

## Accessibility Audit and Plan

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building is recently extended and modernised. Despite some of the building being well over 150 years old, it is now fully accessible with the exception of a small area that is used infrequently by small groups and as storage

### Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

#### a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. *[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

#### b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

#### c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

Signed on behalf of staff.....Date:.....

Signed on behalf of Governing Body..... Date:.....

## Accessibility Audit & Plan Nov 2014 – Review Nov 2017

### Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?		
Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	It is in the induction policy	Further training may be required
Are your classrooms optimally organised for disabled pupils?	An SEN learning walk in Sep 14 confirmed this	
Do lessons provide opportunities for all pupils to achieve?	Planning and assessment scrutinise, learning walks, PM observations and work scrutinise show this.	
Are lessons responsive to pupil diversity?	Our curriculum policy shows this.	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Planning and assessment scrutinise, learning walks, PM observations and work scrutinise show this.	
Are all pupils encouraged to take part in music, drama and physical activities?	Ben	
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		Training may be required
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		Training may be required
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Helen adapts PE accordingly. Morning motivation is also adapted by teachers.	
Do you provide access to computer technology appropriate for students with disabilities?	This is successful practice – use of kindles and laptops	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes – all trips are made accessible for all.	
Are there high expectations of all pupils?	Yes – pupil progress notes show this.	
Do employees seek to remove all barriers to learning and participation?	Planning and assessment scrutinise, learning walks, PM observations and work scrutinies show this.	

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Section 2: Is your school designed to meet the needs of all pupils?		
Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	Yes – access may not be directly into the room. The lift now allows access to all areas in school.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes, with the addition of a lift in our recent new build pupils in wheelchairs can now access all floors.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes, all are safe.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		Not visual alarms inside. Not auditory on gates outside although they are censored.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		A further discussion about this at C&C committee and school tour is required,
Are areas to which pupils should have access well lit?	Yes, all areas are well lit.	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Noise is monitored in all classrooms and projectors that were deemed too noisy were replaced.	
Is furniture and equipment selected, adjusted and located appropriately?	Yes, all furniture is suitable and if any specialist items are required these are obtained at once.	

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<b>Section 3: How does your school deliver materials in other formats?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?	We work closely with the VI team for large print books	We could further look at audio books and simple language symbols.
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?		Consistency needs to be monitored
Do you have the facilities such as ICT to produce written information in different formats?	This is used daily.	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?		Training may be required on this.

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	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	<p>Ensure parents/ carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>For gates to have sound as well as light sensors</p>	<p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group’s access to the curriculum.</p> <p>Investigate with company if this is possible and cost</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>Exterior gates with sound and light sensors</p>	<p>As required</p> <p>Ongoing</p> <p>Autumn 14</p>	
<b>Medium Term</b>	<p>To ensure the school develops children’s awareness of disability.</p>	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Invite people with disabilities into school</p> <p>Use opportunities to show people with disabilities in a positive light</p>	<p>When needed, the school provides written materials in alternative formats.</p>	<p>As required</p> <p>Ongoing</p>	
<b>Long Term</b>	<p>Any future plans for further development of the building take DDA issues in to account.</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p>	<p>Work with LA and architects when planning modernisations</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p> <p>The school decorates in a way that is sympathetic to the VI.</p>	<p>From 2014</p> <p>As required</p>	