



GREENWOOD ACADEMIES TRUST

**Physical Accessibility Plan for
Mablethorpe Primary
Academy**

Introduction

Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from October 2016 – October 2019.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.

3. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. This Accessibility Plan should be read in conjunction with the relevant sections of the following documents:

- SEN and Disability Policy
- Admissions Policy
- Pupil Behaviour and Exclusions Policy
- Every Child Matters
- Organisation of Pupil Learning

- Education Brief
- Academy Improvement Plans
- Academy Brochures
- Asset Management Plan

6. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.

7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.

8. The Academy Brochure will make reference to this Accessibility Plan.

9. The Academy's Complaints Procedure covers the Accessibility Plan.

10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).

11. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.

12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.

13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

Building Bulletin 102: Designing for disabled children and children with special educational needs.

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document M

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf

LABC Building Regulations in Practice - Accessible Toilets by David Spooner

<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

Physical accessibility

Physical Accessibility Action Summary

An Access Audit was carried out by, Geoff Slade, Health & Safety Manager on 30 October 2016 and a number of recommendations made as follows:

No.	Item	Activity	Legislation	Timescale	Responsible Person
1	There are no facilities for deaf/hard of hearing in reception or other parts of the building e.g. hall	Hearing Loop required. A portable loop e.g. http://www.sarabec.com/la90-portable-loop-system/p778 would be satisfactory and would provide flexibility if other parts of the site are being used.	Equalities Act 2010, BS7594	31.3.2017	Catherine Teale
2	<p>Accessible toilets and washroom facilities.</p> <p>Accessible toilets for pupils in all year groups do not comply with DfE BB102 requirement that all nursery/reception/Year groups 1 to 3 and year groups 4 to 6 are age appropriate (see also items 3 and 4)</p> <p>Although suitable rooms exist the fittings installed are either standard adult height or higher i.e. Doc M.</p>	<p>Arrange for the following changes:</p> <p>Install all fittings (Basin, WC, rails etc.) in accordance with guidance on page 10</p>	DfE BB102 Approved Document M and LABC	31.12.2017	Catherine Teale
3	<p>Infant accessible toilets</p> <p>See 2 above</p>	<p>Arrange for the following changes:</p> <p>Install all fittings and fixtures to comply with KS1 guidance on page 10 of this document</p>	DfE BB102 Approved Document M and LABC	31.12.2017	Catherine Teale

No.	Item	Activity	Legislation	Timescale	Responsible Person
4	Junior accessible toilets See 2 above	Arrange for the following changes: Install all fittings and fixtures to comply with KS2 guidance on page 10 of this document	DfE BB102 Approved Document M and LABC	31.12.2017	Catherine Teale
5	Hygiene Room Toilet Area WC and washbasin are standard adult Doc M Pack i.e. at adult accessibility height. Grab rails around WC, washbasin and shower are at adult accessibility heights/distances	Arrange for the following changes: Install/refit all fittings and fixtures to comply with KS2 guidance on Page 10 of this document	DfE BB102 Approved Document M and LABC	31.12.2017	Catherine Teale
6	Hygiene Room Shower Area Shower fittings (rail, head, seat) are at adult accessibility height Grab rails around shower are at adult accessibility heights/distances	Refit seat at 420-430mm above floor Refit grab rails at 100-150mm above seat height and 350mm centres from centre of seat	DfE BB102 BS8300	31.12.2017	Catherine Teale
7	Adult Accessible facilities	Retain one accessible toilet in main block as an adult accessible toilet. As all accessible toilets are currently adult specification no work is required apart from identifying which toilet to retain as the adult only toilet.	Approved Document M and LABC	31.11.2016	Catherine Teale

Mobility Impairment



Circulation routes

There is level access into the academy from the front and rear of the building.

Car park surface is even with no holes and

Joints between surfaces and pavers are not more than 5mm wide.

Inspection chamber covers and service inspection chambers are flush with the surface.

Designated accessible parking spaces are available although these require remarking. Spaces have level access to the pedestrian entrance. Spaces should be marked as below (if space permits a 1.2m hatched area can be provided on both sides)

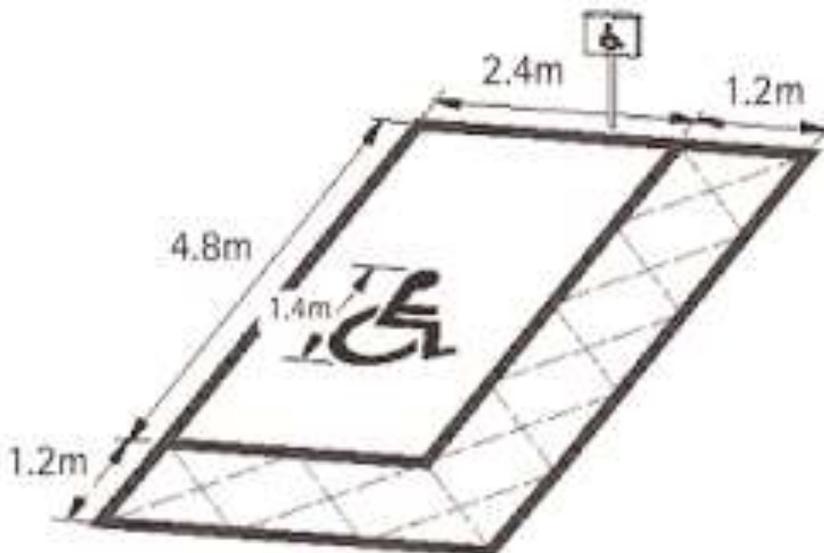


Diagram 1

Communication box/es at entry to the school grounds and/or buildings are located between 1200mm and 1400mm above ground level

Pedestrian gates or entrances onto the grounds have a min clear opening width of 775mm (1000mm for new buildings)

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

RAMPS

Ramped approach

- Maximum gradient 1:20 – not more than 10m long
- Maximum gradient 1:15 – not more than 5m long
- Maximum gradient 1:12 – not more than 2m long
- For goings between 2 and 10mtr it is permissible to interpolate between the maximum gradients i.e. 1:14 for a going of 4m or 1:19 for a going of 9mtrs
- Has a clear width of 1500mm
- Has a top and bottom landing
- Has an intermediate landing at least 1500mm long provided between flights and at any change of direction
- The top and bottom landing are a minimum of 1200mm long, clear of the swing of any door or gate
- Has kerb/ edging min100mm high
- Handrails set at 900-1000mm height

STEPS

If there is a steep slope or drop at the rear of the footway, precautions must be made to prevent wheelchair users running over the edge or blind or partially sighted people walking over it.

Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm

Landings are provided at the top and bottom with a min length of 900mm

Every flight with three or more risers has a suitable handrail to one side and to both sides where flight is wider than 1000mm to aid those with mobility impairment.

Handrails should be:

- continuous across flights and landings
- easy to grip, and should provide good forearm support for those unable to grip, coated where necessary to ensure they are not cold to the touch,

Handrails need to extend a minimum 300mm beyond the top and bottom step and have closed ends.

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Means to open the doors or doors are automatic

Emergency exit (green button) fitted to the inside

Reception lobby is wide enough to accommodate a wheelchair and companion.

Counter: appropriate width & height, with adequate knee recess

DINING AREAS

Access to and from the dining area is suitable width for those with mobility impairment to move around.

Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

Classrooms

Classrooms with a final exit have a wide door with a ramp for ease of exit in an emergency.

Access routes around the classroom
Emergency escape from the classroom; ramped egress from final exit
Adjustable desks and workbenches for those with limited mobility

Accessible WCs

Accessible WC(s) must be available for staff use plus separate facilities for pupils

There must be sufficient manoeuvring space outside the door to the WC –1.5m x 1.5m should be regarded as the minimum and within the WC for a wheelchair to turn around.

See diagram 2 for other dimensions

Flush lever should be on the open side. The lever should have a large flat or spatula shaped handle; a user should be able to flush using a hand, an elbow, or any other part of the body. Some people do it with their chin. If it is not on the open side, it will be impossible to reach from a wheelchair.

A single lever operated mixer tap should be located on the corner of the washbasin nearest to the toilet.

Hand soap and hand towel dispensers should be located so that they can be reached whilst seated on the toilet to allow a user to clean their hands before leaving, thus not soiling their equipment.

The ceiling pull switch should be located so that it can be operated from the toilet and from an adjacent floor area, the switch should have two G pulls (or alternatively ball shaped pulls), one set at a height between 800 - 1000mm and the other set 100mm above floor level.

Accessible toilets in primary schools must be age appropriate. The requirements are detailed below:

- KS1 (early years – 7)
 - WC with seat height between 300-350mm.
 - Grab rail height to 100-150mm above the seat height and 300-400mm from the centre of the seat,
 - Basin fixed at 500-550mm above floor level.
 - All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 350-400 centres from the basin

- KS2 (7-11y) and secondary
 - WC with seat height between 420-430mm.
 - Grab rail height to 100-150mm above the seat height and 400-500mm from the centre of the seat
 - Basin fixed at 650-700mm above floor level.
 - All vertical grab rails at 950mm centres above floor (assuming 600mm grab rail) and at 450-500 centres from the basin

In multi storey buildings there should be an accessible WC on each floor with a travel distance to the nearest such WC being no greater than 25mtrs

See diagram 2 for Accessible WC layout NB dimensions are for an adult WC (which may also be more suitable for some secondary pupils)



Diagram 2.

Hygiene room

A specialist hygiene room is available with a fixed/mobile hoist and space for assistants to change a pupil.

In a primary school this should contain a changing bed and accessible WC unless this is included in an adjacent accessible toilet (9m²).

Visual Impairment



LIGHTING AND CONTRAST

Lighting is suitable and sufficient

Light sources do not create unnecessary shadows (shadows can create optical illusions)

Glare is avoided from shiny or glossy surfaces

Light levels through different rooms and levels are equal

Walls, floors and doorways are of contrasting colours.

Colour scheme is simple and number of colours used is limited

Sockets, switches and door-handles are of a contrasting colour

Manifestations across glass doors

Door frame contrasts against walls

Signage using braille in raised format is in use

COMMUNAL LIFTS

Tactile indication, to identify each storey, is provided on the landing and adjacent to the call button

Tactile indication to confirm the floor selection is provided on, or adjacent to, the lift buttons within the car

A raised button within the car indicates the ground floor

Where the lift serves more than three storeys, it provides visual and audible indicators to identify the floor reached

CIRCULATION ROUTES

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.

Contrasting nosings (with a difference in Light Reflectance Value (LRV) between the nosing and the body of the step of at least 30) are provided on each step's tread and riser, to help visually impaired people identify the location of the steps, these should be **55mm wide across the whole width on both the tread and riser. Hatched tape must not be used.** Depending on the background a white, black or yellow nosing will usually be appropriate

A tactile warning surface is incorporated at the **top and bottom** of external flight of stairs. These textured surfaces are used by the visually impaired to detect when there may be change in level or where pedestrian and vehicular routes may cross

Handrails are easily distinguishable from the background through the use of good visual contrast and have features to prevent guide dogs from walking under the rails, but with sufficient openings between vertical members to ensure that children and wheelchair users can see, and be seen, through the railings. Handrails should be of a material that is not cold to the touch when temperatures are low.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm. Where a sign is suspended over a walkway a minimum clearance of 2100mm is acceptable. Where trees overhang a walkway it is advisable to cut them back to at least 3000mm clear height to allow room for regrowth

NB people with vision impairment often lose the ability to distinguish between colours therefore contrast is important. Contrast can be assessed by taking a photograph of the area being assessed e.g. flight of stairs, accessible wc and printing the photo in monotone. If the edge of the steps, rails etc. can be clearly distinguished there is sufficient contrast

Hearing Impairment



Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets, where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms. The alarm must be easily visible by somebody seated on the toilet.

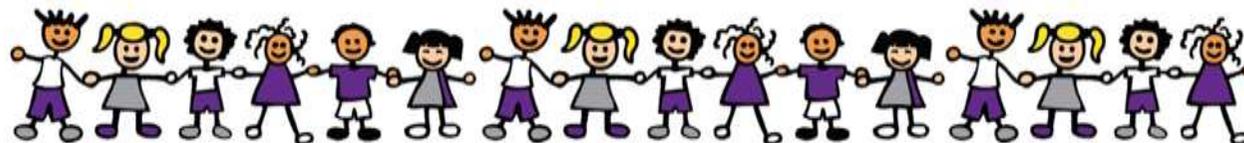
Hearing loops (fixed or portable) with sign must be installed at reception areas.

Curriculum Accessibility

Mablethorpe Primary Academy will nurture its pupils to ensure that the children in our care leave our academy with strong self-esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

The Mablethorpe Primary Academy will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

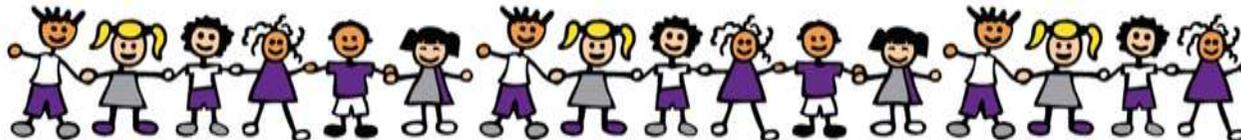
1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from **December 2016 to December 2019**.
2. The SEN and Disability Act 2011 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 schools have had three key duties towards disabled pupils, under Part 4 of the DDA:
 - Not to treat disabled pupils less favourably for a reason related to their disability.
 - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
 - To plan to increase access to education for disabled pupils.
3. This plan sets out the proposals of Mablethorpe Primary Academy to increase and sustain access to education for disabled pupils in the three areas required by planning duties in the DDA:
 - Increasing the extent to which pupils can participate in the curriculum
 - Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services
 - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
4. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
5. Greenwood Academies Trust and Mablethorpe Primary Academy plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities:



- | | |
|--------------------------------|---|
| • <i>ASD/Asperger's</i> | • <i>Hearing</i> |
| • <i>Behaviour</i> | • <i>Incontinence</i> |
| • <i>Communication</i> | • <i>Learning</i> |
| • <i>Consciousness</i> | • <i>Medication</i> |
| • <i>Palliative care</i> | • <i>Mobility</i> |
| • <i>Eating & drinking</i> | • <i>Other Disability/ health problem</i> |
| • <i>Hand function</i> | • <i>Personal care</i> |

Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
 - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
 - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.
6. The following action plans relate to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.
7. We acknowledge that there is a need for ongoing awareness raising and training for staff, trustees and councillors in the matter of disability discrimination and the need to inform attitudes on this matter.



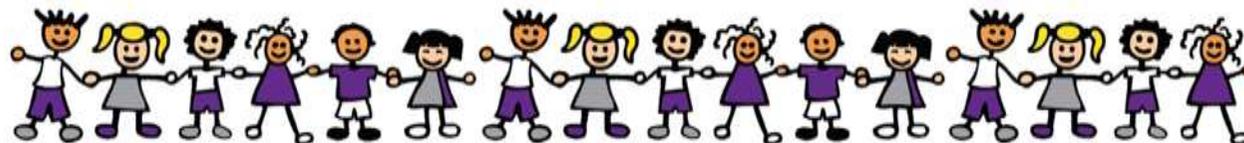
8. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- Academy Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Communications with Parents and Carers Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Promoting Pupil Welfare Policy
- Pupil Behaviour and Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Safeguarding Policies and Practices
- Behaviour Policy

9. The action plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Director Risk and Health & Safety. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

10. Curriculum policies and delivery reflect our commitment to Equality and Diversity.

11. The Academy's complaints procedure covers the Accessibility Plan.



12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.

13. The Plan will be monitored by Ofsted as part of their inspection cycle.

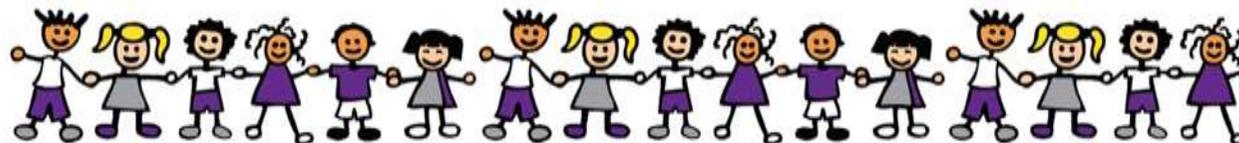
Improving Curriculum Access at Mablethorpe Primary Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see ‘Disability Access Provision’ Page 6/7 below)

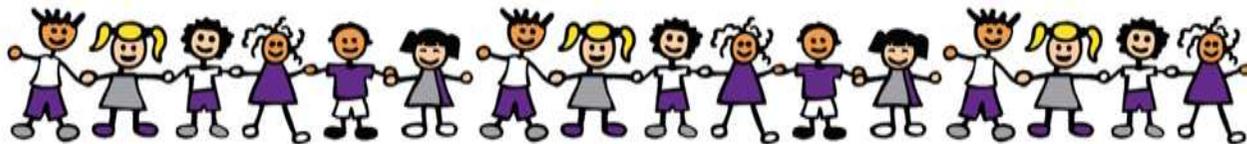
Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities);
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Targets	Strategies	Timescale	Responsible	Cost	Success Criteria
To ensure that all children have access to the curriculum regardless of their disability.	Adaptations to activities where necessary to enable every child in a class to access them.	Ongoing	Senco		All children will be able to access the curriculum and show progress with learning regardless of their disability
	Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (e.g. coloured backgrounds, visual and kinaesthetic resources, task lists, support materials etc.)	Ongoing	Teachers TAs		
	Refer to and take advice from external agencies about provision required for specific children.	Ongoing			
		Ongoing			



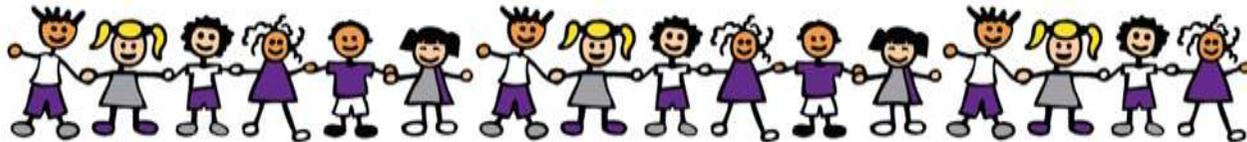
	<p>Adapted laptops and tablets for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p>				
To ensure all school trips are accessible to everyone.	<p>Work with parents and trip destination staff to ensure access and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made <u>where possible</u>.</p>	Ongoing	Teachers		All children in school are able to access all school trips.
To ensure TA's have access to specific training on disability issues.	<p>TA's to access relevant courses each year.</p> <p>TA's to have relevant access to training on disability issues affecting children they work with.</p> <p>Work with TA's through PDRs to develop their specific skills.</p> <p>Use senior TA's to model good practise and share strategies with others.</p>	Ongoing	Senco SLT		Raised confidence of staff in terms of knowledge and strategies leading to increased pupil participation.
To ensure all staff receive basic ASD awareness training.	Training delivered by professionals from The Working Together Team (TWTT) to raise awareness of effective strategies	Autumn 16	Senco Teachers		As above.



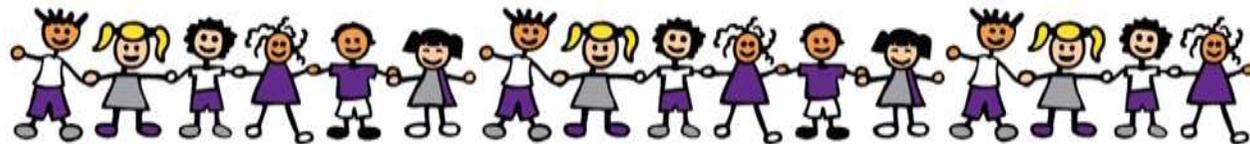
	that can be used in the classroom to support children with ASD.		TA's		
To ensure all staff are aware of disabled children's curriculum access needs.	Regular review of IPM and IBP targets. Sharing of information through meetings, planned transitions	By need	Senco Teachers TA's		All staff aware of individual pupil's access needs.

Improving the Delivery of Written Information at Mablethorpe Primary Academy

Targets	Strategies	Timescale	Responsible	Cost	Success Criteria
To ensure written Academy information to parents and carers is accessible to all, including individuals with EAL and/or learning difficulties.	Brochures, letters, newsletters, text messages, website etc. to be checked for accessibility at a low level of literacy. Information to parents and carers to be provided in alternative ways according to need, e.g. Translation Interpreted (if possible) Verbal sharing of information (where reading is an issue) Proof read all letters home to ensure plain English is being used. Ask parents / carers about access needs when their child is admitted to school, including EAL. Discuss during home visits.	Ongoing	Principal SLT Admin Staff Teachers		All parents and carers are receiving information in a format they can access. Parents and carers feel confident in the information they receive from school.
To increase support for parents of children with disabilities.	Produce an accessible SEN brochure for the school. Create an SEN display area for parents and carers, including leaflets about where to find out more	July 2017			Increased confidence of parents of disabled children and those with SEN to support their



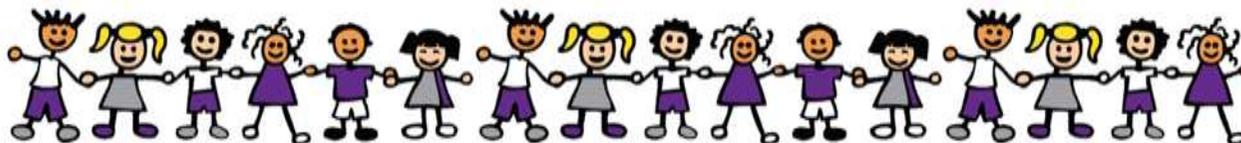
	<p>information and access support.</p> <p>Routinely distribute information for relevant parent support groups.</p> <p>Establish regular SEN information mornings for parents to meet with SENCO and others.</p>				children's education.
To improve access to all written information for pupils with communication difficulties e.g. ASD	Visual timetables, individual check lists, planners, learning walls.	Ongoing by need	All teachers	None	Children are able to access information



Disability Access Provisions

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available according to individual needs.

Code	Disability Description/ Problem	Access 1 mentor	Access 2 classroom support	Access 3 buddy	Access 4 transition programme	Access 5 reader	Access 6 writer	Access 7 physical aid	Access 8 coloured overlay/ ruler	Access 9 virtual ruler	Access 10 curriculum differentiation	Access 11 small group	Access 12 desk location
AUT	ASD/Asperger's	√	√	√	√	√	√		√	√	√	√	√
BEH	Behaviour	√	√	√	√				√	√	√	√	√
COMM	Communication	√	√	√	√	√	√		√	√	√	√	√
CON	Consciousness	√	√	√	√				√	√		√	√
DDA	Palliative care	√	√	√	√	√	√	appropriate seating etc			√	√	√
EAT	Eating & drinking	√		√	√							√	
HAND	Hand function	√	√	√	√		√	hand support			√	√	
HEAR	Hearing	√	√	√	√			hearing aid/ radio mic.			√	√	√
INC	Incontinence	√	√					spare clothing				√	√
LD	Learning	√	√	√		√	√		√	√	√	√	√
MED	Medication	√										√	
MOB	Mobility	√	√	√	√		√	appropriate aids e.g. standing frame			√	√	√
OTH	Other Disability/ health problem	√	√	√	√	√	√				√	√	√
PC	Personal care	√	√		√							√	√
VIS	Vision	√	√	√	√	√	√	Distance camera/ magnified screen	√	√	√	√	√



Disability Access Provisions contd.

Code	Disability Description/ Problem	Access 13 classroom pass	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access17 break club	Access 18 lunch club	Access 19 mealttime support	Access 20 administered meds	Access 21 Restoratative Counselling	Access 22 extended opportunities	Access 23 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√	√	√	
BEH	Behaviour	√	√	√	√	√	√	√	√	√	√	
COMM	Communication		√	√	√	√	√	√		√	√	
CON	Consciousness	√	√	√	√	√	√	√	√		√	
DDA	Palliative care	√	√	√	√	√	√	√	√		√	
EAT	Eating & drinking	√	√	√	√	√	√	√	√		√	
HAND	Hand function		√	√	√			√			√	
HEAR	Hearing		√	√	√	√	√				√	Visual signals to augment audible signals
INC	Incontinence	√	√	√	√			√	√		√	Accessible Toilets
LD	Learning		√	√	√	√	√	√		√	√	
MED	Medication	√	√	√	√	√	√	√	√		√	
MOB	Mobility	√	√	√	√	√	√	√			√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	√	√	√	√	√	√	√	√	√	√	
PC	Personal care	√	√	√	√	√	√	√		√	√	Accessible Toilet, Medical Room
VIS	Vision		√	√	√	√	√	√			√	

