

Appendix A: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

1. Access to Premises

Feature	Current situation	Actions to be taken
Is the route to school clearly marked and found?	<ul style="list-style-type: none"> Two signs have been installed – one on main road (Commercial Street) and one on grassed area at entrance to school (Hall Lane) 	No further action required
Is the route free of kerbs?	<ul style="list-style-type: none"> dropped kerb from access road to main entrance area pavement outside kitchen area has raised kerb 	<ul style="list-style-type: none"> obtain costings to provide dropped kerb around kitchen exit area and carry out works if budget allows
Are there ramps at all main entrances? main entrance playground nursery	<ul style="list-style-type: none"> Main entrance to school has been resurfaced to include a ramp. No ramp to playground (infant yard) at rear of school – 1 step No ramp to nursery building entrance 	<ul style="list-style-type: none"> provide ramp to playground when need arises provide ramp to nursery entrance when need arises
Are all nosings to steps readily identifiable and unlikely to create trip hazards?	<ul style="list-style-type: none"> all nosings are highlighted 	No further action required
Are adequate handrails provided to both sides of step to playground (infant yard) ?	<ul style="list-style-type: none"> no handrails at the step onto the infant yard 	<ul style="list-style-type: none"> provide handrails when funding allows and when need arises

Is the main entrance easy to find and accessible?	<ul style="list-style-type: none"> • Reception sign clearly identifies way to entrance • The main school reception is accessible for people who use wheelchairs and all main fire exits are accessible. 	No further action required
Is a porch or covered area provided at the entrance?	<ul style="list-style-type: none"> • Canopy area provided for parents outside main entrance • no canopy directly above main entrance 	<ul style="list-style-type: none"> • provide canopy directly above main entrance door when funding allows
Do the entry phones and security systems allow use by people with sensory or mobility impairments?	<ul style="list-style-type: none"> • entry bell on main door lowered • access control on security gate has not been lowered 	<ul style="list-style-type: none"> • obtain costings to lower access control panel on security gate when funding allows
Is the opening of the main entrance door of an adequate width?	<ul style="list-style-type: none"> • entrance has double doors which can both be opened when necessary. 	<ul style="list-style-type: none"> • Consider the fitting of new door when funding allows Single leaf of double doors is 750mm wide/provide new wider door and half set
Are all areas for assembly equipped with an induction loop and signage?	<ul style="list-style-type: none"> • Provide induction loop in office off lobby-first point of contact 	<ul style="list-style-type: none"> • No current need for induction loop but if need arises, school will investigate costings for portable induction loop for use throughout school
Are seating arrangements/spaces suitable for use by people with disabilities?	<ul style="list-style-type: none"> • 2 chairs with arms in reception area 	No further action required
Is fire exit signage and signs to places of safety within the building adequate?	<ul style="list-style-type: none"> • The school has internal emergency signage and escape routes are clearly marked 	No further action required
Are there designated car parking spaces for people with disabilities?	<ul style="list-style-type: none"> • no designated disabled bay at present • Due to space restrictions in school car park, visitors are requested not to park in school grounds 	<ul style="list-style-type: none"> • Carry out feasibility study to provide a designated bay under trees on school drive however parking space may not be wide enough for disabled users.
If people with disabilities cannot completely evacuate the building, can they reach places of	<ul style="list-style-type: none"> • No current need in school at present. We have a notice at the signing in book for people with disabilities to inform us if they need assistance. A fire 	No further action required at present

<p>safety or refuge and are there signs designating? Are the places of safety or refuge large enough for the projected no of people likely to need them and are evac chairs available with trained staff?</p>	<p>drill test is completed termly and all staff and pupils are aware of where their collection points are. Personal Evacuation plan would be drawn up if need arose</p> <ul style="list-style-type: none"> • Places of safety are adequate for projected number of people. No current need for evac chairs in school at present 	
<p>Are ground floor exit routes as accessible as entrance routes?</p>	<ul style="list-style-type: none"> • Main entrances are accessible. Main entrance is ramped and fire escape from hall is ramped. Ramps to be provided in Nursery if specific need is identified. 	<p>No further action required at present</p>
<p>Is the audible alarm supplemented by a visual system?</p>	<ul style="list-style-type: none"> • No visual system due to no current need 	<ul style="list-style-type: none"> • School will investigate costings should need arise and if budget allows
<p>Corridor access</p>	<ul style="list-style-type: none"> • There is unrestricted access to all corridors in school 	<p>No further action required</p>
<p>Are toilet facilities provided for disabled pupils/visitors/staff</p>	<ul style="list-style-type: none"> • Disabled toilet facilities are available next to the junior toilets (just off the school hall). 	<p>No further action required at present</p>

2. Access to the Curriculum

Feature	Current situation	Actions to be taken
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	<ul style="list-style-type: none"> All relevant staff have had training in supporting children with SEN and this takes place on an on-going basis. Individual staff attend training relating to specific issues. 	Ongoing training and refresher training as required
Are your classrooms optimally organised for disabled pupils?	<ul style="list-style-type: none"> Classrooms are organised according to the needs of the individual groups of children within the room 	Review and adapt as required
Do lessons provide opportunities for all pupils to achieve?	<ul style="list-style-type: none"> The school is committed to the principles of teaching and learning in a range of styles to meet individual children's needs. Assessment for learning ensures that the next steps in children's learning are identified and acted upon. Lessons provide opportunities for individual, group and whole class work and ensure that visual, aural and kinaesthetic approaches are used. 	Review and adapt as required
Are all pupils encouraged to take part in music, drama and physical activities?	<ul style="list-style-type: none"> The school values creative arts highly, we ensure that all children have the opportunity and support to access this part of the curriculum. this includes specialist resources, teaching programmes and timetabling to ensure all children's needs are met where possible. Opportunities to take part in music, drama and physical activities take place both during and after the normal school day. 	No further action required at present

<p>Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?</p>	<ul style="list-style-type: none"> Children are given opportunities to complete unfinished work during the week. Special arrangements are made during assessment periods for children who may need extra time to work alone. Teachers ensure that all children have the opportunity to engage in practical activities and recognise that this may mean that some children need to access these activities for longer periods than others 	<p>Review and adapt as required</p>
<p>Have you considered the impact of the timetable on pupils with disabilities?</p>	<ul style="list-style-type: none"> Staff ensure that the timetable design is driven by the needs of pupils in any particular teaching group 	<p>Review and adapt as required</p>
<p>Is provision made for pupils with disabilities who cannot engage in particular activities?</p>	<ul style="list-style-type: none"> staff ensure that there is flexibility in teaching and the curriculum to allow children to access activities at their level of need 	<p>Review and adapt as required</p>
<p>Do you provide a range of I.C.T. access aids and adaptations?</p>	<ul style="list-style-type: none"> No current need, but we would provide any access aids and adaptations if a specific need is identified. 	<p>Review and provide ICT access aids if required</p>
<p>Do all pupils have access to the wider curriculum including extra-curricular activities?</p>	<ul style="list-style-type: none"> All children have access to all areas of the curriculum 	<p>Review and adapt as required</p>
<p>Are there high expectations of all pupils?</p>	<ul style="list-style-type: none"> Yes, this reflects in our mission statement, ethos and achievements. 	<p>No further action required</p>

<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p>	<ul style="list-style-type: none"> • There is no specific need for audiotape or braille at the moment. All information provided by the school is in simple, easy to read language to facilitate understanding for all. We also use a large range of ICT for presentations such as Interactive whiteboards, large screen in the main hall, powerpoint displays, plasma etc 	<p>Review and implement as required</p>
<p>Is SEN information shared with appropriate staff?</p>	<ul style="list-style-type: none"> • To identify pupils who may need additional to or different from provision for September 	<p>ensure thorough handover of information from each year group including from Nursery provider.</p>
<p>Do all statutory policies reflect inclusive practice and procedures o comply with the Equality Act 2010?</p>	<ul style="list-style-type: none"> • All policies clearly reflect inclusive practice and procedure 	<p>Continue to keep up to date with all current policies/procedures and update as required.</p>
<p>Is all Safeguarding training up to date?</p>	<ul style="list-style-type: none"> • Induction of new staff includes safeguarding training • Refresher training carried out at appropriate intervals • Pupils safe at all times / staff aware of reporting protocol 	<p>Continue to keep up to date with all current policies/procedures and update and carry out further training as required.</p>

3. Access to information

Feature	Current situation	Actions to be taken
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<ul style="list-style-type: none">• There is no specific need for audiotape or braille at the moment. All information provided by the school is in simple, easy to read language to facilitate understanding for all. We also use a large range of ICT for presentations such as IWB, large screen in the main hall, powerpoint displays, plasma etc	Review and implement as required
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	<ul style="list-style-type: none">• We have a wealth of ICT software and hardware in school and the staff expertise to ensure that written information is presented in different formats.	Review and implement as required