Accessibility Audit and Plan

Date: January 2022
Date for Review: January 2025

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled pupils are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to pupils with disabilities. Any students requiring additional support are clearly identified on entry to the school and throughout their career.

Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

St Weonards Primary School

PHYSICAL ACCESS AUDIT AND PLAN

Item	Issue	RAG rating	Comments	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?		*No current issues. Staff will consider needs of individual children where specific difficulties are identified and appropriate equipment will be purchased where necessary.*	
2	Are pathways and routes logical and well signed?		*No current issues*	
3	Do you have emergency and evacuation procedures to alert all pupils?		*Fire drills are held at least termly and all pupils are made aware of the necessary procedures.*	
4	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		*Where needs are identified, additional equipment is purchased, e.g. writing slopes, specialist cushions, etc. Much of the furniture is height adjustable.*	
5	Do furniture layouts allow easy movement for pupils with disabilities?		*Classrooms are large enough for pupils of all abilities to move around freely.*	
6	Are quiet rooms/calming rooms available to children who need this facility?		*The school is fortunate to have a choice of small, quiet spaces for children who need them.*	
7	Are car park spaces reserved for disabled people near the main entrance?		*There is one designated car parking space available to those holding the relevant permit.*	
8	Are there any barriers to easy movement around the site and to the main entrance?		*No.*	
9	Are steps needed for access to the main entrance?		*No.*	
10	Do all those steps have a contrasting colour edging?		*Not applicable.*	
11	If there are steps, is a ramp provided to access the main entrance?		*Not applicable*	
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		*Not applicable.*	
13	Is it possible for a wheelchair user to get through the principal door unaided?		*The door is wide enough for wheelchair access.*	
14	If no, is an alternative wheelchair accessible entrance provided?		*Not applicable.*	
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		*There is a small lobby prior to entering the main part of the building but it is spacious enough for wheelchair maneuverability.*	
16	Do all internal doors allow a wheelchair user to get		*All doors around the site have been built to ensure*	

	through unaided?		*accessibility throughout.*	
17	Do all the corridors have a clear unobstructed width of 1.2m?		*Yes.*	
18	Does each block have a wheelchair accessible toilet?		*Yes.*	*Consider whether the ladies facilities could be updated to include a fully accessible toilet.*
19	Does the relevant block have accessible changing rooms/shower facilities?		*There are currently no accessible changing rooms or shower facilities in the school.*	*Consider where such facilities could be constructed should the need arise.*
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		*Yes, the stairs up to the first floor and down to the Early Years area are pink with contrasting black edging.*	
21	Is there a continuous handrail on each internal stair flight and landing?		*Yes.*	
22	Does the block have a lift that can be used by wheelchair users?		*There is currently not a lift within the school premises.*	*Consider if/where a lift could be constructed in the future.*
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		*No, there are currently no facilities to enable wheelchair users to access the Early Years area or the first floor.*	*Consider how this problem could be rectified if the need arose.*
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		*Yes, however they would not be able to move away from the building due to the steps leading down to the playground. It would be safer for wheelchair users to use the fire exit located through the staff room instead.*	
25	Are non-visual guides used to assist people to use the buildings?		*There are no such guides currently available in the setting however there are currently no children or adults who would require this type of assistance.*	*Consider implementation of non-visual guides if the need arises.*
26	Could any of the décor be confusing or disorientating for pupils with disabilities?		*Much of the décor is of neutral tone and there is limited high contrast between different areas, however there are currently no adults or children with VI who would be affected by this issue.*	
27	Is a hearing induction loop available (either fixed or portable) in the school?		*One classroom has a hearing loop system (Soundfield system) installed which can be used for pupils with HI and this could easily be transferred into a different classroom should the need arise.*	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		*Not currently, although there are no pupils or staff with a severe hearing impairment in the school.*	*Again, this would be considered as the need arose.*

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LEARNING ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	🟧	*No disability training has been offered within the last two years, however there have not been any children or adults in the school with an identified physical disability within that time.*	*Provide training on general disability awareness and accessibility issues.*
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?	🟩	*Staff are able to access training though Activate Central, Hoople or Local/Health Authority channels in addition to in-house training from the SENCo or Educational Psychologist.*	
3	Do all staff seek to remove all barriers to learning and participation?	🟩	*Yes, all children of all abilities are able to access all elements of curricular and extra-curricular activities.*	
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	🟩	*Yes, children with SEND make excellent progress at this setting.*	
5	Are all children and young people encouraged to take part in music, drama and physical activities?	🟩	*Yes – please see point 3, above.*	
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?	🟩	*Yes, staff have a good understanding of ways in which experiences or activities can be altered to suit the specific needs of children. The school does not currently have any children with identified physical disabilities however additional training would be offered should the need arise.*	
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?	🟩	*Work is always differentiated and additional resources/equipment used where necessary.*	
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	🟩	*Additional support would be implemented in these situations to enable the child to successfully and safely participate in practical activities.*	
9	Do you provide access to appropriate technology for those with disabilities?	🟩	*Where necessary we have used technology as recommended by specialist teachers or other professionals.*	
10	Are school visits, including overseas visits, made accessible to all children and young	🟩	*All children's needs are catered for and they are all given the opportunity to participate, regardless of any*	

	people irrespective of attainment or disability?		*SEND.*	
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	.	*Staff are offered training as and when the need arises.*	*Consider implementing a more structured cycle of ICT training specifically around SEND.*

INFORMATION ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		*We don't currently have these arrangements in place but would do so if required. The SENCo works closely with the HI and VI specialist teams within the local authority and would therefore be easily able to seek support with this if necessary.*	
2	Do you have the facilities such as ICT to produce written information in different formats?		*We have access to simple word processing software and iPads which enable us to produce information in large print. The iPads could also be used to enable us to produce written information in visual or verbal formats if the need arose.*	
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?		*Information is currently provided to staff, students and parents in a standard written format, however parents may access our school website and use their computer or device's accessibility settings to read information in larger print or have it read aloud.*	*Consider making specific documents available in a wider range of formats.*

St Weonards Primary School

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
For staff to have a basic understanding and recognition of disability issues.	Create written guidance around basic disability issues which can be disseminated to all staff members.	6 months	Zayla Beecham	Staff are fully aware of disability issues and are able to make reasonable adjustments to their practice in line with statutory guidance.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
For staff to have a sound understanding of how ICT equipment can be made more accessible to pupils with disabilities.	Share guidance or offer suitable training sessions.	12 months	Zayla Beecham/ Jo Brace	All staff have a good understanding of the accessibility settings on their equipment and how they can be altered to suit the needs of individual pupils.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure all children with HI/VI or PI are able to successfully access all elements of the school curriculum, using the appropriate resources to do so.	Consider purchase of additional equipment and resources.	As need arises – if pupils with such difficulties join the school.	Zayla Beecham	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

St Weonards Primary School

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
All routes and locations around the school are well signposted and easy to understand.	Add signage relating to the location of classrooms or other locations within the school.	6 months	Alison Taylor Stewart Morehead	All pathways and routes are logical and well signed.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
All staff, parents and pupils are easily able to access the playground to the rear of the school.	Consider construction of a ramp and hand rails out to the school playground.	12 months	Alison Taylor Stewart Morehead	Pupils of all abilities are able to access the playground alongside their peers rather than having to use a different route.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
For the school to have fully accessible facilities for staff, pupils and parents with disabilities.	Consider installation of accessible toilet related equipment, e.g. hand rails if and when there is a specific need to do so, e.g. if a pupil with a physical disability joins the school.	As need arises – if pupils with such difficulties join the school.	Alison Taylor Stewart Morehead	The school has a fully accessible toilet within the premises.

St Weonards Primary School

Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that important information is available in a range of formats and is accessible to all.	Use word-processing software to produce information in a larger print and consider using iPads to produce verbal or visual formats of information as necessary.	As need arises.	Alison Taylor Zayla Beecham Jo Brace	Information is accessible to all

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To extend provision of information to students to a wider range of formats.	Consider braille or audio versions of information if the need arises.	As need arises.	Alison Taylor Zayla Beecham	Information for students is fully accessible regardless of need.