

<b>Last review: September 2020</b>
------------------------------------

<b>Review date: September 2021</b>
------------------------------------

<b>Signed By:</b>
-------------------

<b>Approval Committee: Governing Body</b>
---



**GILLINGHAM SCHOOL**

**Hardings Lane, Gillingham**

**Dorset SP8 4QP**

**ACCESSIBILITY PLAN 2016-2019**

**AND DISABILITY EQUALITY SCHEME**

Details in red indicate a change, addition or amendment since the previous version of this document.

- 1) The Gillingham School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a four year period ahead of the next review date. **However details and individual requirements will need to reviewed as and when required.**
- 2) The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Gillingham 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.
- 4) The Gillingham School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to :-
  - 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information

about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 5) The Gillingham School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following Gillingham School policies, strategies and documents:
  - Asset Management Plan
  - Behaviour Management Policy
  - Curriculum Policy
  - Emergency Evacuation Procedures
  - Fire Risk Assessments & Plan for Disabled 16
  - Visits Policy
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Health and Safety Information for visitors
  - Race Equality Policy
  - School Brochure(s)
  - School Improvement Plan
  - Special Educational & Disability Needs Policy
  - Staff Development Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The School Brochure(s) / Prospectus will make reference to this Accessibility Plan.
- 11) The School's complaints procedure covers the Accessibility Plan.
- 12) The Accessibility Plan will be published on the school website.

- 13) The Accessibility Plan will be monitored through the Governor Curriculum and Staffing Committee.
- 14) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
- 15) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Definition (Equality Act 2010)**

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities". Physical or mental impairment includes sensory impairments also hidden impairments. In the Disability Discrimination Act 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is very broad and includes children with a wide range of impairments including learning disabilities, autism, dyslexia, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, epilepsy, etc. where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those pupils with cancer or surviving cancer, HIV or multiple Sclerosis are now included from the point of diagnosis.

There is, therefore, a significant number of pupils that could, potentially be included within the definition. The test of whether an impairment affects normal day-to-day activity is whether that impairment affects one or more of the following:

- Manual dexterity
- Mobility
- Physical co-ordination
- Ability to lift, carry or move everyday objects
- Continence
- Speech hearing or eyesight
- Memory or ability to concentrate, learn and/or understand
- Perception of risk of physical danger

Target	Strategy	Outcome	Timeframe	Cost	Achievement
<p>To ensure that all staff are aware of pupils with disabilities and strategies in place to support them.</p> <p>Access to information by staff via SIMS (IT System)</p>	<p>Continue to produce the <b>confidential</b> medical list at the start of each year and ensure that this is updated throughout the year as necessary.</p>	<p>All teachers and support staff are made aware of individuals with disabilities</p>	<p>On-going</p>		<p>Medical lists shared with staff to ensure safety.</p>
<p>To ensure that, where appropriate, identified pupils with a disability or disabilities has an individual risk assessment and care strategy in place.</p>	<p>SEND department to organise with help from school nurse, link professionals, parents, etc. Access to information by staff via SIMS (IT System)</p>	<p>All staff members can be kept fully informed of special needs and requirements of pupils with disabilities.</p>	<p>When pupils join the school or disability develops. On-going process to be updated as and when necessary.</p>		
<p>To deploy Teaching Assistants / Learning Support Assistants effectively to support pupils with disabilities (if required).</p>	<p>SEND department to agree a programme with the Senior Management Team.</p> <p>Ensure staff skills are matched to pupil needs.</p>	<p>Pupil's needs are appropriately met through effective deployment of skilled support staff.</p>	<p>On-going</p>		<p>Pupils are supported to achieve their full potential.</p>
<p>Continuation of the programme to fit acoustic tiles in various areas of the school to enhance the learning environment for pupils with</p>	<p>Areas where tiles to be fitted are selected by outside agencies.</p> <p>Outside contractors to carry out the works during holiday periods as agreed with the</p>	<p>Subject areas within the school will have access to a teaching area suited to the needs of pupils with hearing impairments.</p>	<p>Completed 2016</p> <p>Any refurbishments to strongly consider acoustic tiles.</p>	<p>LEA</p>	<p>Improved learning environment for those pupils with hearing impairments.</p>

hearing impairments	Senior Staff, Site Manager & County Hall.				
Continued monitoring and up-dating of the Fire Risk Assessments and Emergency Evacuation Plans for the various areas of the school buildings	Ensure that Fire Risk Assessments and Emergency Evacuation Plans are reviewed and updated on an annual basis and /or when circumstances change. e.g. Building design changes, new equipment installed, Pupils/Staff members circumstances change, etc.	An up to date emergency evacuation plan that caters for the needs of everyone using the school site. This includes the installation of Evac slides and training staff to use them.	On-going		An evacuation plan that takes into account the needs and requirements of all people using the school site. A system of evacuation that is safe and effective.
Continuation of the programme to install specialist equipment and increase the number of toilets areas available to people with disabilities	Areas where equipment to be fitted and buildings to be adapted are selected by outside agencies.  Outside contractors to carry out the works during holiday periods as agreed with the Senior Staff and Site Manager.	Hoists have been fitted in 4 disabled toilets including one new disabled toilet that has been created on the first floor of the Humanities block.  Two toilets also have a shower and changing facilities.	Completed	LEA	

Replacement of <b>existing stair nosings</b> with high visibility version in key areas. Maths and Design block already done.	Outside contractors and site team to carry out works during holiday period.	Pupils with impaired eyesight able to recognise stair treads and change in surface levels.	On-going. Staff room stair case targeted for next holiday period (summer 2019).	LEA	Improved safety and reduced risk to students with impaired eyesight.
Re-application of <b>coloured demarcation lines to external stone steps</b> around school site.	Outside contractors and site team to carry out works during next holiday period.	Pupils with impaired eyesight able to recognise step treads and change in surface levels.	On-going. Targeted works for half term break (summer 2019).	LEA	Improved safety and reduced risk to students with impaired eyesight.
Replacement of existing <b>yellow classroom identification signs</b> with red.	Outside contractors to carry out works during next holiday period.	Pupils with impaired eyesight able to recognise correct classroom for lesson.	On-going. Targeted works for English & Maths block during half term break (summer 2019).	LEA	Improved safety and reduced risk to students with impaired eyesight. Students able to locate correct classroom.

## Current good practice

### Identification

Gillingham School asks for information on any disabilities or health conditions in early communications with new parents and carers, via our admissions for and early contact with primary schools. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

### Curriculum

Gillingham School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards) to support specific curriculum areas, e.g. numeracy and literacy;

- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- the full range of needs within the school and their impact on learning;
- organising classrooms/timetables so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).
- Professional development in adaptive teaching methods

## **Physical Environment**

Gillingham School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- installing a wheelchair accessible lift to the majority of upper floors;
- dedicating two parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower, changing facilities and a ceiling track hoist;
- providing three further accessible toilets with a ceiling track hoist;
- providing three further accessible toilets;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds and curtains in the classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing rubber seals to some doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- Installation of automatic doors.
- Supply of specialist seating.
- Use of electric vehicles/wheelchairs on site
- Adapting steps for visually impaired students

## **Information**

Gillingham School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print or on coloured paper for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and visual cues to explain school rules for pupils who benefit from this.

## **Implementation**

Our Accessibility Plan shows how access to Gillingham School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe as and when funding becomes available.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.
- 

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Gillingham School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Gillingham School's Accessibility Plan will be implemented by the headteacher, deputy headteachers, SENCO and the site management team.

Sufficient resources will be allocated by Gillingham School to implement this Accessibility Plan.

## **Monitoring**

The Gillingham School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the School Governors.

The governing body will monitor Gillingham School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Gillingham School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Gillingham School complaints procedure covers the Accessibility Plan.

### **Personal Emergency Evacuation Plans (PEEP) for employees, pupils and regular visitors.**

Regular visitors to the site, who are disabled, will be required to fill in an 'Emergency Evacuation Assessment form' (attached to this document) as will pupils and members of staff who have disabilities. It must be remembered that there may well be some parts of the school that gives greater cause for concern with regards to access than others. It is important that these areas are identified along with other concerns and/or requirements.

Disability classification will include the following:-

#### **Hearing impaired people:-**

Obviously, people with hearing difficulties need to be aware of alarm situations. Where an audible only alarm system is present there will need to be additional information given to hearing impaired people. Some areas of the school have flashing beacons installed as part of the school bell/alarm system. This is limited to only a few areas of the school. Other systems that could be considered or investigated might include vibrating paging systems, assigning a colleague or "buddy" to ensure that a person with hearing difficulties is made aware of alarm activations and additional instructions that may be given.

#### **Visually impaired people:-**

Many visually impaired people have some sight and are quite able to use this in order to make their way out of a building as part of a crowd. Obviously, the provision of good, clear signage, colour contrasts on walls, hand rails on escape stairs colour contrasting or textured floor coverings on escape routes are all helpful to someone who is visually impaired but not always practical to install. Where there is a lack of this type of orientation information, staff or "buddy" assistance may be required to provide quick and safe guidance out of the building.

#### **Mobility impaired people:-**

This can include a very large number of people suffering from very diverse medical conditions. These can range from people suffering from heart disease, asthma, etc. to people who are temporarily disabled because of broken bones or other temporary injuries. It should be remembered that some medical conditions can be made worse by the situation e.g. some people can become easily stressed and/or panic in an emergency situation – asthma is often made worse in smoky environments, ASD sufferers are often affected by noise (continuous bells ringing) etc. Staff or "buddy" assistance may be required to provide quick and safe guidance out of the building.

#### **Wheelchair users:-**

Assumptions should not be made about the abilities of wheelchair users and they should not be excluded from a building or part of a building because it is perceived that they would not be able to

leave a building safely. Even though this group of people is considered to be most at risk in terms of emergency escape it should be remembered that in some cases, a person who uses a wheelchair may be able to walk some distance and be able to assist in their own escape. It may, however, be necessary to consider "carry-down procedures", the use of evacuation chairs or assisted escape with help from a "buddy" or from staff members.

### **People with cognitive disabilities:-**

This could include people with dyslexia, dyspraxia, autism, etc. People with this type of disability may not be able to understand what is happening in an emergency evacuation situation. They may not have the same perceptions of the risks involved as a non-disabled person and they may be reluctant to take an unknown or an unusual route from a building.

It is vital that disabled people are consulted about their evacuation plan. Staff members and regular visitors who are disabled would normally be consulted by their line manager and/or the Assistant Headteacher in charge of Health & Safety. Pupils with disabilities would normally be consulted (perhaps with their parents or guardians) by a member of staff within the S.E.N. department.

A suggested Emergency Evacuation Assessment questionnaire is attached. It should be taken only as a guide -- more detail and/or different information may be required.

### **Risk Assessment when organising a visit.**

(Disabled Students)

It is important that departments think carefully about the implications for disabled students when planning school visits. Separate risk assessments must be made for students with physical disabilities, in terms of supervision, transport, access to buildings and evacuation procedures. Most establishments that will be visited will, of course, have their own procedures for dealing with disabled people under the terms of the Disability Discrimination Act.

When planning a trip it is always advisable to inform the establishment that a disabled student will be amongst the party. This will allow time for the establishment to plan your visit.

### **Fire fighting and other emergency equipment**

Fire fighting equipment is supplied to all areas of the building and is well signed and inspected on an annual basis. The type of fire fighting equipment supplied is decided by the contractor who inspects and services the equipment. At the present time the contractor used is Churches Fire Security Ltd.

Details of "Emergency Procedures" are posted in each room. Emergency Fire Call Buttons are numerous and visible.

The fire alarm system is checked (activated from different call points) each week and is serviced annually by Dorset Fire and Electrical under a County contract. The emergency lighting system is also maintained by Lunar Electrical Services.

Additional flashing red lights have been installed in some workshops, music rooms, where background noise may disguise or “drown out” the sound of the fire alarm.

There are three Evacuation chairs. One is located on the 1st floor of the Humanities Block (South end), one at the top of the “staff room” stairs (stairs from main reception up to the staff room) and one at the top of the stairs in the Creative Arts block leading down to the 6<sup>th</sup> form study centre and Creative Arts main entrance. These items are inspected and serviced on an annual basis. **Please note that these items of equipment must only be used by staff trained to do so.**

The fire alarm system was up-graded in 2010 with new control panels, some new sounders (bells), new call point buttons, new smoke and heat detectors and a complete re-wire of the system in some areas of the school. After the up-grade of the system the school experienced an increased number of false activations of the fire alarm. The majority of these alarm activations were accidental being caused by pupils unintentionally pressing the new call point buttons that appeared to be more sensitive than the old “break glass” type of button. It was decided to fit plastic covers to the most vulnerable call point buttons, i.e. buttons in corridor areas, on stairs, etc.

All staff have been notified of the modification and are aware of the procedures required to activate the alarm system.

**The following table** suggests further evacuation concerns and procedures relating people with disabilities with regard to specific areas of the school:

There are five Evacuation slides across the school. One is located on the 1st floor of the English & Maths block (South end), one at the top of the “staff room” stairs (stairs from main reception up to the staff room), one at the top of the stairs in the Creative Arts block leading down to the 6<sup>th</sup> form study centre and Creative Arts main entrance, one at the top of the stairs in the Sixth Form Learning Centre and one at the top of the design stairs. These items are inspected and serviced on an annual basis. Please note that these items of equipment must only be used by staff trained to do so.

<b>AREA OF THE SCHOOL</b>	<b>CONCERN/PROCEDURE IN EVENT OF EVACUATION</b>
<b>Geography</b>	Pupils should be in classes which are taught downstairs in G1, G2, G3 or in mobiles although there is a lift access via Design if necessary. However, in an emergency carrying or supporting a student down the stairs would be necessary. They should exit to the front of the school or the gym play area.
<b>Design</b>	Wheelchairs should have been left near the lifts but not obstructing exit routes. The pupils will need support/carrying down the stairs. They should use the nearest exits; either out to the front of the school via visitors' car park or out of the gym play area. The Teaching Assistant should make a risk judgement for individuals; it may be necessary/better for some individuals to take the wheelchair to classroom. Pupils' bags need to be prevented from obstructing pathways and doors.
<b>IT rooms</b>	Pupils seated in wheelchairs may sit near to exits where applicable.
<b>Maths/ILS (formerly MR1)</b>	Use emergency exit with ramp from ILS and exit to front of school.
<b>Library</b>	If pupils are on raised area, there is a fire exit at the back but pupils may need to be carried and exit is narrow into canteen corridor. Wheelchairs must not obstruct safe routes for other pupils. Exit may be made to canteen car park or to quad.

<b>History</b>	Pupils should be taught in classes down stairs (H4-H7) or in mobiles. NB narrow corridors may impede swift evacuation although there are exits at either end of corridor but not upstairs.
<b>E8</b>	Exit to quad/gym area or canteen. At break and lunchtime this room is constantly supervised and pupils are encouraged to remain here in safety.
<b>Canteen (Years 7-11)</b>	Placement of chairs and tables and overcrowding makes it unsuitable for wheelchair users. The only exits suitable are the double doors that lead to the ramps at the astro end of the canteen.
<b>Science Block</b>	Pupils must exit by front doors to the building to the two side doors not fire exits in classrooms which are unsuitable for wheelchair access. In the event of this route being blocked, pupils may be supported/carried down steps.
<b>Mobiles</b>	All mobile classes have ramps to main exit, however, second emergency exits have steps.
<b>Astroturf</b>	During emergency evacuation, pupils may need to remain on astro as a 'safe place' or exit to muster point via ramp at mobile end if using a wheelchair.
<b>English and Maths (old Humanities block)</b>	Pupils cannot use lifts in emergency and must use stairs at either end of building. This will require possible two members of staff to support/carry pupil. Exit to gym play area
<b>Language block</b>	Lift access via Creative Arts Block close to Language room upstairs. Exit through sixth form common room or out to staff car park.
<b>Year 7 Sandwich canteen</b>	Wheelchair access via backstage lifts  This is key operated - see Site Management Team for key.
<b>Gym/changing rooms</b>	Exit from double doors in gym via ramps.
<b>SGC/ITX/IT6/XL5</b>	Not accessible to wheelchair users

<b>Drama Studio/C2</b>	Recommended exit through double doors to front or back of building via ramps
<b>Art room C1</b>	Recommended exit via double 'patio' doors to front of school.
<b>Music rooms (C4 - C6)</b>	They should sit opposite exits where possible.
<b>Practice rooms 1 - 6</b>	Exit back to main foyer and out to staff car park.
<b>Art rooms C7 - C10, Business Studies, L10/11, Gallery</b>	Pupils should not use lifts in a fire evacuation. They should use stairs at either end of corridor. This may require two members of staff to carry/support pupil. They may also evacuate through corridor to language block and down stairs.
<b>6th Form Canteen</b>	Exit from double doors either side of building



M. Clarke

**Date :-** 11<sup>th</sup> November 2006

**Revised :-** 6<sup>th</sup> October 2007, 26<sup>th</sup> May 2008, 24<sup>th</sup> October 2009, 23<sup>rd</sup> March 2011,  
12<sup>th</sup> September 2011, 5<sup>th</sup> July 2012, 8<sup>th</sup> October 2013, 2<sup>nd</sup> September 2014  
17<sup>th</sup> June 2015, 5<sup>th</sup> September 2015, 14<sup>th</sup> September 2016, **21<sup>st</sup> May 2019**

## **Disability Equality Scheme**

The purpose of this Disability Equality Scheme is to show how Gillingham School is going to promote disability equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part.

The Governors aim to meet its duty to promote disability equality for disabled pupils, staff and parents. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Gillingham School complies with the duty and will:

- publish this Disability Equality Scheme (DES);
- involve disabled members of the school community in the development of the scheme;
- implement the scheme;

### **Definition of disability**

*The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, and long-term conditions such as cancer and HIV. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined above.*

Gillingham School acknowledges the Disability Equality Duty of the Disability Discrimination Act (DDA) 2005 in relation to the duties on schools when carrying out our functions, to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the DDA 1995;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs by making reasonable adjustments.

Gillingham School makes the following provision for children with disabilities under the DDA 2005:

- training for staff on learning difficulties, Autistic Spectrum Disorders (ASD), behaviour difficulties has already been undertaken;
- the curriculum has been adapted to meet the needs of disabled pupils;
- materials have been adapted;
- additional resources have been purchased;
- adaptations for building access is being addressed through the school's Accessibility Plan;
- information for parents and public is regularly reviewed in line with DDA.

Gillingham School audits the performance, adherence and compliance with the DDA 2005 regularly. We publish the Disability Equality Scheme on the school website together with the School Accessibility Plan.

The school will support the Local Authority in monitoring the County wide compliance with the duties and work collegiately to eradicate unlawful discrimination as defined in the Acts of 1995 & 2005.

The Disability Equality Scheme is contained in another policy document and can also be found in the Gillingham School Accessibility Plan.

The School has identified certain areas of good practice where proactive steps have already been taken.

- Improved transition arrangements between schools for pupils with disabilities.
- Training for staff working with students on the autism spectrum.
- Training for staff working with students with speech and language difficulties.
- Consultation with student and parents with reference to the Healthy Schools programme.
- Improvements to buildings to improve access, increased disabled toilet facilities and improved acoustics for students with hearing impairment.

The school is aware of some areas of concern as identified through the use of a Self-Evaluation Audit Tool and continues to work towards reducing the impact of the areas in question. (see accessibility plan).

The DES will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with reference to FMSiS (Financial Management standard in Schools).

Gillingham School meets the accessibility requirements and is aware of how we will improve access for disabled pupils by:

- increasing access to the curriculum;
- making improvements to the physical environment of the school to increase access;
- making written information accessible to pupils in a range of different ways.

- Making reasonable adjustments to extra-curricular activities, school trips and visits to ensure they are accessible for all.

Approved by \_\_\_\_\_ (Chair of Governors)

Date agreed by Governors \_\_\_\_\_

DES Review date \_\_\_\_\_

# Emergency Evacuation

## Assessment Form

### Employees, Pupils and Regular Visitors

Date :- 17<sup>th</sup> September 2009.

Revised :- 4<sup>th</sup> June 2019

## Emergency Evacuation Assessment

Name of person being assessed \_\_\_\_\_

Employee, Pupil or Regular Visitor \_\_\_\_\_

### **Section A** (Please circle your yes/no answer)

#### **Hearing Impairment**

1. Can you hear the fire alarm (continuous ringing of the school bell) in normal circumstances?

Yes

No

2. Are there any areas of the School where it is more difficult to hear the alarm system?

Yes

No

Please give details of specific areas below:-

3. If you have difficulty hearing the fire alarm, would a visual indicator assist?

Yes

No

4. Are you aware of any specially designed hearing system or device that might help you hear the fire alarm more clearly?

Yes

No

4 Cont' If Yes please give details below:-

5 Do you think you would find help from a member of staff or a "buddy" more valuable than 10 above.

Yes

No

**Section B** (Please circle you Yes/No answer)

**Visual Impairment**

6. Do you have a visual impairment which would adversely affect your ability to leave the building safely and unassisted in an emergency evacuation situation?

Yes

No

7. Do you use an aid to help you move around safely e.g. cane, guide dog or any other specially designed equipment?

Yes

No

If Yes please give details below:-

8. Do you consider that tactile signage or contrasting colours would assist you to leave the building safely and quickly?

Yes

No

**Section C** (Please circle your Yes/No answer)

**Mobility Impairment**

9. Can you leave the building unassisted? (e.g. can you manage to negotiate self closing fire doors unaided.)

Yes

No

10. Do you need to use a wheelchair?

Yes

No

11. Is your wheelchair needed at all times?

Yes

No

12. Is your wheelchair of a standard size, electrically powered or wider than standard dimensions?

Normal

Electrical

Width

13. Are you able to transfer to an evacuation chair if required?

Yes

No

14. Could you give details of any other problems, observations or solutions to problems?

**Section D** ( Please circle your Yes/No answers)

**General Information**

15. How long does it take you to leave the building (unaided) in normal circumstances? If you move around the School Buildings please indicate the worst case scenario.

Time in minutes:-

16. Could you find your way to exit the building by an alternative route if your normal exit route was not available?

Yes

No

17. Do you consider that the speed at which you are able to leave the building could have the potential to delay other people leaving the building or put you at risk of injury as other people pass you more quickly?

Yes

No

18. Do you understand the concept of a fire refuge area?

Yes

No

19. Do you think that there is any special training required to give you the assistance that you would require in an emergency situation?

Yes

No

20. Are you fully aware of the emergency evacuation procedures that operate in the buildings in which you work or visit?

Yes

No

21. Are the signs which give you emergency evacuation procedures clear enough for you to understand?

Yes

No

22. Could you raise the alarm if you discovered a fire

Yes

No

23. Do you think you would find help from a member of staff or a "buddy" valuable.

Yes

No

Assessment undertaken by \_\_\_\_\_

Date of assessment \_\_\_\_\_

Signature of employee, pupil or visitor. \_\_\_\_\_

Notes and/or further action required :-