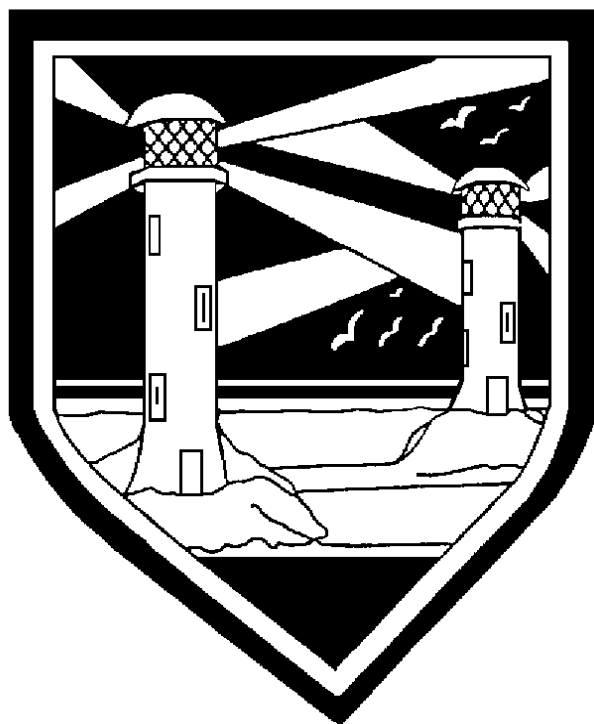


# Harwich Community Primary School and Nursery



## Accessibility Plan

**Accessibility Responsibility: Mrs R Anderson**  
**Accessibility Governor: Mr A Mann**

Document approved by staff:	January 2024
Document approved by governors:	January 2024
This Document is due for review:	March 2027

Harwich Community Primary School and Nursery is a fully inclusive school and values all pupils. We have been described as having pupils who enjoy being at school, behave well, feel safe and are looked after effectively. Disabled pupils and those with SEND have full access to learning opportunities due to careful identification of their needs and well-focussed support which enriches their learning. We are committed to giving our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We are committed to nurturing lifelong learners.

### **About Us**

Harwich Community Primary School and Nursery is a purpose built school erected in 2003. The school is a single storey building and is fully accessible for disabled users, including those with a wheelchair. We also have a hearing loop in the school hall for the hearing impaired.

The school adapts the curriculum and learning environment for pupils with a physical disability and/or sensory impairment, expanding the curriculum where necessary.

### **Current range of known disabilities**

The school has children with a range of disabilities which includes mild and specific learning difficulties. We have a small number of pupils with specific disabilities such as speech and language, ADHD, ASD and physical disabilities, including hearing impaired. We also recognise that children with EAL require additional support to access our curriculum.

### **Purpose of this plan**

This accessibility plan is drawn up in compliance with current legislation as specified in Schedule 10 relating to disability of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the law is the same as in the past meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. The Act requires schools to have an accessibility plan aimed at: -

1. Increasing the extent to which disabled pupils can participate in the curriculum;
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
3. Improving the availability of accessible information to disabled pupils.

According to the Equality Act 2010 a person has a disability if: -

- (a) He or she has a physical or mental impairment; and

- (b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

We understand the local authority will monitor the schools' activity under the Equality Act 2010 (and in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school 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 hand-outs; timetables; textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Harwich Community Primary School and Nursery Accessibility Plan relates to the key aspects of physical access to the curriculum, access to the school premises and school communication: -

<b>Access to the Curriculum</b>				
<b>Objective</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Lead</b>	<b>Time</b>
Ensure staff working with children with disabilities have specific training on their needs.	Be aware of staff training needs. Staff access appropriate CPD.	Raised confidence in support staff and set procedures in place.	Head Teacher and SENCo/ASENCo	At the start of the school year or when a child arrives in the school.
Children have access to quality teaching and learning activities that are fully differentiated	The School Improvement Plan has a priority to develop the quality of teaching and learning	All pupils to have access to high quality teaching through well planned and differentiated lessons to ensure	SENCO/ASENCo, WM and teaching staff.	Ongoing throughout the year.

to their needs within the classroom.	<p>throughout the school.</p> <p>Continued CPD of staff.</p> <p>Additional adults will be deployed where there is extra need.</p> <p>Additional support is available through the Family Liaison Officer (FLO), employed by the school.</p>	they can make progress and reach their full potential.		
Children with disabilities to have full access to extra-curricular activities and educational visits where possible.	<p>Staff leading the visit will conduct risk assessments and discuss with staff as necessary. The Educational Visits Co-ordinator will attend training and feedback.</p> <p>Pre-visit checks will be made to assess suitability if necessary.</p>	All pupils will be fully included in educational visits and take part in a range of activities where possible.	<p>Educational Visitors Co-ordinator.</p> <p>Staff member leading the visit</p>	At any given time when extra-curricular activities or visits are arranged throughout the year.
Ensure the PE curriculum is accessible to all.	Gather information regarding accessible PE from the Specialist Teacher Team and take advice as required.	All pupils to have access to PE.	PE co-ordinator	As required.
To ensure all pupils with disabilities make expected progress, given their age and individual circumstances.	Teachers to plan and organise intervention and extra support with their additional adults and the SENCo for more detailed assessments.	All pupils to make the expected progress and ensure that they are able to achieve the best outcomes for their personal goals.	Class Teacher SENCo/ASENCo	Ongoing. Intervention support is reviewed half termly to ensure that timely adjustments are made to cater for all pupils.
The learning environment caters for all needs and allows pupils to achieve and be part of the school community	<p>A range of systems are used to enable pupils to access the curriculum.</p> <p>These will be accessed as and when required.</p>	The school environment will allow all pupils to feel safe, comfortable and ready to learn. It will be a place that they can express their needs and ideas.	Class teacher SENCo/ASENCo	As required.

Children to have the appropriate skills to integrate socially	<p>Learning mentors support children on a one to one basis and within different groups who have similar needs identified. Social development in One Plans is identified.</p> <p>Lunch time clubs are run by staff and children to support social skills.</p> <p>Peer mentors are available during lunch times.</p>	Pupils will be confident and happy. They will be able to make and sustain friendships and deal with interactions during the school day successfully. They will develop confidence and self-esteem through these groups as well.	Pupils identified as peer mentors. FLO, Staff & SENCo/ASENCo	Ongoing. Pupils are identified as and when the need arises.
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### Access to the School Premises

Ensure that the school is fully accessible to staff, visitors, pupils and parents/carers.	<p>The school is fully accessible to wheelchairs due to the age of the building.</p> <p>The school has disabled toilets.</p> <p>The school has a hearing aid loop in the hall and reception area.</p> <p>The school has access ramps to every entrance.</p> <p>Consider access needs during the recruitment process.</p> <p>Ensure staff are aware of access needs of pupils/visitors/parents.</p>	All stakeholders in the school can fully access the school premises.	SENCo/ASENCo Head Teacher Caretaker	Completed but ongoing should a new disability need to be catered for.
Ensure all staff and pupils with disabilities can be safely evacuated.	Disabled pupils to have an allocated adult who will support them. Disabled staff will have a personalised evacuation plan if required.	The safety of all pupils will be effective.	All	Ongoing
Signs on the external and internal of the school to be fully accessible for disabled users.	This is an area to be developed.		Caretaker	

To ensure that visual/hearing equipment is available.	Advice from the Local Authority's (LA) Education Department will be sought on individual needs. All necessary equipment will be available as required. To liaise with the LA and health department about good practice on each pupils needs.	For all pupils with visual/hearing impairment to be fully included in every aspect of the school.	Support from the LA hearing/visually impaired unit on appropriate equipment	As and when the need arises.
<b>School Communication</b>				
Written communications to be accessible to all.	The school will use a variety of communications required to ensure that all information is accessible and will be adapted to individual needs as required.	All stakeholders within the school will feel valued and will be able to access all communications from the school.	Head teacher. Reception and office staff. SENCo/ASENCo	Information will be taken on induction and used as and when required.
Ensure that all staff are aware of guidance on accessible formats.	Guidance given to staff on dyslexia and communicating to ensure all information is accessible.	Parents will develop good relationships with the school and an understanding that every need is catered for.	Class teacher. SENCo/ASENCo	Ongoing, as and when required.
Provide information in other languages for pupils and their parents who may have difficulty hearing or understanding English.	Access to translators, sign language and interpreters to be considered and offered if necessary and available.	Pupils and parents will feel supported and valued.	Office, Class Teacher and SENCo/ASENCo	As and when required.

This accessibility policy should be read in conjunction with the following school policies: -

- Behaviour Policy
- Equality Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

This accessibility policy will be published on the school's website.

It will be monitored through the governing body committees and reported to the Full Governing Body.

The school will work in partnership with the Local Authority in developing and implementing this accessibility policy.

# Appendix 1

# Accessibility Audit

**ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...8.**

Date of survey.....January 2024.....

<b>A - APPROACH and CAR PARKING</b>			
Consider e:   • <b>Wheelchair</b> • <b>Visual</b> • <b>Ambulant</b> • <b>Auditory</b> • <b>Dexterity</b> • <b>Comprehension</b>			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	✓		Close to a main road.
A02. Is the building within convenient distance of public transport?	✓		Bus stop across the road.
A03. Is the building within convenient distance of car parking?	✓		Has own car park.
A04. Is the route clearly marked/found?		✓	But it is obvious as you pull into the school.
A05. Is the route free of kerbs?	✓		Yes.
A06. Is the surface smooth and slip resistant?	✓		
A07. Is the route wide enough?	✓		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
A09. Is it adequately lit?	✓		Bollard lighting.
A10. Is it identified by visual, audible and tactile information?		✓	
A11. Is there car parking for people with reduced mobility?	✓		Disability parking.
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
A13. Is the car parking as near the entrance as possible?	✓		
A14. Is the car parking area suitably surfaced?	✓		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	✓		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	✓		Slight gradient.

Date of survey.....January 2024.....

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
Consider e: <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	✓		
B02. Is it wide enough and suitably graded?	✓		
B03. Is the surface slip resistant?	✓		
B04. Are there kerbs and are there edges protected to prevent accidents?		✓	
B05. Are there handrails to one or both sides? (delete)		✓	
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
B07. Are there (alternative) steps? (delete)			N/A
B08. Identified by visual/tactile information?		✓	
B09. Are there handrails to one or both sides? (delete)		✓	
B10. Are ramps and steps adequately lit?	✓		
B11. Are treads and risers consistent in depth and height?			N/A
B12. Are all nosings marked and/or readily identifiable? (delete)			N/A
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			N/A
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

Date of survey.....January 2024.....

<b>C – ENTRANCES, INCLUDING RECEPTION</b>			
Consider e:     • <b>Wheelchair</b> • <b>Visual</b> • <b>Ambulant</b> • <b>Auditory</b> • <b>Dexterity</b> • <b>Comprehension</b>			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	✓		
C02. If glass is it visible when closed?	✓		
C03. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	✓		Double door into reception and hall.
C04. Does it have a level or flush threshold, and a recessed matwell? (delete)	✓		
C05. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	✓		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
C07. Can the door furniture be used at both standing and seated height? (delete)	✓		
C08. Can it be easily grasped and operated?	✓		
C09. If the door has a closer mechanism does it have:			
(a) delayed closure action?	✓		
(b) slow-action closer?	✓		
(c) minimal closure pressure?	✓		
C10. If the door is power-operated does it have visual and tactile information?			N/A
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			N/A
C12. If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
C13. Do lobby layouts enable all users to clear one door before going through the next?	✓		

C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		✓	
C15.	Does the lighting installation take account of the needs of visually disabled people?		✓	
C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	✓		
	(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	✓		
	(c) firm for wheelchair manoeuvre?	✓		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
C19.	Is it fitted with an induction loop?	✓		There is one in the hall and reception area.
C20.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			N/A
	(b) equipped with inductive coupling?			N/A
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	We would escort anyone needing guidance.

General notes to block:

Date of survey January 2024 .....

<b>D – HORIZONTAL MOVEMENT AND ASSEMBLY</b>			
Consider e: <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		There are bookcases, tables and chairs but still wide enough for a wheelchair.
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		
D04. Is turning space available for w.ch. users?	✓		
D05. Do natural and artificial lighting avoid glare and silhouetting?	✓		
D06. Are there visual clues for orientation?		✓	
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
D08. Do textured surfaces convey useful information for people with impaired vision?	✓		Hard areas show wets areas near sinks.
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		✓	This is an area for development.
D10. Are there tactile signs and information for those with impaired vision?		✓	
D11. Is the maintenance of these items checked regularly?		✓	
D12. Is lighting designed to meet a wide range of needs?	✓		

D13.	Is sufficient circulation space allowed for wheelchair users?	✓		
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
D16.	Are all areas for assembly/meeting equipped with an induction loop system?	✓		
D17.	If the use of an induction loop system is precluded is an infra-red system in place?	✓		
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?	✓		
D19.	Are telephones fitted with inductive loop couplers?		✓	The school would provide this if required.
D20.	Is a minicom available for use by people with hearing disabilities?		✓	The school would provide this if required.

NB: The school has no stairs and there are no lifts for vertical movement so this sheet is not relevant.

**ACCESS AUDIT CHECKLIST:** Sheet ....5. of .....8.

Date of survey.....January 2024.....

**E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture finishing? (delete)			
E02. Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)			
E03. Is any level change clearly lit?			
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)			
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]			
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			
E09. Are steps available as an alternative to any ramp or ramped surface?			
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)			

**ACCESS AUDIT CHECKLIST: Sheet ...6.. of ...8....**

Date of survey.....January 2024.....

**F - DOORS**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	✓		
F02. Can they be readily distinguished?	✓		
F03. If glass, are they visible when shut?	✓		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	✓		
F05. Does the clear opening width permit wheelchair access?	✓		
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	✓		Apart from the EYFS door into main school - security
F08. Are door/handles clearly distinguished?	✓		
F09. Can the door furniture/handles be easily operated/grasped? (delete)	✓		
F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?	✓		
(b) delay-action closure?	✓		
(c) slow-action closure?	✓		
(d) minimum closure pressure?	✓		
F11. Is door/mechanism function checked regularly?	✓		By Caretaker.

**ACCESS AUDIT CHECKLIST: Sheet ...7.. of .....8.**

Date of survey.....January 2024.....

<b>G - LAVATORIES</b>			
Consider e:	<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
G01. Is WC provision made for people with disabilities?	✓		
G02. Do all lavatory areas have slip-resistant floors?	✓		
G03. Are they easy to distinguish by colour contrast from walls?	✓		
G04. Are all fittings readily distinguishable from their background?	✓		
G05. Are all door fittings/locks easily gripped and operated?	✓		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
G07. Is provision made for wheelchair users? If so:	✓		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	✓		
G09. Is the location clearly signed?	✓		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
G11. Are the door fittings/locks and light switches easily reached and operated?	✓		
G12. Is there an emergency call system and is someone designated to respond?	✓		
G13. Can the emergency call system be operated from floor level?	✓		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	✓		
G15. Are the fittings arranged to facilitate these manoeuvres?	✓		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		

G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	✓		
G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	✓		

**ACCESS AUDIT CHECKLIST: Sheet ...8.. of ...8....**

Date of survey.....January 2024.....

<b>H – FIXTURES AND FITTINGS</b>			
Consider e:	<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	✓		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?			N/A
H04. Is it possible for people with disabilities to serve as volunteers?	✓		
H05. Are all fittings readily distinguishable from their background?	✓		
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	✓		
H09. Are all relevant locations clearly signed?	✓		
General notes to block:			