular visitors attend the school, a 'buddy' system must be set up whereby named persons are responsible for ensuring these persons are assisted to evacuate the building and a General Emergency Evacuation Plan (GEEP) developed for and with that person.</p> <p>Ensure that staff, pupils and visitors are trained (or aware of as appropriate) in the evacuation procedures when the school premises are used during/outside normal school hours and have considered individuals needing assistance and if applicable safe refuge areas identified.</p> <p>A sign/notice should be displayed at entrance/reception to ask visitors to inform staff if they require emergency evacuation assistance.</p>	<p>4</p> <p>4</p> <p>1</p> <p>1</p>		
	Exit doors and escape routes	<p>Review all other exit routes from school building and programme the following:</p> <ul style="list-style-type: none"> <li>• door furniture should be operable with one hand,</li> <li>• door thresholds/small steps should be removed/reduced,</li> <li>• steps should be replaced with a permanent ramp or designated emergency use only,</li> <li>• step edge nosings on steps that cannot be redesigned,</li> <li>• colour contrast (matt) between door, architrave, door furniture/door release bar,</li> <li>• adjust door closer to ensure minimal force opening/closing/pressure action,</li> </ul> <p>Handrail(s) from exit doors AG006, BG005a and BG004a were loose and should be secured down.</p>	<p>4</p> <p>1</p>		

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<b>Checklist N – OTHER</b>					
	External areas inc. recreation, play, routes and approaches	<p>External seating, furniture, benches, fencing and gates throughout the school site should be colour contrast visually with the background although some is already done.</p> <p>Changes in levels/surface joins/edge protection between paths should be smooth and free from protrusions. However, the site including the path around the perimeter is well constructed and maintained for all to use.</p> <p>When refurbishing/replacing current outdoor play facilities consider colour contrasted (matt) and accessible playground equipment such as large ramps, sensory play panels and slides.</p> <p>Check the outside areas on a regular basis in order to maximise accessibility for all.</p>	<p><b>3</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>1</b></p>		
	Future planning and design	<p>Ensure that the planning and design of capital and/or maintenance projects consider the needs of wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments. Inclusion in the design detail at an early stage will be cost neutral and will future proof your facilities for all users in years to come.</p> <p>It is disappointing given Year 6 Building is relatively new it does not fully comply with guidance on good practice in the design of buildings and their approaches BS8300.</p>	<p><b>4</b></p> <p><b>To Note</b></p>		
	General training and awareness	<p>Review current training and if required provide additional/ongoing disability/equality awareness for governors, staff and pupils.</p> <p>Include disability/equality awareness training in staff induction process.</p> <p>The following online e-learning could be explored for suitability and content;</p> <ul style="list-style-type: none"> <li>Virtual College, Equality, Diversity and Inclusion in the Workplace. <a href="http://www.virtual-college.co.uk/products/Equality-and-Diversity-in-the-Workplace.aspx">http://www.virtual-college.co.uk/products/Equality-and-Diversity-in-the-Workplace.aspx</a></li> </ul>	<p><b>2</b></p> <p><b>2</b></p> <p><b>To Note</b></p>		

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		<ul style="list-style-type: none"> <li>LSCB Cumbria online e-learning - Equality and Inclusion in Health, Social Care or Children's and Young People's Settings. <a href="http://www.cumbrialscb.com/training/elearning.asp">http://www.cumbrialscb.com/training/elearning.asp</a></li> </ul>			
	Specific training and awareness	<p>Ensure Special Educational Needs Coordinators (<b>SENCO</b>) receives regular, relevant and updated training to keep abreast of current legislation and operational requirements and involved in developing future strategies for inclusive access and education for all disabilities. Training should then disseminate to governors, staff and pupils as appropriate.</p> <p>Manual handling training should be provided for toilet alarm appointed members of staff responder.</p> <p>Advice and guidance to support the needs of disabled pupils already in school should be relayed to all staff as necessary.</p>	<p><b>2</b></p> <p><b>1</b></p> <p><b>1</b></p>		
	Accessibility plan consultation	Consult to obtain views, advice and ideas from pupils, parents/carers, voluntary groups, local Access Group and wider community to develop and improve your accessibility plan and quality of communication in line with the returns and comments.	<b>2</b>		
	School accessibility and physical environment	<p>SEND guidance advises that pupils with mobility aid(s) and special needs assistant may need the same space used by two non-disabled pupils. A pupil using a wheelchair and mobility aid(s) may need the space used by three non-disabled pupils. Additional storage space requirements will also need considered in forward planning for pupil attendance.</p> <p><i>...you should add anything else in here that has not been included in the above that would increase the extent to which disabled pupils and members of the school community can access the school site, building and facilities.</i></p>	<p><b>To Note</b></p> <p><b>To Note</b></p>		
	School curriculum	<i>...you should add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can participate in the school curriculum. Include out-of-school and extra – curricular activities.</i>	<b>To Note</b>		
	School information, communication and literature	<i>...you should add anything else in here that has not been included in the above that would increase the extent to which disabled pupils can access information, communication and literature.</i>	<b>To Note</b>		

