



DDA Initial Assessment Framework

1. Name of School: Rowlatts Hill Primary Academy
2. What additional facilities are available in school, for disabled individuals, under the following headings:

General Physical Access

(please tick)

	Throughout	Part	None
• Lift	<input type="checkbox"/>	<input type="checkbox"/>	✓
• Stairlift	<input type="checkbox"/>	<input type="checkbox"/>	✓
• Ramps	✓	<input type="checkbox"/>	<input type="checkbox"/>
• Handrails	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Wide doorways	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Automatic doors	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Accessible toilets	<input type="checkbox"/>	✓	<input type="checkbox"/>
• A changing bench for toileting	<input type="checkbox"/>	<input type="checkbox"/>	✓
• Hoists			
• Moveable	<input type="checkbox"/>	<input type="checkbox"/>	✓
• Fixed	<input type="checkbox"/>	<input type="checkbox"/>	✓
Others – please specify			

Section 2: Main Approach					
		Yes or N/A	Partial	No	Your comments
2.1	<p>If there is a visitor parking within the school site, does it include designated accessible bays for disabled drivers?</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>	Yes			Marked space adjacent to reception, marked space in visitor car park.
2.2	<p>If there is no parking on site, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>	N/A			
2.3	<p>Is the route from the site entrance suitable for wheelchair users? (e.g. approx. 1.2m path width, firm and even surface, drop kerbs).</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>	Yes			Marked space adjacent to reception has drop kerb and easy access to reception.

Section 3 – Main School Entrance and Reception					
		Yes or N/A	Partial	No	Your comments
3.1	<p>Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level.)</p> <p><i>(‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp.)</i></p>	Yes			Small ramped step where automatic doors run. Less than 30mm in height
3.2	<p>If there is a ramp, is it suitable for wheelchair users? (NB Max gradient 1:12, level landing at top of ramp, handrails.)</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>		Partial		Ramps in place to exterior of the building at Foundation stage and side of the playground. Both ramps are steeper than the recommended 1:12
3.3	<p>If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step.)</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>		Partial		Reception stairs have handrail both sided, stairs leading to year 3 classes have handrail one side only.

		Yes or N/A	Partial	No	Your comments
3.4	<p>Can a wheelchair user open the entrance door independently? (NB: 750mm clear opening width through a single door, handle within reach from seated position.)</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required.)</i></p>		Partial		<p>Entrance door is automatic and access is via a push button. The button is 1520mm from floor level. The door can be operated via control panel in the office which is in full view of the entrance</p>

Section 4 – External Areas					
		Yes or N/A	Partial	No	Your comments
4.1	<p>Do routes between buildings provide independent access for wheelchair users?</p> <p><i>(If 'Partial' or 'No', please comment on areas for improvement.)</i></p>		Partial		Year 6 block accessed via ramp in playground, this is steeper than the recommended 1:12
4.2	<p>What proportion of building entrances have level access for wheelchair users?</p> <p><i>('Yes' = >75%; 'Partial' = 25-75%; 'No' = <25 %. Please comment on areas for improvement.)</i></p>		Partial		All areas accessible via ramps outside foundation stage and to side of playground. These are steeper than the recommended 1:12
4.3	<p>Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas, etc.)</p> <p><i>('Yes' = all; 'Partial' = some; 'No' = none.)</i></p>		Partial		All areas can be accessed with the exception of the wooded gazebo on the field due to the path being woodchip. Other areas accessed via ramps steeper than 1:12

Section 5 – Wheelchair Accessible WCs					
		Yes or N/A	Partial	No	Your comments
5.1	<p>Does your school have an adapted WC for disabled people?</p> <p><i>(‘Yes’ = all apply; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</i></p>	Yes			Adapted WC in key stage 2 corridor, this is accessed via ramp steeper than 1:12
5.2	<p>If your school provides wider access to the Community are there enough accessible WCs?</p>	N/A			
5.3	<p>Is there an accessible changing/shower facility suitable for disabled users? (e.g. level entry shower, lever-type controls, changing area with manoeuvre space for a wheelchair.)</p> <p><i>(‘Yes’ = easy; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</i></p>	N/A			

Section 6 – Emergency Evacuation Plan					
		Yes or N/A	Partial	No	Your comments
6.1	<p>What proportion of your building(s) are easy to evacuate by people in wheelchairs?</p> <p><i>(‘Yes’ = >75%; ‘Partial’ = 25-75%; ‘No’ = <25 %. Please comment on areas for improvement.)</i></p>	Yes			All assembly points are level with nearest point of exit
6.2	<p>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</p> <p><i>(Please note areas for improvement.)</i></p>	Yes			Personal evacuation plans are part of the fire risk assessment and H&S policy
6.3	<p>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</p> <p><i>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</i></p>	N/A			

Section 7 – Internal Circulation and Access to Facilities Within the School					
		Yes or N/A	Partial	No	Your comments
7.1	<p>Are internal circulation routes adequate for wheelchair users? (Min. 1.2m wide.</p> <p><i>(‘Yes’ = easy; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments.)</i></p>		Partial		Internal access to foundation stage and year 3 classes are narrower than the recommended 1.2m
7.2	<p>What proportion of all teaching areas, including the Library, ICT, Music/Drama, Hall and stage, are accessible to wheelchair users.</p> <p><i>(‘Yes’ = >75%; ‘Partial’ = 25-75%; ‘No’ = <25 %. Please comment on areas for improvement.) NB: Section 7 covers curriculum access for secondary schools in more detail.</i></p>		Partial		All areas are accessible but require using the outside ramps which are steeper than the recommended 1:12
7.3	<p>What proportion of doors into teaching areas are suitable for wheelchair users? (NB: clear opening widths min. 750mm, level thresholds, lever door handles, space to approach and open door.)</p> <p><i>(‘Yes’ = >75%; ‘Partial’ = 25-75%; ‘No’ = <25 %. Please comment on areas for improvement.)</i></p>		Partial		High level door handles to foundation stage for safeguarding. Button to exit year 6 block is higher than the recommended 750mm

Section 8 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)

Curriculum Area		Total number of teaching areas	Number which are accessible
8.1	Art	16	16
	Design & Technology	16	16
	Humanities	16	16
	Science	16	16
	Sport	4	3
	Performing Arts	16	16
	Mathematics	16	16
	English	16	16
	Languages	16	16
	ICT	16	16
	Library	1	1
	Other – please specify		

9. Sensory Environment

i) Enhanced Acoustic Environment

How many classrooms have the following:

Comments

sound field system.....0

acoustic ceiling tiles.....10

double glazing7

curtains/soft furnishings.....15

carpets.....16

How many classrooms have four or more of the above? 7

ii) Enhanced Visual Environment

How many classrooms have the following:

areas lit to 300 lux standard.....	16	blinds to windows subject to direct sunlight...	15
highlighted edges/steps/doorframes.....	16	specialist toys/equipment (VI pupils).....	3
tactile trail.....	0	glare reduced surfaces.....	16
multi-sensory room.....	0	signage to 'Paving the Way' standard.....	0
facility to produce Braille materials.....	0	Colour photocopier.....	16
Scanner.....	16		
Others – please specify			

10. **Augmented/Alternative Communications**

Which of the following are in use in school:

	Yes	No
Signing systems [eg Makaton, Sign Supported English, British Sign Language (BSL)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebus or other symbol systems.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of Objects of Reference.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Picture Exchange Communication system (PECs).....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual timetables.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT based communication systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Switch operated communication devices	<input type="checkbox"/>	<input checked="" type="checkbox"/>

11. Other Specialist Resources

Please specify any *other* specialist resources not already listed - excluding staffing (for example, CCTV) for the use of:

- i) Disabled Pupils – foot stands and writing stands;

- ii) Disabled Staff 0

- III) Disabled community Users 0

12. Human Resources

- a) Please list **numbers** (not names) of staff with specialist qualification (accredited) or modules included in initial or post-qualification training (e.g., British Sign Language (CACDP) Stage 1,2 or 3; NVQ in an area of special educational needs; Diplomas or Certificates).

Qualification:	Teacher/s	Support Staff
None		

- b) Please list numbers of staff with experience in specialist settings or teams
Please specify:

<u>Setting/team</u>	<u>Teacher/s</u>	<u>Support Staff</u>
N/A		

Finally, what are your main priorities for developing your school in order to make appropriate provision for disabled individuals?

- Continue to highlight stairs and uneven areas to support visually impaired children

