



DISABILITY EQUALITY SCHEME  
AND  
ACCESSIBILITY PLAN

Somervale  
School

*Challenge, Learning & Growth*

APRIL 2007 – MARCH 2010

# **SOMERVALE SCHOOL DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN**

**3-year period covered by the plan: APRIL 2007 – MARCH 2010**

## **INTRODUCTION**

Duties under Part 5A of the DDA require the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people at Somervale School.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## **THE PURPOSE AND DIRECTION OF THE SCHEME**

The purpose of Somervale School's Disability Equality Scheme is to show how the school intends to meet the duty to promote disability equality for disabled pupils, staff, parents, carers and visitors, with due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- 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, even if this requires more favourable treatment.

## **INVOLVEMENT OF DISABLED PUPILS, STAFF AND PARENTS**

Somervale School has involved disabled people at every phase in the development of this scheme. The advice, guidance and opinion of a school governor & parent, staff and pupils with recognised disabilities has been sought; via involvement in the working party, information gathering exercises, impact assessment and action planning.

## **INFORMATION GATHERING**

Working Party:

M Gorman	Headteacher
S Nolan	School governor & parent
S Bardzil	Special Educational Needs Co-ordinator (SENCo)
M Woodland	Inclusion Support Manager
J Hunt	Business Manager

A draft Impact Assessment was produced in January 2007 as an initial planning tool. This resulted from a series of planning meetings with the working party and a questionnaire to a number of pupils who have a recognised disability.

The draft Impact Assessment was distributed to a range of key individuals amongst the governing body and 3 members of staff who have a recognised disability.

Feedback from this process led to the production of a final Impact Assessment in February 2007.

## **IMPACT ASSESSMENT**

See document attached.

## **IDENTIFYING THE MAIN PRIORITIES FOR THE DISABILITY EQUALITY SCHEME**

As a result of the working party planning meetings, pupil questionnaires, impact assessment information and feedback from relevant staff, parents and school governors, an Action Plan was drawn up in March 2007.

The Action Plan identifies the key actions necessary to enable the scheme to be implemented at Somervale School. The Action Plan addresses the 6 elements of the general duty. To:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- 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, even if this requires more favourable treatment

in a project-based format.

## **DISABILITY EQUALITY ACTION PLAN**

The 6 key elements are incorporated as 3 main projects, covering:

- Project 1      Make appropriate improvements to the physical school environment
- Project 2      Promote improved staff & pupil attitudes towards disability
- Project 3      Make appropriate improvements to the school's policies and procedures

See Action Plan document attached.

## **IMPLEMENTATION**

The actions listed in the scheme will be implemented over a 3-year period from April 2007 – March 2010. The Action Plan clearly shows:

- Allocation of lead responsibility
- Allocation of resources
- An indication of expected outcomes
- Timescales for the implementation of specific actions
- A specified date and process for evaluation and review

The scheme also includes priorities identified on the school's accessibility plan. See **Accessibility Plan** document attached.

## **EVALUATION**

The effectiveness of this scheme will be evaluated by the leadership team and link governor and will be incorporated into the school's bi-annual monitoring, evaluation and review process (MER).

## **PUBLICATION**

The Disability Equality Scheme will be published:

- As a document incorporating both the disability equality scheme and the accessibility plan
- As part of other school documents – within the School Improvement Plan
- On the Somervale School website: [www.somervale.bathnes.sch.uk](http://www.somervale.bathnes.sch.uk)

A copy of this plan is available to anyone asking to see it.

## **REPORTING**

The school will report on the scheme annually, including:

- The progress made on projects within the action plan
- The effect of this progress

The school will report to the governor's personnel committee, in the school's MER reporting format.

The scheme will be reviewed and revised every 3 years, to assess the impact of the scheme and identify new priorities.

## IMPACT ASSESSMENT GRID

Disability	Examples of major issues	Processes & actions		
		In place	Sooner	Later
General	Attitudes & understanding of staff and pupils of disability issues	<ul style="list-style-type: none"> <li>Staff training &amp; induction</li> </ul>	<ul style="list-style-type: none"> <li>Awareness raising through assemblies, RE@CT and PSHE</li> </ul>	
<b>SENSORY</b>				
Hearing impairments	Hearing especially in classrooms where acoustics are poor e.g. Science labs; Food Tech room.	<ul style="list-style-type: none"> <li>Regular liaison with Hearing Impairment Service for advice, training and support</li> </ul>	<ul style="list-style-type: none"> <li>Rubber bungs on stool legs</li> <li>Involve Hearing Impairment Service</li> </ul>	<ul style="list-style-type: none"> <li>Carpets on floors, non-reflective paint when redecorating</li> <li>Induction loop – investigate where needed if necessary</li> </ul>
	Safety procedures e.g. fire alarms. Especially an issue for sole workers			
	Teacher awareness – making sure pupils are seated/placed where they can hear adequately	Strategies reflected in students' IEPs		
Visual impairment	Moving around building safely	<ul style="list-style-type: none"> <li>Pillars painted two-tone</li> </ul>	<ul style="list-style-type: none"> <li>Improved signage</li> <li>Buddying / guide system in place needed for visitors – visitors need to make own arrangements if out of school hours</li> </ul>	
	Safety on stairs	<ul style="list-style-type: none"> <li>One-way system on main stairways</li> <li>All internal and external stairways have banisters</li> </ul>		<ul style="list-style-type: none"> <li>Reflective strips needed on stairs</li> </ul>
	Tripping on steps	<ul style="list-style-type: none"> <li>Some steps have painted nosings</li> <li>Internal stairs have non-slip edges</li> </ul>	<ul style="list-style-type: none"> <li>Refresh those that have worn down</li> </ul>	<ul style="list-style-type: none"> <li>Hard wearing non-slip reflective edgings needed on all steps</li> </ul>
	Access to information	<ul style="list-style-type: none"> <li>Enlarged text provided to pupils when needed</li> <li>Enlarged text for paperwork sent out to people who have identified the need</li> <li>Classroom teachers to screen</li> </ul>	<ul style="list-style-type: none"> <li>Need to make it clear we can do this – put footer on letters etc.</li> </ul>	

		ICT formation in larger font (Powerpoint etc)		
Speech & Language Difficulties	Communication issues between pupils / staff / parents	<ul style="list-style-type: none"> <li>Regular liaison with Speech &amp; Language Support Service for advice, training and support</li> <li>Assessment and support strategies provided by Sp &amp; L Service</li> </ul>		
<b>PHYSICAL</b>				
Mobility difficulties Neurological disorders	<p>Somervale School is not a named school for people requiring disabled access and therefore has no lifts. Arrangements have been and can be put in place for visitors. Pupils with a significant mobility difficulty would be placed by B&amp;NES in an appropriate local school.</p> <p>Location of classrooms &amp; department areas could be an issue for staff, pupil, parent or visitor access</p>	<ul style="list-style-type: none"> <li>Ground floor offices can be used for interviews</li> <li>Access to Hall and dining room (used for functions) on ground floor but some door-lips make wheelchair access difficult</li> <li>Disabled toilet on ground floor</li> <li>Buddying arrangements in place for pupils on crutches</li> <li>Disabled parking bays marked out and situated near main building &amp; reception</li> </ul>	<ul style="list-style-type: none"> <li>Need to identify staff as disabled carriers e.g. to carry or support over door lips</li> <li>Need to agree arrangements for pupils on crutches in case of fire</li> <li>Consideration of staff access to teaching areas</li> </ul>	
<b>LEARNING DISABILITIES</b>				
General: SpLD MLD SLCN BESD ASD/ADHD	<p>All pupils at Somervale School with a learning disability have special educational provision made for them. This means: 'educational provision which is additional to and different from the educational provision made generally for pupils of the same age in the school' (DfES Special Educational Needs Code of Practice)</p> <p>Learning disabilities could impact on all aspects of the school day</p>	<ul style="list-style-type: none"> <li>SEN support team employed by school to support the needs of all pupils with a learning difficulty</li> <li>Individual Education Plans available for all pupils with SEN</li> <li>Regular monitoring</li> </ul>		

	Parents / carers with a learning disability	<ul style="list-style-type: none"> <li>&amp; review of needs</li> <li>• TA support in the classroom</li> <li>• Differentiation of curricular materials as required</li> <li>• Withdrawal or small-group support for specific special needs</li> <li>• TA support in unstructured times of the day – break &amp; lunchtimes</li> <li>• 1:1 mentoring or counselling</li> <li>• Regular liaison with professional external agencies to ensure appropriate support</li> <li>• Pastoral support team involvement</li> <li>• Head of College / pastoral team involvement to support family</li> <li>• Access to Parent Partnership or Mediation Services</li> </ul>	<ul style="list-style-type: none"> <li>• Correspondence to be written in 'plain English' and assessed for 'readability'</li> </ul>	
ASD/ADHD	Pupils may have a learning difficulty which is also a diagnosed disability. It is the school's responsibility to make 'reasonable adjustments' to the curriculum and day-to-day management to enable such pupils to access their educational entitlement.	<ul style="list-style-type: none"> <li>• All support strategies as listed above</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training for all staff in management of ASD / ADHD</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol signage in key areas of school</li> </ul>
<b>MEDICAL</b>				
General	Medical difficulties could impact on all aspects of the school day	<ul style="list-style-type: none"> <li>• School Nurse available in school daily</li> <li>• All pupils with a medical condition have a Care Plan in place</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication of Care Plan information with all staff</li> <li>• Audit of First-Aiders in school</li> <li>• System in place to</li> </ul>	

		<ul style="list-style-type: none"> <li>• School policy on administering medication</li> <li>• All staff made aware of pupils of concern via SEN Register</li> <li>• Range of teaching &amp; support staff have First Aid training</li> </ul>	ensure regular up-date of training	
Epilepsy	<p>Difficulty in classrooms with certain types of lighting Use of computer screens, TV monitors etc Safety around the buildings &amp; grounds</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• TA support in class and at break times</li> <li>• SMSAs aware of needs at break times</li> <li>• Buddying system in place</li> <li>• Alternative room available if necessary – school library with support</li> </ul>	<ul style="list-style-type: none"> <li>• Training for all staff in managing epilepsy</li> </ul>	
Severe allergies	<p>Severe hay-fever or pollen allergy - safety around the buildings &amp; grounds Food allergies – for example dairy, egg or nut Gluten intolerance</p> <p>Key school staff need a particular awareness – PE, Food Technology, Art etc.</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Pupil's individual Epi-pens kept in accessible place – school main office</li> <li>• Training for all staff in safe use of Epi-pen</li> <li>• In severe cases pupil carries own Epi-pen</li> <li>• Canteen staff aware of pupils with a food allergy or intolerance</li> <li>• Varied, alternative menu made available</li> </ul>	<ul style="list-style-type: none"> <li>• Regular up-date training for all staff in managing allergic reactions and use of Epi-pen</li> </ul>	
Diabetes	<p>Safety in the classroom and around the buildings &amp; grounds</p> <p>Key school staff need a particular awareness – PE, Food Technology etc.</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Some training provided to staff to recognise signs of hypo / hyper glycaemia</li> </ul>	<ul style="list-style-type: none"> <li>• Improved training required for all staff on diabetes</li> </ul>	

		<ul style="list-style-type: none"> <li>• Tablets / insulin stored in school's medical room</li> <li>• Individual may carry these by agreement with school &amp; parents</li> </ul>		
Incontinence	<p>Maintenance of personal hygiene and dignity Health &amp; Safety needs of individual and other pupils / staff</p> <p>Key school staff need a particular awareness – teachers in the classroom, PE, SEN &amp; pastoral team</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Referral to Community School Nurse Service and CAMHS</li> <li>• Disabled toilet available on ground floor of main building</li> <li>• Private toilet &amp; wash facilities available adjacent to school's medical room</li> <li>• Lockable cupboard available in toilet for medical items and laundry</li> <li>• Arrangements agreed for pupil to leave lesson if necessary</li> </ul>		<ul style="list-style-type: none"> <li>• Individual showering facility</li> </ul>
Asthma	<p>Safety in the classroom and around the buildings &amp; grounds</p> <p>Key school staff need a particular awareness – PE, Technology, SEN &amp; pastoral team</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Inhalers stored in school's medical room</li> <li>• Pupil may carry these by agreement with school &amp; parents</li> </ul>		
Cancer / Cancer recovery	<p>Management of pupil return to school</p> <p>Management of staff return to work</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Referral to Community School Nurse Service</li> <li>• Opportunity given for phased return</li> <li>• Input of school's pastoral support team or associated counselling services</li> <li>•</li> </ul>		
Eating disorders	Social & emotional difficulties	<ul style="list-style-type: none"> <li>• School nurse</li> </ul>		

	<p>Potential for bullying</p> <p>Possible associated mental health difficulties</p> <p>Key school staff need a particular awareness – Canteen staff &amp; SMSAs, PE, Technology, SEN &amp; pastoral team</p>	<ul style="list-style-type: none"> <li>• SEN &amp; pastoral support team or associated counselling services</li> <li>• Referral to Community School Nurse Service</li> <li>• Referral to CAMHS</li> </ul>		
<b><u>MENTAL HEALTH</u></b>				
<p>General:</p> <p>Depression</p> <p>Obsessive / Compulsive Disorders</p> <p>Eating Disorders</p> <p>Self Harming</p> <p>Clinically diagnosed conditions</p>	<p>No school staff are qualified to diagnose or treat mental health disorders. Any concerns would result in a referral to a clinical service – GP Service, Paediatrics, CAMHS or a recognised professional counselling service</p> <p>Key school staff need a particular awareness – SEN &amp; pastoral team, SMSAs</p> <p>Mental health difficulties could impact on all aspects of the school day</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Recommendation for a referral to GP Service</li> <li>• Referral to CAMHS</li> <li>• SEN &amp; pastoral support team or associated counselling services</li> <li>• Referral to Community School Nurse Service</li> </ul>		

## DISABILITY EQUALITY SCHEME – ACTION PLAN

### PHYSICAL ENVIRONMENT

<b>Project 1: Make appropriate improvements to the physical school environment</b>	<b>Who's in charge of this project?</b>  <b>Business Manager</b>
<b>Measurable outcomes:</b> <ul style="list-style-type: none"> <li>• <b>On-going programme of maintenance and site improvement will include actions to improve access and provision for disabled people</b></li> </ul>	

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
<b><u>SENSORY</u></b>												
Rubber Bungs on chair/stool legs	Site	£100	B0220									
Carpets on floor	BM	£700 Per room	B0220									
Provision of induction Loop	BM	£1000	B0220									
Non-reflective	Site	Ongoing	B0220									

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
paint when redecorating												
Pillars painted two-tone	Site	Ongoing	B0220									
Improved signage on site	BM	£3000	B0220									
Hard wearing reflective edgings on steps	BM	£3000	B0220									
<b><u>MEDICAL</u></b> Individual showers	BM	£5000	Capital									

## STAFF & PUPIL ATTITUDES

<b>Project 2: Promote improved staff &amp; pupil attitudes towards disability</b>	<b>Who's in charge of this project?</b>  DHC
<b>Measurable outcomes:</b> <ol style="list-style-type: none"> <li>1. Disability issues covered in assemblies, RE@CT and L4L</li> <li>2. No reported incidents of disablist bullying in school</li> <li>3. Disabled pupils represented on school council &amp; evidence of them having made an impact on decision making</li> <li>4. No reasonable complaints from parents regarding staff attitudes towards disabled pupils</li> </ol>	

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
<b>Pupil awareness</b>												
Audit of how we teach and talk about disability issues in school	DHC & SENCO											
Development of pupils' learning about disability through assemblies, RE@CT and L4L	DHC, AHMA & STLs											

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
Consult School Council on how to make sure disabled pupils are best represented – act on their views	AHMA											
<b>Staff awareness</b>												
Additional training for all staff in understanding disability issues	DHL & SENCO											
System in place to ensure regular update of training for appropriate staff, including: <ul style="list-style-type: none"> <li>1. Disability awareness</li> <li>2. First aid</li> <li>3. Administering medication</li> <li>4. Managing key medical concerns</li> </ul>	DHL											

## POLICIES AND PROCEDURES

<b>Project 3: Make appropriate improvements to the school's policies and procedures</b>	<b>Who's in charge of this project?</b>
<b>Measurable outcomes:</b> <ul style="list-style-type: none"> <li>• To ensure that all disabled pupils perform and attain in line with expectations</li> <li>• All school correspondence is judged accessible for disabled users, through Academic Review Day survey</li> <li>• Fire Drill roll-call evaluation shows no problems evacuating disabled people</li> </ul>	<b>SENCo</b>

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
<b>Pupil issues</b>												
Identify disabled pupils and monitor academic progress as a discrete group. Arrange appropriate intervention	DHC Data Manager	£200	Staff									
<b>Staff issues</b>												
Review staff welfare procedures to identify staff with disabilities and ensure appropriate	DHL	£200	Staff									

Action	By whom?	Cost	Cost centre	2007 terms 5&6	2007 terms 1&2	2008 terms 3&4	2008 terms 5&6	2008 terms 1&2	2009 terms 3&4	2009 terms 5&6	2009 terms 1&2	2010 terms 3&4
support is provided												
Review and amend Care Plans. Ensure Care Plan information is available to all staff within the Data Protection legislation	School Nurse Inclusion Manager	£300	Staff									
<b>Whole school issues</b>												
Review all school policies to identify and amend discrimination to disabled people	Team of Govs		Govs									
Provide all school correspondence in a range of formats on request	Main office Resources	£500	Admin									
Scan correspondence at regular intervals for plain English and readability	SENCo	£250	Staff									

<b>Action</b>	<b>By whom?</b>	<b>Cost</b>	<b>Cost centre</b>	<b>2007 terms 5&amp;6</b>	<b>2007 terms 1&amp;2</b>	<b>2008 terms 3&amp;4</b>	<b>2008 terms 5&amp;6</b>	<b>2008 terms 1&amp;2</b>	<b>2009 terms 3&amp;4</b>	<b>2009 terms 5&amp;6</b>	<b>2009 terms 1&amp;2</b>	<b>2010 terms 3&amp;4</b>
Fire Drill: amend arrangements to include provision for pupils/staff /visitors who are disabled	BM	£150	Staff									

## **ACCESSIBILITY POLICY & PLAN**

The accessibility plan is attached to this policy as an appendix.

### **1. RATIONALE**

This plan is needed to help improve access to and around the Somervale School site principally for pupils and also for staff, visitors and other site users. The school was built in the late 1960s and early 70s and access to some areas is difficult. This plan extends to all potential school users who have physical impairments which may restrict their access around the school. It also seeks to ensure that school documentation is accessible to all.

The school is committed to equal opportunities and in supporting every individual to achieve their personal best. Accordingly it is appropriate that the school works to remove barriers to learning for all pupils, including those with physical disabilities.

### **2. PURPOSES**

This plan is designed to increase access around the school site in the following three aspects:

- School curriculum
- Physical environment
- School information

The number of disabled pupils at Somervale School has always been zero or very low as Norton Hill School is the designated local school for disabled access. Pupils with learning difficulties are covered in the SEN policy.

### **3. MONITORING, EVALUATION AND REVIEW**

- The termly health and safety 'site walk' will be extended to monitored and evaluated disabled access and, where applicable, include this in the school's health and safety action plan

- The periodic review of the SEN department within the school's self evaluation procedures will include a review of access to the curriculum. The SENCO will monitor the progress of pupils with disabilities and will plan appropriate intervention to where there is underachievement. The SENCO will also make representations and recommendation to the headteacher where additional resource are needed to improve access for disabled pupils.
- Reports from these activities plan will be submitted annually to the governors finance and estates committee

#### **4. GUIDELINES FOR IMPLEMENTATION**

##### **a. Curriculum**

- The SEN team work to provide access to the curriculum for pupils with special educational needs. Individual Education Plans are drawn up and appropriate support provided depending on the needs of the individual
- All pupils are entitled to access extra curricular activities and judgements are made when the needs arises as to the appropriateness of each activity, based on a risk assessment

##### **b. Physical environment**

- The plan covers improvements to the physical environment where these are necessary, practical and affordable

##### **c. Provision of information**

- The SEN team work to provide access to school information for pupils with special educational needs where these needs are not met by the pastoral system
- The SENCO samples school information sent to parents to assess readability and makes recommendations to the headteacher for improvements

##### **d. Coordination**

- Related Somervale School policies:

- Health & Safety policy and action plan
- SEN policy
- Race equality policy
- School Improvement Plan
- The SEN team makes regular use of a wide range of external agencies to provide support for pupils with barriers to learning.

#### **e. Accessibility of the plan**

- This policy and plan is available:
  - on request form the school office
  - on the school website
  - in different formats (on request)
- Representations on any aspects of the plan are welcome – the best channel of communication is with the headteacher in the first instance

### **5. RESPONSIBILITIES**

- The Governing Body has responsibility for agreeing this policy and plan and receiving reports on its implementation
- The headteacher has responsibility for ensuring the overall implementation the plan
- The SENCO has responsibility for ensuring the implementation of the SEN aspects of the plan
- The business manager has responsibility for ensuring the implementation of the physical improvement aspects of the plan

**DATE: May 2005**

**REVIEW DATE: May 2008**

## **Appendix 1 : Recent improved access work**

- The school has in place audible warning systems for fire alarm and lesson change times.
- Rooms have signage indicating use, tutor base and school plan numbers.
- A system is in place for dealing with repair and maintenance issues of the building, fixtures, fittings and furniture.
- Disabled access ramps are provided at the Main Entrance, the Technology block and the Music Block which will also allow disabled access to that building and the ground floor of the upper school block.
- Disabled toilet facilities are available in the Main and Technology blocks.
- Some decorating has been done specifically to improve the awareness of visually impaired persons including painting of the edges of some steps etc.
- The lighting in the Main Block, Technology rooms, Media Centre and the new Music Block has been designed to take account of visually impaired persons.
- Spaces are reserved in the main car park for disabled users.
- Lowered kerbs are provided at the exit from the car park.
- Removal of three temporary classrooms.
- Installation of new temporary classroom with ramp access.
- Improvements to lighting in the upper school block.