



ACCESSIBILITY AUDIT

KEY TO AUDIT 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓				CPD / training when needs arise and records maintained
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specific training organised as and when new needs arise
Section 2: HOW THE SCHOOL DELIVERS THE CURRICULUM?						
3	Do all staff seek to remove all barriers to learning and participation?	✓				Ongoing monitoring to continues SIP focus on teaching and learning Termly PPMs, action plans and Provision Maps address relevant issues IEPs completed and reviewed termly
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓				As above Teachers who need support are getting this through peer observations, working with SLT on planning.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				All take part Off site activities also take place.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				✓	Currently no children with disabilities who are unable to engage
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				✓	As above
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				✓	As above
9	Do you provide access to appropriate technology for those with disabilities?				✓	As above
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓				Yes, may need to be modified – shorter time/day visit to residential etc

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Section 3: HOW THE SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?		1	2	3	4	Comments
11	Do you have arrangements to 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?		✓			Visual timetables, varied prints,
12	Do you have the facilities such as ICT to produce written information in different formats?		✓			As above
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				✓	Currently not appropriate but able to access support as and when required
14	Is furniture and equipment selected, adjusted and located appropriately?	✓				
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	✓				Hearing aids, sound system etc

Section 4: THE DESIGN OF THE SCHOOL TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

NAME OF BLOCK (see AMP Data): Main School

16A	Number of teaching spaces in block	9	16B	Number of those teaching spaces which are accessible:	7
17A	Number of social spaces in block	2	17B	Number of those social spaces which are accessible:	2

4a	GENERAL	1	2	3	4	Comments
18	Are pathways and routes logical and well signed?	✓				
19	Do you have emergency and evacuation procedures to alert ALL pupils?	✓				Visual fire alarm alerts
20	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				
21	Do furniture layouts allow easy movement for pupils with disabilities?				✓	Currently no pupils with disability, however many rooms are small making furniture hard to negotiate Worn carpets in some areas need replacing
22	Are quiet rooms/calming rooms available to children who need this facility?				✓	No designated space Therefore the HT Office is generally used



4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments
23	Are car park spaces reserved for disabled people near the main entrance?	✓			
24	Are there any barriers to easy movement around the site and to the main entrance?		✓		
25	Are steps needed for access to the main entrance?		✓		
26	Do all those steps have a contrasting colour edging?			✓	
27	If there are steps, is a ramp provided to access the main entrance?			✓	
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			✓	
29	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
30	If no, is an alternative wheelchair accessible entrance provided?			✓	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments
31	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		✓		Would need some assistance as door opens outwards
32	Do all internal doors allow a wheelchair user to get through unaided?		✓		Some doors are double doors (Hall) and may need assistance Other doors open towards the person – again assistance would be required
33	Do all the corridors have a clear unobstructed width of 1.2m?	✓			However, fire doors open in different directions (see above)
34	Does the block have a wheelchair accessible toilet?	✓			
35	Does the block have accessible changing rooms/shower facilities?	✓			No shower rooms in school

4d VERTICAL MOVEMENT						
		a	b	c	d	
		Yes	No	N/A		Comments
36	How many storeys in the block? <i>a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>					
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	✓				
38	Is there a continuous handrail on each internal stair flight and landing?	✓				
39	Does the block have a lift that can be used by wheelchair users?		✓			Disabled access to the Hall is cluttered. Only access in school to the rear of the building is via this route This is to be remedied with EYFS Play Area development. No access to second floor or relocatable classroom
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		✓			
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓				Adult support may be required and in place

4e SENSORY IMPAIRMENT					
		Yes	No	N/A	
42	Are non-visual guides used to assist people to use the buildings?			✓	
43	Could any of the décor be confusing or disorientating for pupils with disabilities?		✓		
44	Is a hearing induction loop available (either fixed or portable) in the school?	✓			Currently have one however, this is loaned from another establishment for a finite period and there is a waiting list
45	Does the block have a "Soundfield" sound reinforcement system?			✓	
46	If there is a "Soundfield" system, in what area?				
47	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	Yes			



ACCESSIBILITY PLAN

Targets based on Accessibility Audit

Section	Area for development	Action	Person(s) Responsible
2.6 2.7 2.8	<ul style="list-style-type: none"> Increased staff awareness of how to ensure pupils with disabilities gain access to all areas of the curriculum 	<ul style="list-style-type: none"> Investigate CPD opportunities as appropriate as and when the school receives pupils with disabilities 	<ul style="list-style-type: none"> CPD Leader
2.9	<ul style="list-style-type: none"> Ensure that appropriate equipment/technology in place for pupils with disabilities 	<ul style="list-style-type: none"> Contact relevant support agencies to obtain equipment when appropriate 	<ul style="list-style-type: none"> SENCO
3.13	<ul style="list-style-type: none"> Ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities 	<ul style="list-style-type: none"> Access suitable packages to effectively disseminate information to staff, pupils and parents with disability when the need arises 	<ul style="list-style-type: none"> Headteacher
4.21	<ul style="list-style-type: none"> Ensure furniture layouts allow easy movement for pupils with disabilities 	<ul style="list-style-type: none"> Continue rolling programme for refurbishment taking into account accessibility needs for all pupils 	<ul style="list-style-type: none"> Headteacher
4.22	<ul style="list-style-type: none"> Consider providing a quiet room for children who need this facility 	<ul style="list-style-type: none"> Consider available spaces in school to ascertain whether one could be altered to provide a quiet room 	<ul style="list-style-type: none"> Headteacher F&P Committee
4.31	<ul style="list-style-type: none"> Ensure a wheelchair user can negotiate doors into Entrance Hall 	<ul style="list-style-type: none"> Ensure a member of staff is available to support wheelchair users to gain entry 	<ul style="list-style-type: none"> Office staff
4.32	<ul style="list-style-type: none"> Ensure a wheelchair user can get through internal doors 	<ul style="list-style-type: none"> Ensure a member of staff is available to support wheelchair move through corridors 	<ul style="list-style-type: none"> Non-teaching staff
4.35	<ul style="list-style-type: none"> Consider incorporating shower facilities in school 	<ul style="list-style-type: none"> Consider options for including a shower if remodelling toilet facilities and/or receiving people with specific needs 	<ul style="list-style-type: none"> Headteacher F&P Committee
4.40	<ul style="list-style-type: none"> Consider mechanical means to move between floors. 	<ul style="list-style-type: none"> Consider options for providing mechanical means to move between floors if receiving people with specific disabilities preventing them from doing so <p style="text-align: center;">or</p> <ul style="list-style-type: none"> Ensure that pupils with disabilities have access to all areas of the curriculum without the need to move between floors 	<ul style="list-style-type: none"> Headteacher F&P Committee