

## Access Audit

Date:	<b>21.07.16</b>	Venue:	<b>South Holderness Technology College</b>
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### Those Present:

**Mr R Grayson, IPaSS PD Team Leader**  
**Mr G Oxtoby, IPaSS Manual Handling Advisor**  
**Ms H Maddison, SENCo**  
**Mr D Arundel, Site Manager**

Facilities / comments:	Visit time: 1.83 hrs	Report time: 1.25 hrs
<ul style="list-style-type: none"> <li>• A comprehensive site visit was made, although not all rooms were investigated due to lessons taking place. The visit focused on accessibility for wheelchair users and other physically disabled pupils.</li> <li>• The school building is approximately 50 years old; due to more recent additions, site accessibility is good. There are extensive ramps which ensure access to the building and the vast majority of classrooms – as far as we were made aware, the only classrooms not now accessible to wheelchair users are the 4 upstairs classrooms in the English block.</li> <li>• Some classrooms and some areas in the school, e.g. the Year 9 area, have stepped entrances, however, alternative wheelchair accessible routes are available but may take additional time. <b><i>Due to this and to avoid crowded corridors, it is standard practice to allow wheelchair users to leave lessons 5 minutes early and to have an early lunch.</i></b></li> <li>• A science lab and DT / Food Technology classroom have height adjustable furniture enabling wheelchair access to practical activities, e.g. a height adjustable table incorporated a sink and hob. <b><i>As not all practical rooms have these facilities, disabled pupils will need to be highlighted to the person organising timetables in order that they are given priority and timetabled appropriately.</i></b></li> <li>• Extensive ramps and pathways enable wheelchair access to all playgrounds and the 'quad' area containing gardening facilities, including an accessible 'poly-tunnel'. It was noted that the stage in the hall is inaccessible to wheelchair users; as such, these pupils will not be able to participate in school productions should they wish. <b><i>There are means available to increase the accessibility of the stage area and these should be considered, particularly if a wheelchair user has an interest in the performing arts.</i></b></li> <li>• There are 4 accessible toilets situated around the school, covering all areas and floors and including extra space and grab rails to support independent toileting for pupils who are capable of this. In addition, there are two support rooms with tracking hoist and assisted toileting facilities; these are located on the ground floor of the main school building (upper school block) and across in the swimming pool building.</li> <li>• The swimming pool is fully accessible; there is a pool side hoist which can be swung out over the water. On the day of the visit, the hoist was labelled with a 'do not use' sticker placed there by representatives of Zurich (who safety check all lifting and mechanical equipment in ER schools). After discussing this information with staff, it appears that this is a recent judgement and it is, therefore, difficult to determine how long this swimming facility will be unavailable to disabled pupils.</li> <li>• The disabled changing room in the swimming area is generously sized and equipped; it contains a large changing plinth, tracking hoist, toilet with commode chair and pool-side</li> </ul>		

chair. This facility is, however, some distance from the main school building and, on the day of the visit, not easily entered from the school side. As such, it may not be an effective 'every day' alternative to the support room in the main school building if there are multiple pupils on roll requiring hoisting. ***It might, therefore be worth investigating suitable locations for an additional support room to cover this possibility.*** On the previous visit, the 'Isolation Room' was identified as being of suitable size and location to supplement the existing support room in the main building.

- The support room in the main school building contains a plinth, a tracking hoist system, toilet and commode chair. This room also currently stores a number of other items of equipment. It was reported that another room nearby (currently Ms Lindley's or Ms Austin's rooms) is to be allocated to enable physio activities to take place in a room without a toilet (as requested by NHS therapists). ***If this does happen, a plinth will be required in both support rooms, particularly when a pupil with Duchenne Muscular Dystrophy (in Year 9 from September) requires hoisting for all toileting and physio activities.***
- As previously noted (site access audit, April 2014), the Learning Support Area, which houses the SEN team offices and classrooms, is up a short flight of stairs from the school's single lift and is, therefore, inaccessible to wheelchair users. ***It would be desirable for the Learning Support area to be swapped with the nearby Student Services area to increase accessibility for disabled pupils and enhance the efficiency of the SEN staff.***
- Due to the upper floor being accessible to wheelchair users via the lift, it is essential that the safe evacuation of disabled pupils is planned effectively. ***Each pupil unable to leave the building independently via the stairs should have a 'Personal Emergency Evacuation Plan' (PEEP).*** This details procedures, including allocated, trained staff and equipment, to evacuate a pupil in the event of an emergency. HM Government advice/direction is contained in the pdf document 'Means of Escape for Disabled People'; a copy of this information, which should be used when developing PEEPs, is included with this report.
- ***A suitable classroom will need to be identified on the ground floor for use by disabled pupils in the event of the lift being out of action and their usual classrooms therefore being inaccessible.***
- ***Whilst there are 'Evac-chairs' located at the top of each flight of stairs; staff will need to be trained and receive regular practice to use this equipment safely and its efficacy for meeting the needs of specific pupils will need to be ascertained.*** For instance, standard 'Evac-chairs' can be unsuitable for pupils with Duchenne Muscular Dystrophy, when their condition has deteriorated to the extent that they are unable to sit without extensive support. There are alternative means of evacuating down stairs with such pupils but each case should be treated individually.

#### Action / recommendations:

- The school to note in particular the information highlighted ***in bold.***
- All lifting equipment (hoists and slings when in use) will need to be safety checked every 6 months to comply with LOLER regulations; the hoist in the school support room has not been used for a number of years and will need servicing when NHS Therapists indicate that the pupil with Duchenne Muscular Dystrophy will need hoisting for all Physio and toileting requirements. There are local firms who can service/maintain this equipment; it might be useful to liaise with representatives of the Zurich Insurance team (who are responsible for safety checks) regarding trusted local firms to carry out this work.
- Staff involved with the moving and handling of disabled pupils should undergo training in safe manual handling procedures (recommended refresher training every 2 years); working safely

with specific pupils will require the development of written handling plans; NHS Therapists should be able to provide these written plans.

- Other equipment, e.g. plinths / changing beds, stand turners will need safety checking every 12 months to comply with PUWER regulations. It would be worth liaising with the NHS Therapists who have supplied a number of pieces of postural/physical management equipment in the school to determine who is responsible for safety checking this equipment.
- Advice and training regarding manual handling, inclusive PE practices, disability awareness, ICT support and much more is available from IPaSS on a traded basis.

Copies to:

- Dave Arundel, SHTC Site Manager
- Gill Thompson, SHTC SEN Team