



THE BEMROSE SCHOOL

ACCESS POLICY

MANAGER: N WILKINSON

ADOPTED: APRIL 2026

REVIEWED: SPRING 2026

1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Bemrose School is committed to equality and inclusion. This is demonstrated daily and is at the heart of our vision. This is lived through the buildings, curriculum, teaching and the staff

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. INTRODUCTION

This policy shows how our school complies with these requirements.

The Access Policy/Plan or Accessibility Plan for The Bemrose School is split into three sections:

- Physical access
- Curriculum access
- Access to information

This plan is a part of the School Improvement Plan and is reviewed and updated annually as part of the school improvement planning cycle. Governor's review this as part of their statutory duty through the School Improvement cycle.

The Disability Discrimination Act 2010 (DDA) requires all schools, over time, to increase access to schools for disabled pupils.

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled pupils.

In doing so The Bemrose School seeks to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with

- disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)
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We need to consider the needs of current and possible future disabled pupils. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips, and visits. The duty to make reasonable adjustments refers to all policies, procedures, and practices.

Pupils who are defined as disabled will have a wide range of needs and requirements including mobility needs, sensory needs, learning needs, mental health conditions, epilepsy, AIDS, asthma, and degenerative conditions etc. This links with the Supporting Children with medical conditions policy and guidance.

The Bemrose School makes a promise to its community: “We will do our very best to make The Bemrose School a happy, safe and successful community.” This promise is extended to all pupils including those who are defined as having a disability.

4. PHYSICAL ACCESS

Review of current access

The Bemrose School is comprised of seven separate buildings accommodating pupils aged 3-19. Wheelchair access is good with all of teaching areas accessible to wheelchair users (except that there is no easy access to the upstairs gym). There are wheelchair accessible toilet and accessible changing and showering facilities for disabled users. In buildings where there is more than one floor, there is lift access. Pathways and parking arrangements are good, and stairs are marked for visibility.

Alarms have both auditory and visual components. There are muster points and evac chairs with selected staff appropriately trained to support disabled users to exit the building safely. The Fire evacuation procedure is adapted through an appropriate Risk Assessment to meet individual needs whilst not compromising safety.

There are some non-visual guides to assist pupils with a visual impairment. The Lighting has been improved in many areas of school. Examples are in Art where LED lighting supports finer works. These are also on timers to ensure the school’s carbon footprint is efficient. However, some parts of the school are ‘busy’ and thus distracting for children with ASD.

Aim	Strategy	Outcome
To increase accessibility for pupils with autism	<p>Further develop the purpose-built environment for pupils with autism through the Local Authority WSOA 2020 and the Autism in Schools Project</p> <p>Appointment of a specialist teacher for Autism and HLTAs with a responsibility for autism friendly environment in their job descriptions</p> <p>Colour schemes sympathetic to the needs of pupils with autism Outside space for Elmtree pupils</p>	<p>Emerging as DCC develop their SEND strategy city wide.</p> <p>Increased uptake and integration of main stream placements for Autistic pupils.</p> <p>Improved access and outcomes for pupils</p> <p>Further developments through the DCC revised SEND strategy</p>
<p>To annually inspect all areas of the site and buildings to ensure that there are no physical barriers to access with a range of disabilities.</p> <p>Ensure there is a provision for and pupils with partial visibility or hearing impairment</p>	<p>To rectify any problems identified by the annual inspection and to report annually to governors and to LA</p> <p>Signage and walk areas are visible to all with full or partial sight.</p>	<p>Full physical access to academic, sporting, play, social facilities, the hall, canteen, library, indoor and outdoor sporting facilities.</p>

5. CURRICULUM ACCESS

Review of current access

Parental contact, where appropriate and including external agencies and partners, is made in several ways:

1. Letter home; Email; DOJO; Group Call
2. Access to the Arbor platform
3. Informal meeting
4. Formal review
5. Telephone and email
6. School Website
7. Target Setting Days/Parents Evenings

8. Newsletters
9. Home visit
10. Tweets
11. Home School Communication book (blue book)
12. Parent governors
13. Visits to community venues

In addition, various staff who work on attendance or behaviour are involved as appropriate to ensure pupil interaction with learning.

Provision mapping			
Area of need	For all pupils	For some pupils	For a few individuals
Cognition and learning	<p>Differentiated curriculum planning activities / materials.</p> <p>Range of teaching strategies including use of IT. Increased visual aids. Writing frames. Access to word processor / Alpha Smart. Concrete learning materials (maths).</p>	<p>Paired reading (2x20 mins weekly). Rapid Reader. Lexia. Clicker 4 (IT). Small group withdrawal to meet individual need. Interventions Individual IEPs. In class TA support. More Able Mentor</p>	<p>Individual IEP. 1:1 TA in class. Shared access to TA in class. Withdrawal (2-3 x 1 hr) Mentoring – behaviour. Apple Tree programme. Key Worker. Outside agencies. Off-site placements. Alternative curriculum. Reduced timetable. Access arrangements Disapplication.</p>
Communication and Interaction	<p>Adapted curriculum planning with particular emphasis on language development. Use of a wide range of teaching strategies / resources including TA support in class. Increased use of visual modelling, structured, involve</p>	<p>Language support programme comprising units of literacy and numeracy modules. Paired reading (2 x 20 mins weekly), Opportunities for constructive talk and role-play (2 x 30 mins weekly). Guided reading programme 92 x 30 mins weekly).</p>	<p>Intensive language support programme focusing on basic literacy and numeracy modules. Paired reading (4 x 30 mins weekly). Constructive talk and role-play (4 x 30 mins weekly). Guided reading programme (4 x 30 mins weekly). High frequency word opportunities IT – scanit (4 x 30 mins</p>

<p>Emotional, Behavioural and Social</p>	<p>School Behaviour Policy. School / form rules. Best Start. School Council. Heads of House. Differentiated and adapted curriculum. Monitoring by TAs in class. Let's Explore and RJ.</p>	<p>Fixed interval observation. Monitoring through individual reports. Referral to Inclusion panel. Individual targets. Group targets. In class support. Social skills withdrawal 3 times per fortnight. RJ</p>	<p>Nurture groups / learning mentor groups and individual work. Withdrawal from lessons to LSU/Room 17. Individual targets. Group targets. Using external agencies. (multi-agency planning, targets, and provision) Shared placements. Re-integration to lessons. Specially adapted fire alarm in Elmtree for pupils with autism. Night School</p>
	<p>active learning strategies, combine language skills, use cognitive framework, value use of pupils' first language. Let's Explore for all pupils- at least 5 times a term.</p>	<p>High frequency word games. IT – scanit (2 x 30 mins weekly) Double staffed groups for children with English below 85 SAT.</p>	<p>weekly). Basic language and number work (4 x 30 mins weekly), ERF and Elmtree. Social Skills lessons 3x fortnightly 1:1 SLT sessions</p>

Sensory and Physical	Ramps / lift / door and stair markings/ stair rail / window blinds / disabled toilets / other specified building adaptations as set out in statements prior to pupil arriving E.g low arousal paint, carpeted floors	TA support. Zoom text / CCTV / Hearing loops / radio aids / enlarged text. PC keyboard letters. Magnifiers. Adapted PE equipment and learning materials. Provision as set out in statement.	Liaison with outside agencies. Annual and interim reviews. Translators / signers. Special examination provision. Support from STEPs Key worker attendance at medical appointments Adherence to DCC Contenance Policy
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Timescale	Target	Strategy	Outcome
Short term	To ensure modifications to exam and access arrangements are made where appropriate. To continue to work on differentiated teaching and deployment of TAs.	Through Inclusion Team In the main School Improvement Plan	Fair and successful examination system. SEND achieve above NA. Work evidenced in the Area reviews and through ongoing progress monitoring
Medium term	To identify training needs. To continue with action plans improving teaching and learning	Relevant training for staff e.g., IDP. Time set aside for planning	Staff confident in their ability to teach pupils well. Continuation of improvement re teaching and learning
Long term	The 5-year premises development plan has a section to maintain and improve various parts of the school site.	As part of an annual school improvement planning cycle.	School has a wide range of high-quality teaching styles and resources in all areas of the curriculum to support a wide range of needs.

	To review annually access arrangements for pupils of school information systems.		
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6. Review of current access

Currently school information is provided in a range of ways – newsletters, letters that are more formal, the prospectus, curriculum booklets (e.g., options), target setting days, parent’s evenings and through the website. Every attempt is made to use simple language, and the Leadership Team checks documents. The school responds positively to requests for adaptations to text size, but there is no formal system for ensuring that we know what is needed. Some staff have knowledge of technology to assist people with disabilities.

There is an opportunity for a range of education and training providers to access pupils in years 8 to 13 for the purposes of informing them about approved technical education, qualifications, or apprenticeships.

The Careers policy outlines the circumstances in which education and training providers will be given access to these pupils.

Timescale	Aim	Strategy	Outcome
Short	Continue to improve the appearance and text accessibility of main school publications and develop further communication systems	The majority of documents are checked by the Executive Headteacher or Head of School and some members of the Leadership Team – <ul style="list-style-type: none"> • Reports • Newsletters • Prospectus • Curriculum Booklets • Letters • Website • Pupil Planners 	Adaptations made.

Medium	To introduce current means of communication; and to look to further develop Bemrose newsletter and school website		Revised communication systems developed over time
Long	To annually review information systems re. access for all pupils	Revision of formats as appropriate	Information available for pupils and their families in a variety of formats

Appendix 1: Accessibility audit June 2025 [Through the building and Refurbishment]

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 floors in Oaktree and two in the main building	Ensure good lift access; one-way systems	Site team; staff	Completed
Learning environment	Each area has a fully accessible disabled provision including access and desks	Phase 1 classrooms have disability access desks. In the event of a pupil needing a disability desk, one will be moved into a classroom or the pupil's timetable will be amended, to be in rooms with disability desks.	NW/MD	Jan 26
Corridor access	One-way system established	Staircases are clearly labelled with large signage to highlight one -way system.	NW	Completed
Lifts	2 lifts	Are maintained and serviced fully. Bi-Annually. Service Records are kept. (LOLER-lifting operations and lifting equipment regulations)	Site Team	Ongoing
Parking bays	Two parking bays are provided, with overflow space available	Parking bays closest to the main entrance door and clearly labelled, so are accessible for those with need	Reception staff/ Site Team	Completed
Entrances	All entrances and exits are ramped and accessible	Entrances have dropped kerbs to support mobility access. These will also have concrete and no slip covers	NW/MD	Summer 26

Ramps	All entrances and exits are ramped and accessible	All completed with metal none slip surfaces.	NW/MD	December 25
Toilets	All toilets are accessible through DDA	Pupil toilets in phase 4 are accessible through DDA	NW/MD	Completed
Reception area	To be at a height with access to support DDA	Reception is at height and has hearing loop fitted	NW/MD	Completed
Internal signage	Constantly review signage for accessibility and understanding developing infographics	Signage in phases 1-4 is in place.	NW/MD	Completed
Emergency escape routes	All emergency routes are accessible, and a plan is in place for all staff, visitors, and pupils	Test twice per year. Escape routes are routinely checked and kept clear.	NW/MD	Completed
Mini Buses	Access for all stakeholders	All minibuses have a wheelchair ramp	JG/MD	Completed

Actions to Enhance Accessibility September 2025-2028

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 1: Disability Awareness/Training									
1	Provide disability awareness training to enable all staff to understand and recognise disability issues?		x					Medium: to create some student focussed videos on different areas of need for staff to use- begin with ASD	SEND Team to work with identified and willing students Link with the Inclusion panel to identify students who could support producing positive media items Use Pupil voice and assemblies alongside PSHE curriculum to enhance the awareness raising
2	Ensure the necessary training to teach and support students with disabilities if required?		x				As an inclusive school, we undertake annual information sharing and training for each new cohort of students with needs. Our Individual Needs team undertake specialist training where needed, including manual handling, evac-chair training, Autism champion training and more	Short: Use Master Classes and INSET to raise awareness of strategies to support learners	AMK/MAR work with key staff

Section 2: Curriculum delivery?								
3	Do all staff seek to remove all barriers to learning and participation?	x				Our students with SEND make great progress across all years. Staff's efforts in removing barriers are effective	Short: the increased information sharing (as above) will support greater personalisation	As above
4	Is teaching appropriately differentiated to meet individual needs so that young people make good or better progress?	x				The progress of all students is a secure indication of the efficacy of the differentiation	Medium: Ensure graduated response identifies support and intervenes with students who have undiagnosed or unmet needs that are hard to cater for in the setting Long: Enhance ERF provision alongside local authority to support greater differentiation and expertise for students with ASD	AMK/MAR/SAB/ LDs NW/AMK alongside Local Authority
5	Are all students encouraged to take part in music and physical exercise?	x				Yes. Where students struggle, we make adaptations and support them to do so		
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – for example, some forms of exercise in physical education?	x				Our specialist TAs for students with physical barrier work alongside the PE team and physiotherapists to make adjustments and, if needed, use PE time to undertake a physio programme		
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	x				Yes, we have an inclusive and proactive team who always seek to support students with all needs to feel fully included		

8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x				<p>We use our ILPs through Edu Key (individual learning plans) to highlight students who need extra time or support. We use our Tas to support to provide practical assistance if needed.</p> <p>We have a key learning groups that are focused, small-group intervention that seeks to equip learners with the skills needed to run practical experiments in the classroom</p>	<p>Short: Identify students who need ongoing input for practical Science experiments</p> <p>Short: establish whether there is any adjusted equipment available / needed for practical work for those with barriers</p>	<p>LDs</p> <p>AMK, Lead staff and HLTA's</p>
9	Do you provide access to appropriate technology for those with disabilities?	x				<p>Our students use a range of technology; radio-aids, laptops, specialist seating. We were proud to purchase some e- readers for students with visual impairments and some reading pens to help exam access</p>	<p>Short: expand use of reading pens for in-class working for those with the most significant barriers to literacy</p>	<p>LDs & AMK review access arrangement priorities and roll out. AMK/GE with PPL in Y7/8 – using EHCP indication of literacy needs and staff input, set up 2 or 3 reading pen support lessons for key students who may continue to use this provision in KS4</p>
10	Are school visits, including overseas visits, made accessible to all students irrespective of attainment or disability?	x				<p>Our students are excited to say they are always included on visits and we work hard to ensure they can go regardless of barriers. They are part of our community and we would never consider not having them as part of our extra-curricular experiences.</p>		

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 3: How does your School deliver materials in other formats for anyone who needs it?									
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	x					We will seek the necessary support from lead schools in visual or hearing impairment to establish the best provision for the learner		
12	Do you have facilities such as ICT to produce written information in different format?	x					We often produce information on different coloured backgrounds for students with visual stress		
13	Do you ensure that information is available and meetings are accessible to staff, students and parents in a way that is user friendly for all people with disabilities and those who are not fluent in English?	x					We work with translators where necessary for in-meeting support. Our standard procedure is to upload documents from their origin app to PDF which means website users can use their software to adjust text and use read aloud.	Short: ICT staff to be trained to ensure there are no scanning documents to upload. Ensure training covers exporting text from origin app source so the text is available directly on the website and therefore more compatible with screen reader support, Google translate and zoom text on devices. Long: survey our most commonly spoken languages. Adapt key information in to the 2 most common home tongues. Consider adapting GCSE option booklet and welcome material in first instance.	The Welcome group facilitates entrance to the school curriculum alongside Band C as the pathway thought not exclusive for al learners. Training of wider team and EAL needs is ongoing through master classes and INSET Inclusion panel to lead - Support from students or staff with those home languages
14	Is furniture and equipment selected, adjusted and located appropriately?	x					Furniture is all DDA Compliant	Maintain levels of access and mitigate all barriers where reasonable	Audit bi annually all spaces and furniture. Link to H&S Audit annual

15	Do you ensure that all staff are familiar with technology and practices developed to assist people with disabilities?		x				Staff have a good knowledge of most of our tech.	<p>Medium: ensure staff know about the purpose of reading pens and how to implement them in practice</p> <p>Short: staff training again on radio-aids. S and H could lead this by creating a video / short PPT with embedded clips to send round. These can be used to meet their request to re-train new teachers.</p>	<p>ICT department – run staff training on reading pens</p> <p>SEND team – work to create a training resource that can be used again and again</p> <p>Cubi Installed</p>
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		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 4: Is your school designed to be accessible and meet the needs of all students?									
(4a) General									
16	Are pathways and routes logical and well signed (both internal and external)?		x				The signing is clear, routes apparent but needs consideration.	Feedback from our students with ASD indicates the room letter/number system is confusing and not logical. Short: work with those students to create a proposal for the Inclusion panel about how rooming could look and what would feel more logical	NO & MD – liaise with inclusion panel to seek their views and set up ASD group to create proposal to be reviewed by panel
17	Is appropriate furniture and equipment provided to meet the needs of individual students?	x					We have students who have specialist seating chairs and mobility tools. We have height adjustable tables too.		
18	Do furniture layouts allow easy movement for students with disabilities?		x				The learning support area is well-spaced for easy movement.	Long: Students have feedback that classrooms can be hard to manoeuvre around. This is a difficult obstacle to overcome due to the rigid parameters of the classroom sizes. It will be considered in relation to the expansion.	Consider the work in CR4 in the light of DDA guidance that supports positive access
19	Are quiet/calming rooms available to students who use this facility?	x					Our Calm Zone and Elmtree is well used and we encourage student to access it using a time-out card or scheduled sensory rest breaks	Our students with ASD would like this space, when redesigned, to have the capacity to be bigger and contain more private space Long: create an improved space Discuss the lay out and fabric of the building as necessary and at least annually	NW/MAR/AMK – work with planners in relation to the expansion to ensure ASD ERF is designed with student voice considered Time set aside to hold open pupil discussion

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4b) Getting into the building									
20	Are car park spaces reserved for disabled people near the main entrance?	x					We have 2 designated spaces	Long: Building expansion to take into account increase number of wheelchair users and protect 2 more spaces for disabled users	NW - to be included on the expansion plan drawings
21	Are there any barriers to easy movement around the site and to the main entrance?	x					We have a wide, open welcoming main space with no apparent barriers.		
22	Are steps needed for access to the main entrance?				x				
23	Do all those steps have a contrasting colour edging?					x			
24	If there are steps, is a ramp provided to access the main entrance?					x	There is no lip/steps into the main building but the newer building has a lipped edge that prevents the Tango-Velo chairs from accessing safely.	Short: re-pave the exterior to line up the paving with the lip to ensure smooth entrance	Site: cost and implement
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?					x			
26	Is it possible for a wheelchair user to get through the principle door unaided?					x	The door has an automatic function, pressed from reception. The door also has a swipe card function but it's positioning on the side of the door frame is restrictive.	Long: Create a free-standing post with the swipe system installed to enable wheelchair users to pull alongside it and operate independently.	Site: investigate and cost adjustment
27	If no, is an alternative wheelchair accessible entrance provided?					x			

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4c) Internal facilities									
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?					x			
29	Do all internal doors allow a wheelchair user to get through unaided?			x			All internal doors are manually opened. Many doors now opened using proprietary fire door holding mechanisms, allowing free movement between areas of the school.		
30	Do all the corridors have a clear unobstructed width of 1.2m	x							
31	Does the building have a wheelchair accessible toilet?	x					We have a range of accessible toilets.	Short: Feedback from one of our students has led to a revising of the handrail positioning in order to help manoeuvre with independence in the toilet.	Site to re-position handrails Ensure all access toilets have the appropriate hand rails in all building
32	Does the building have accessible changing rooms/shower facilities?	x					Site: ensure students' needs are sought and considered		

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4d) Vertical Movement									
33	How many storeys in the building? Please insert letter Primary = single storey throughout Creatives Block =single storey Sports Hall = Single storey Elmtree = Single storey Cherry Tree and Dining = Single storey Oaktree = Three storey with accessible lift access Main Block = Two storey with accessible lift access								
34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?			x			The main staircase has colour edging	Short: the stairs to all have contrasting edging.	Ensure all doors areas have contrasted edging in all staircases
35	Is there a continuous handrail on each internal stair flight and landing?	x							
36	Does the building have a lift that can be used by wheelchair users	x					We have a lift in each of the buildings	Long: the mechanism is not easy to operate from a wheelchair as the chair would need to be side-on to reach the button- the automatic doors then close before the chair can be propelled to front facing to enter the lift. All students therefore need adult support to use the lift	Site: lift mechanism to operate on externally (separate to lift door) standing swipe or button or a radar to detects the key from a greater distance
37	Do you have any other sort of mechanical means provided to move between floors? If Yes, please state	x					Evac chair on all stairways and landing areas		

38	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			x		<p>Refuge points are identified on each floor of buildings. Learning Support/Site staff are Evac Chair trained. All ground floor areas have accessible exits. We have accessible ground floor fire exits from the all buildings.</p>	<p>Medium: Review the number of accessible ground floor exits points in both buildings as the school grows</p>	<p>Site staff- review each exit and determine a schedule of works that begins to move towards great inclusivity of exit.</p>
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		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4e) Sensory Impairment									
39	Are non-visual guides used to assist people to use the buildings?				x		This needs consideration and research in to what a guide might look like. We have a narrated tour of the building on the website but it does not have sufficient detail to act as a guide for a visually impaired person	Medium: Consider how other organisations implement something like this and what it might look like.	ASP - make links with blind colleague for guidance. Explore local schools for students who have lost their sight.
40	Could any of the décor be confusing or disorientating for students with disabilities?				x		There is a uniform colour scheme that is user friendly that is maintained	We have, as indicated, identified the need to consider the rooming system and the use of colour edging.	
41	Is a hearing induction loop available (either fixed or portable) in the school?		x				Areas are covered by the use of the portable radio-aids. Primary has a portable radio in all areas	Ensure serviced annually	
42	Does the building have a 'Soundfield' sound reinforcement system?				x				
43	If there is a 'Soundfield' system, in what area				X		Ensure sound field is in place or in identified rooms to support speech, language and communication		
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?	x					Full coverage in all areas that is tested bi annually at least All areas have alarms with a flashing light and sounder across the site. Fire alarms all have visual alerts to support the sound and draw attention to the alarm		

Accessibility Audit and Action Plan for The Bemrose School

Part of Accessibility Plan

Short:-within 1 year Medium:-within 2 years Long:- within 3 years

KEY:

1 Yes 2 Almost 3 Partially 4 No 5 Not applicable

Staff/Team codes

NW	-	Neil Wilkinson	Executive Headteacher
MAR	-	Martin Rowe	Head of Secondary School
JP	-	Jason Pass	Head of Primary School
IN	-	Individual Needs	
AMK	-	Anne Marie Kearney	SENCO
De Se	-	Deputy SENCO	
CO	-	Communications	
TA	-	Teaching Assistant	
IT	-	IT Manager	
ASC	-	Andy Scott	Assistant Headteacher
DC	-	Wendy Smith	Lead for Exam Access Arrangements
Site	-	Site Maintenance Team	Lead by Mike Denison