

# Accessibility Audit and Plan 2022-2025



**Approved by:**

Governing Body

**Date:** September 2022

**Next review due by:**

September 2023

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

*The physical environment includes things such as steps, stairways, curbs, 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.*

*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.*

*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

### 3. Action plan

Following completion of the audit (see Appendix A), this action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p><b>MEDIUM TERM</b></p> <p>For staff to have a sound understanding of how ICT equipment can be made more accessible to pupils with disabilities.</p>	Share guidance or offer suitable training sessions.	DP/AD	September 2023	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.
	<p><b>LONG TERM</b></p> <p>Ensure all children with HI, PI and VI are able to successfully access all elements of the school curriculum, using the appropriate resources to do so.</p>	Consider purchase of additional equipment and resources.	AD	As need arises – if pupils with such difficulties join the school.	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p><b>SHORT TERM</b>            Improve access for wheelchair users through the front gate and two main doors into reception.</p> <p><b>MEDIUM TERM</b>            Install self-opening doors via accessible buttons on the wall.</p> <p><b>LONG TERM</b>            To ensure wheelchair users have access to the entirety of the school premises, including the first floor classrooms.</p>	<p>Consider use of signage and bell outside door to request assistance.</p> <p>Consult local authority buildings department for advice.</p> <p>To explore installation of a lift or other mechanical device which would enable wheelchair users to access the first floor classrooms.</p>	<p>EB/AL</p> <p>EB/AL</p> <p>EB/AL</p>	<p>September 2022</p> <p>September 2024</p> <p>September 2025</p>	<p>Children and adults of all abilities will be able to access all areas of the school premises, including the first floor of the main building.</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p><b>SHORT TERM</b></p> <p>Ensure that important information is available in a range of formats and is accessible to all.</p>	<p>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.</p>	<p>DP/EB</p>	<p>September 2023</p>	<p>Information is accessible to all</p>
	<p><b>MEDIUM TERM</b></p> <p>To extend provision of information to students to a wider range of formats</p>	<p>Consider Braille or audio versions of information if the need arises</p>	<p>AD</p>	<p>As the need arises</p>	<p>Information for students is fully accessible regardless of need.</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the standards team and governing body.

It will be approved by the governing body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

## 6. APPENDIX A

### Physical access audit

Completed 17.08.22 EB

Item	Question/issue	RAG rating	Further notes	Next steps
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, chairs etc	
5	Do furniture layouts allow easy movement for pupils with disabilities?		Classrooms are large enough for pupils of all abilities to move around freely, however wheelchair users may find some spaces tricky to negotiate. Consideration would be made to furniture layouts should a wheelchair user join the school.	
6	Are quiet rooms/calming rooms available to children who need this facility?		Yes, we have a couple of small spaces which could be used for this purpose, including one with some sensory equipment.	
7	Are car park spaces reserved for disabled people near the main entrance?		The school does not have a car park and staff and visitors use the public car parks and roads around the school for parking. Accessible car parking is available opposite the school in the public car park.	
8	Are there any barriers to easy movement around the site and to the main entrance?		The perimeter gate opens out onto the pavement so could be difficult for a wheelchair user to access independently.  There are no barriers to moving around the EY and KS1, offices, staff room, hall and library areas of the site as all access points have ramped access. There is no wheelchair access to the stepped and first floors of the school (Y3, Y4, Y5 and Y6 classrooms and nurture/quiet spaces) as the school does not have a lift.	We would need a risk assessment and support plan if a wheelchair user joined the school.
9	Are steps needed for access to the main entrance?		No	
10	Do all those steps have a contrasting colour edging?		N/A  Indoor steps do have the bright contrast edging	

11	If there are steps, is a ramp provided to access the main entrance?		Main entrance has a ramp	
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		Yes	
13	Is it possible for a wheelchair user to get through the principal door unaided?		The door is wide enough for wheelchair access but the two front doors when closed and close together would potentially cause a problem	Consider self-opening buttons on the doors if the need arose.
14	If no, is an alternative wheelchair accessible entrance provided?		The KS1 and Nursery entrance are both suitable for wheelchair access	
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 which is a through route. The doors are close together so assistance would be needed.	Consider use of signage or bell to request assistance.
16	Do all internal doors allow a wheelchair user to get through unaided?		Yes, all doors are wide enough for wheelchair access.	
17	Do all the corridors have a clear unobstructed width of 1.2m?		Yes	
18	Does each block have a wheelchair accessible toilet?		The ground floor of the main building has a wheelchair accessible toilet however the KS2 classroom blocks do not. Wheelchair users in either of these spaces would need to make their way to the Nursery or KS1 corridor to use the accessible facilities.	Consider whether an accessible toilet could be constructed for use in the KS2 classroom block should the need arise
19	Does the school have accessible changing rooms/shower facilities?		The school has an accessible toilet and shower area in the Nursery classroom	
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			
21	Is there a continuous handrail on each internal stair flight and landing?			
22	Does the block have a lift that can be used by wheelchair users?		There is no lift available for wheelchair users to access the first floor of the main building.	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	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		On the ground floor, yes	

	to which they have access?			
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 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?		Classes are fitted with a hearing induction loop as necessary	
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. Emergency evacuation plans include the support of children with HI or VI.

## Learning access and audit

Item	Question/issue	RAG rating	Further notes	Next steps
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		Some training has been delivered regarding specific disabilities, e.g. autism and related difficulties.	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 the Local/Health Authority channels as well as advice from our Health and Safety Consultant (All Safety Matters) and SENCo.	
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 in consultation with our staff and SENCo.	
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		Yes, children with SEND make good progress at our school.	
5	Are all children and young people encouraged to take part in music, drama and physical		Yes – please see point 3, above	

	activities?			
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.	
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 adult support/resources/equipment used where necessary.  Additional risk assessments and familiarisation sessions may be necessary for new activities.	
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 professional agencies.	
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		All children's needs are catered for and they are all given the opportunity to participate, regardless of any 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	Question/issue	RAG rating	Further notes	Next steps
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		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.	

	information?			
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