



St Agnes' CE Primary School

Accessibility plan

Approved by: Standards and Curriculum Committee **Date:** January 2019

Last reviewed on: -----

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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

St Agnes' CE Primary 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.

St Agnes CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. 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.

The SEND Code of Practice stresses the importance of not assuming hard and fast categories of SEND. Each child is unique and there is a wide spectrum of special educational needs, although there are also specific needs that usually relate directly to particular types of impairment.

Children with SEN and Disabilities have needs and requirements which may fall into at least one of four areas:

- Cognition and learning
- Behavioural, emotional and social. Communication and interaction
- Sensory and/or physical, many children have inter-related needs.

For example, a pupil with general learning difficulties may also have a sensory impairment. Disabled children, however, do not necessarily have SEND. The largest group of pupils who may count as disabled under the Equality Act but do not necessarily have SEND are those with particular medical conditions.

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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Persons responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The SENCO team, Rachael Adderson and Katie Cronin, Health Care Lead, Shelley Lynton, along with the SEND link governor, Helen Thompson, work in collaboration with both class teachers, support staff and families supporting them in differentiating the curriculum most effectively. The aim is to identify, as early as possible, the children who need additional support and place them on the appropriate strand of the SEN code of practice. Identification is based on standardised and diagnostic assessments, teacher observations and parental concerns. At St Agnes' we aim to provide an inclusive environment in which the learning achievements and well-being of every pupil matters. All children will have access to the curriculum, school life and adequate access to the premises irrespective of race, gender, or special need. We</p>	<p>Long Term Objective:</p> <p>Ensure all children on SEN list have provision identified.</p> <p>Ensure all staff are aware of disabled children's curriculum access</p> <p>Ensure all staff have access to specific training on medical conditions</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Medium Term Objective:</p> <p>Review of SEND provision and adaptations of all</p>	<p>Katie, Shelley and Rachael to ensure all children have access to the EYFS or National Curriculum. By ensuring, any children who have specific needs to have the correct documentation written to support their care whilst in school:</p> <ul style="list-style-type: none"> • Personal Risk Assessments • Personal Emergency Evacuation Plans • One Page Profiles • Personal Health Care Plans • EHCPs • Edukey 	<p>Shoab Uddin Acting Headteacher</p> <p>Katie Cronin SENDCO</p> <p>Rachael Adderson SENDCO</p> <p>Shelley Lynton Health Care Lead / Acting Deputy Head</p> <p>SEND Governor Helen Thompson</p>	<p>Ongoing as and when children with a variety of needs join the school.</p>	<p>Barriers to accessing school or the curriculum are removed and all children can reach their true potential.</p> <p>Children have a set of specific plans, which are adapted to meet their needs.</p> <p>New children are assessed on entry and identified, as early as possible if support is needed. Children who need additional support are considered using the appropriate strand of the SEN code of practice. The process has included the parents and carers</p>

	<p>are committed to providing appropriate and high quality education and to raising the standards of attainment for all children including those with special educational needs (from entry into the Foundation Stage to Transitioning into year seven) within the context of an increasingly inclusive education system. We also offer full inclusion in the school clubs e.g. Various Sports, Dance, Science Club, Homework, Choir, Art and Cooking Sessions</p> <p>St Agnes' CE Primary School offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Teachers and support staff meet regularly to review these and monitor progress.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>children who have a HCP or EHCP for their learning environment to ensure it is meeting requirements or needs adapting.</p> <p>Short Term Objective: Communication between all supporting staff is kept open to address issue and offer short term solutions which allow optimum learning for all to take place.</p>	<p>Learning Plans</p> <ul style="list-style-type: none"> • Speech and Language Assessment • CAHMS Referral <p>All of the above would be considered and after careful consultation the team, with the additional advice of outside agencies, such as Educational Psychologist or School Nurse decided on appropriate plans or actions that need to be put in place.</p> <p>Identify specific training needs and plan/deliver training.</p> <p>TAs access appropriate training by SENCO/Health lead and School nurse: Team Teach training for designated staff Sensory impairment training Epilepsy training Asthma training</p>	<p>School Nurse Rachel Tunnacliffe</p>		<p>throughout.</p>
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			More curriculum resources need to include examples of people with disabilities.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>The entrance to the school has doors that are wide enough and easily operated. Automatically operated sliding doors like this provide a high level of accessibility for all users.</p> <p>Accessibility has been key to consideration to improve the accessibility of a building. For example, the handrails being painted grey, this colour was selected to ensure good visual contrast between the handrail and the wooden walls.</p> <p>The School annually reviews its site to ensure overall safety and accessibility of all aspects of the school building and site and makes an action plan for items which need to be updated – keeping paths clear, cutting back plants and shrubs, regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and prams at collection transitions</p>	<p>Long Term Objective:</p> <p>All ground both inside and outside are checked to a standard that offers.</p> <p>All staff to log all health and safety checks weekly, informing Site Manager of issues.</p> <p>All new signage sourced as the school has swapped the function and use of many of the rooms, since the building opened in 2012</p> <p>Medium Term Objective:</p> <p>Ensure school is aware of access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>Site Manager to ensure that all Health and Safety Checks are compliant and ensure all barriers are removed or prevented.</p> <p>All staff to complete weekly assessments of both indoors and outdoors learning environments as required. Saving logs on the school t: drive for Site Manager to address should issues occur.</p> <p>To create access plans for individual disabled pupils as part of ILP/HCP process</p> <p>Be aware of access needs of staff, parents/carers, governors and meet as appropriate</p>	<p>Shoab Uddin Acting Headteacher Site Manager Kane Green</p> <p>Katie Cronin SENDCO</p> <p>Rachael Adderson SENDCO</p> <p>Shelley Lynton Health Care Lead /Acting Deputy Head</p> <p>SEND</p>	Ongoing and to be adapted when necessary.	<p>School's buildings and grounds are maintained to a sufficient standard such that, so far as is reasonably practicable, the health, safety and welfare of the pupils using them is ensured. In complying with this regulation, regard should be had to the provisions of all premises-related legislation including, but not limited to:</p> <ul style="list-style-type: none"> • The Health and Safety at Work etc. Act 1974 • The Management of Health and Safety at Work Regulations 1999 • The Workplace (Health, Safety and Welfare) Regulations 1992 • The Control of

	<p>throughout the day.</p> <p>These processes ensure safer access into the school grounds:</p> <ul style="list-style-type: none"> • ensuring circulation routes are kept clear of obstructions • maintaining door closers to keep opening forces to a minimum • ensuring accessible toilets are not used for storing cleaning equipment or other materials • using clear and legible signage • updating signage when the way the building is used changes <p>Access inside the school is reviewed daily and individual needs assessed when needed.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps and their use in the school- only low level • Elevator use and access to all three floors of the school to be reviewed • Corridor width- should furniture cause a barrier or risk to users of crutches/wheelchairs or children/adults with a visual impairment • Disabled toilets and changing facilities available to be reviewed for children with specific 	<p>Short Term Objective:</p> <p>Issues that cannot be dealt with immediately but are a cause for concern for children with disabilities of any kind are raised so that the Accessibility Team can make the necessary adaptations, until a long term solution can be provided.</p>		<p>Governor</p> <p>Helen Thompson</p>	<p>Asbestos Regulations</p> <ul style="list-style-type: none"> • The Building Regulations
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	<p>care needs.</p> <ul style="list-style-type: none"> Library shelves, class tables and chairs at wheelchair-accessible height 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources provided to pupils Induction loops Pictorial or symbolic representations Adaptations of classroom tables/chairs and layout of classrooms Additional support items added to canteen furniture One to one staff for children who have swallowing issues and supervision of those with severe allergies in the dining room. Working walls for the children to refer to when they are unsure of what is expected of them. 	<p>Long Term: Communication is consistent across the school and all children are accessing the curriculum as a result of adaptations being made.</p> <p>Medium Term Objective: Review of adaptations of all children who have a HCP or EHCP for their learning environment to ensure it is meeting requirements or needs adapting.</p> <p>ILPs to be accessible</p> <p>Ensure the delivery of writing is in an appropriate format for pupils with Irlen Syndrome/visual impairment.</p>	<p>All new room and door signs have no Braille on, old ones that were removed did. This will need to be actioned for visibly impaired children or staff.</p> <p>Provide information in clear, concise language. Pupil and parent voice included.</p> <p>Provide suitably enlarged clear print for Visually Impaired pupils ensuring background contrast colours are matched to individual need</p>	<p>Shoab Uddin Acting Headteacher Site Manager Kane Green</p> <p>Katie Cronin SENDCO</p> <p>Rachael Adderson SENDCO</p> <p>Shelley Lynton Health Care Lead /Acting Deputy Head</p> <p>SEND</p>	<p>Ongoing</p>	<p>Specific target setting and information sharing ensures all children have their needs met and no child or adult within the school is a victim of discriminatory practice.</p>

		<p>Short Term Objective: Communication between all supporting staff is kept open to address issue and offer short term solutions which allow optimum learning for all to take place.</p>		<p>Governor Helen Thompson</p>		
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4. Monitoring arrangements

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Agnes' CE Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school through our Peace Mala Values and Rights Respecting School work.

St Agnes' CE Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The Special Educational Needs Policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period.

Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Therefore, the school's curriculum is regularly reviewed by our Acting Head Teacher, Shoab Uddin and Acting Deputy Head, Shelley Lynton, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of St Agnes' CE Primary School is to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision

- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and Physical Needs

St Agnes' CE Primary School has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- THInc Room

3. Reasonable adjustments

St Agnes' CE Primary School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

It will be approved by the Standards and Curriculum Committee, SEND Governor, Helen Thompson and Acting Headteacher, Shoab Uddin and reviewed as necessary within the **three** years if it is felt necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- First Aid Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting pupils with Medical Conditions Policy



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	School is based on one site and covers three floors. The Building is made of solid timber panels that are fixed to a timber base plate which sits on the concrete floor slabs. This is checked regularly by Kone (company) and the Site Manager.	School is maintained by the Site Manager daily and reviewed Kone every three months. Site manager is working on addressing issues with stairs and disability access. Plans to have a stair lift and training for all staff who come into the school.	Kane Green Site Manager	Ongoing
Corridor access	The circulation routes(corridors) are wide in the school. There is enough room for one wheelchair to maneuver and someone to stand aside in most of the corridors. Corridors and passageways should be wide enough to allow people with wheelchairs, people carrying large items or people on crutches to pass each other. Throughout the school corridors, both the natural and artificial light avoids reflection, glare, shadows and silhouette. The lighting in the corridors is good and there is contrast between the walls and the floors.	Continue to monitor and remove excess paper from all walls, as a safety measure in the event of a fire.	Kane Green Site Manager	Ongoing

	The Site Manager is proactive in ensuring that all corridors are kept clear, walkways are unobstructed and clutter is not tolerated.			
Lifts	The lift gives access access to all three floors of the school building and is maintained by Kone Lifts every three months and checked daily by the Site Manager.	Continue to maintain and review daily and tri-monthly	K Green Site Manager Kone Lifts	Ongoing daily checks and 3 monthly check by Kone Lifts
Outdoor Spaces	<p>Lower Floor Playground</p> <p>Outdoor circulation needs to have a clear rationale and provide a variety of accessible routes to suit the whole spectrum of children, minimising gradients so that they can easily access all outdoor facilities.</p> <p>St Agnes' provides:</p> <ul style="list-style-type: none"> • a shelter available along routes for more vulnerable children, with seating (main playground) • safe and easily navigable surfaces (wheelchair accessible), with safe changes in level or transitions between surfaces - both ramps and stairs needed where level access is absent. • good sightlines for overseeing children's safety, with hidden spaces monitored by staff on duty or over lunch ie- behind the 	Maintained and monitored by Kane Green Staff to report any concerns to K Green and S Uddin	K Green Site Manager S Uddin	<p>Ongoing daily checks.</p> <p>Equipment checks daily also and issues to be raised with Playforce.</p>

planters. Noisy busy routes separate from quieter sheltered spaces, so more vulnerable children can make their own way at their own pace.

- level thresholds for access by wheelchair users and to avoid staff lifting mobility equipment
- wide enough gates and wide paths with defined edges, well away from outward opening windows and any hazards clearly identified.

There is outdoor access for curriculum and social activities and for means of escape but it should be controllable for safety and security, especially where there is a possibility that children might try to run out of school.

The pitch which is all-weather surfaced is accessible to all and provided for playing team games.

Sport England's Guide to the Design, Specification and Construction of Multi Use Games Areas (MUGAs) including Multi-Sport Synthetic Turf Pitches was adhered to when planned and designed by Playforce. This is the same for all other equipment that has been added over the past two years.

Roof Top Playground –

	<p>Access to the Rooftop Playground is good with a wider than average door. As with the rest of school all doors are wheelchair accessible.</p> <p>For daily checks on surface and play equipment see main playground coverage.</p>			
Entrances	<p>The School building is accessible to all and there is room for a person in a wheelchair to sit alongside a companion on the seated areas. Waiting areas are needed so it is important that there are a variety of seats available that are accessible for both the ambulant disabled and those in wheelchairs.</p>	<p>Signing in system- maintain daily</p> <p>Height of camera to be checked for accessibility for wheelchair</p>	<p>Kane Green Site Manager</p> <p>Shoab Uddin Head</p>	<p>Ongoing Daily checks by the Sit Manager</p>
Ramps	<p>Access into the building by a low level ramp is at the side of the Nursery, by Clitheroe Road. Other than the kerb lowered in front of the school entrance, which is maintained by the council and highway agency, there are no more ramps in the school. This is supportive of our students and families who have visual impairments also as it is</p>	<p>Any reports of damage to be reported to the Manchester City Council.</p>	<p>Kane Green Site Manager</p> <p>Shoab Uddin Head</p>	<p>Ongoing</p>

	beveled.			
Toilets	<p>The school has unisex wheelchair-accessible toilets on all three floors. Unisex accessible toilets are designed with extra space and fittings to allow for independent use by wheelchair users. These are also commonly used by people with other mobility disabilities and vision loss. Providing a unisex cubicle with separate access allows for assistance to be provided by an assistant of either gender.</p> <p>Toilet assisted step and seat provided for children with physical needs.</p>	<p>Ensure that the all the toilets have sufficient contrast between the walls and the fittings.</p> <p>Continue to remove the clutter from the toilets (as once removed it returns).</p> <p>Fit coat hooks if needed</p> <p>Ensure that all the toilets are fitted with an easily accessible alarm and that the cord is hanging freely.</p> <p>Sign doors to be changed and state the correct usage of all rooms.</p> <p>Review if directional signs are needed.</p>	Kane Green Site Manager	Ongoing daily checks
Reception area	<p>External signage has been added as visitors have stated that they have found it tricky to find the main entrance.</p> <p>The Reception desk/window and area is one of the first pieces of furniture that a visitor sees when they enter a building. We have low level windows here which is good provision, as it gives an immediate message to people with disabilities that the School will be accessible to them. Visitors to the School will often need to read and sign documents</p>	Review outcomes and comments by visitors of new signage.	Kane Green Site Manager Shoab Uddin Headteacher	Ongoing checks

	<p>over the desk so it is important that they have access to the counter top. The Reception Desk is easily identifiable and wheelchair accessible.</p> <p>The whole building has a hearing loop fitted.</p>	<p>Replace Hearing Loop Sticker</p>		<p>Spring Term 19 – replace hearing loop sticker so all visitors are aware.</p>
<p>Internal signage</p>	<p>Good signage significantly improves the ease with which both disabled and non-disabled pupils, visitors and staff gain access to the school. A successful sign system should minimise anxiety and confusion, should be easy to understand and people with a visual impairment should not be placed at a disadvantage.</p> <p>We identified that the school needed an entrance sign that is easy to identify when approaching the school building.</p> <p>All new signage has been placed around the school, after a change in the function of some rooms. Signage is needed so people can use a building and to make</p>	<p>St Agnes' CE requires more directional signage incorporated into the inside of the building. Circulation layouts should be clear and easy to understand. Signage and other means of orientation are invaluable for visitors and new students, particularly people with sensory disabilities, autistic spectrum disorders, speech communication and language needs, or learning disabilities. This is something that the school is working on and is continuing to develop.</p> <p>Tactile information such as Braille and/ or embossed text will be helpful to some and is critical on certain signs, such as toilet doors. It is possible to add Braille information using a transparent self-adhesive tape below an existing sign, on a temporary notice or even on files, lockers and equipment, this is something we should do as soon as possible.</p>	<p>Shoab Uddin Head Kane Green Site Manager</p>	<p>New door signs added January 2019</p> <p>Braille stickers to be sort by end of Spring 19</p>

	orientation easy.			
Emergency escape routes	<p>All fire evacuation doors have the correct signage and it is clear where all fire evacuation points are.</p> <p>Plans for each room are on the walls, so all supply and staff can support evacuation fully and by the correct exit.</p> <p>The school has an emergency lighting for a backup should the lightening be effected during fire evacuation. This will light the route if all exit and speed up evacuation of the building. This is available for at least an hour.</p> <p>Children who have needed a PEEP have one written by the Health Care Lead. These are put in place for staff if needed.</p> <p>All children who have had require adaptations –eg post-surgery meet with the Health-Care Lead and School nurse if necessary</p> <p>All classes have a fire point to support swift evacuation. Children with specific needs have been assigned an adult to ensure they exit the building swiftly.</p>	<p>Plans to provide a portable stair lift and training for all staff is currently in planning process.</p> <p>Visitors to be reviewed as and when they enter the building and ensure they can exit as quickly as possible during a fore evacuation.</p>	<p>Office staff – on entry</p> <p>Kane Green Site Manager</p> <p>Russ Lammas Fire Marshal</p> <p>Shelley Lynton Health Care Lead/ Deputy Head</p> <p>Katie Cronin SENDCO</p> <p>Rachael Adderson SENDCO</p>	Ongoing