
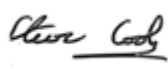




Accessibility Audit/Plan 2024-2027

Approved by		
Name:	Clem Coady	Steve Cook
Position:	Head Teacher	Chair of Governors
Signed:		
Date:	5 July 2024	
Proposed review date:	5 July 2025 (Statutory annual review required)	

'Living and learning together to care for each other and our world.'

KEY ROLES

As at the date of publication, the following key roles were held:

SENDSCO	Mrs. Julie Paisley
SEND GOVERNOR	Mrs. Faye McEwan-Barry

REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

Version Number	Version Description	Date of Revision
1	Original	Mar 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	Jan 2013
3	Reformatted only	Feb 2014
4	Reformatted only	Feb 2015
5	Reformatted only	May 2017
6	Very minor updates and 'date complete' added to all action plans in the appendices	Sept 2018
7	Reviewed – links checked	Oct2019
8	Updated and personalised	24/01/2023
9	Policy content reviewed & updated. Also added additional info about Public Sector Equality Duty as per KAHSC model policy version 09 dated September 2023.	02/03/2024
10	Updated and personalised	05/07/2024

Note: It has been agreed that the KAHSC Accessibility Plan template seemed excessively long for a small school. We are therefore focussing the content of this document (in a more succinct way) on our Accessibility Audit and corresponding actions to improve accessibility – rather than include a lot of additional narrative regarding contextual information, development, scope & management details.

TABLE OF CONTENTS

KEY ROLES	1
REVIEW SHEET	1
TABLE OF CONTENTS	2
EXPLANATORY NOTES	3
1. Definitions	3
2. The requirement to prepare, publish, review, revise and implement a written Accessibility Plan	3
3. Relevant legislation	4
4. Definition of disability	4
5. Reasonable adjustments	5
6. Public Sector Equality Duty	6
7. The key objectives of our Accessibility Plan	6
8. Financial planning	7
ACCESSIBILITY AUDIT / ACTION PLAN: 2024-2027	8
1. Audit/Action Plan Part 1 - Updating our ongoing compliance with the Equality Act	8
1.1 Is our school compliant with the Equality Act 2010?.....	8
2. Audit/Action Plan Part 2 - Improving access to the curriculum	9
2.1 Do we increase the extent to which CYP with a disability can participate in the curriculum?	9
3. Audit/Action Plan Part 3 - Improving access to written information	13
3.1 How accessible is information, advice and guidance?	13
4. Audit/Action Plan Part 4 - Improving access to the physical environment (and detailed physical access checklist - to consider from the perspective of each type of disability) ...	15
4.1 Is our setting physically accessible?	15
4.2 Approach and car parking	18
4.3 Routes and external level change including ramps and steps	20
4.4 Entrances - including Reception	21
4.5 Horizontal movement and assembly.....	24
4.6 Doors	26
4.7 Toilets.....	28
4.8 Fixtures and fittings	31
4.9 Information	32
4.10 Means of escape.....	32

EXPLANATORY NOTES

1. Definitions

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

The term 'school' refers to Stoneraise School. The term 'school' also includes wrap around care, such as Breakfast Clubs and After School Clubs.

The term 'disabled person' means a person who is a disabled person for the purposes of the Equality Act 2010, and the term 'disabled pupil' includes a disabled person who may be admitted to a school as a pupil.

2. The requirement to prepare, publish, review, revise and implement a written Accessibility Plan

Under [paragraph 3 of schedule 10 to the Equality Act 2010](#) the governing body is required to prepare and publish a written Accessibility Plan. This is a plan for:

- a) increasing the extent to which disabled pupils can participate in the different areas of the national curriculum (also increasing their access to extra-curricular activities and the wider school curriculum);
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities or services provided or offered by the school; and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
(It is a requirement for the delivery in 'c' above to be within a reasonable time; and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.)

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In our School, we have a commitment to equal opportunities for all members of the school community, and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and achieve the aims that are listed above.

The governing body must keep our Accessibility Plan under review during the period to which it relates and, if necessary, revise it, and must implement the plan.

An inspection under Part 1 of the Education Act 2005 may extend to the performance of the governing body in relation to the preparation, publication, review, revision and implementation of our Accessibility Plan.

Our Accessibility Plan is published on the school website. A paper copy can be obtained, on request, from the school office.

3. Relevant legislation

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

4. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).

- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:
 - Mobility
 - Manual dexterity
 - Physical coordination
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech, hearing or eyesight
 - Memory or ability to concentrate, learn or understand
 - Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

5. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources

available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

6. Public Sector Equality Duty

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

7. The key objectives of our Accessibility Plan

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred

learning styles; and we endorse the key principles in the [National Curriculum Framework](#) which underpin the development of a more inclusive curriculum:

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

Our Accessibility Plan will focus on 4 areas:

- [Updating our ongoing compliance with the Equality Act](#)
- [Improving access to the curriculum](#)
- [Improving access to written information](#)
- [Improving access to the physical environment](#)

8. Financial planning

The Head teacher, together with the Finance and Staffing Sub-Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the Accessibility Plan by identifying costs and incorporating them into current and future budget commitments.



ACCESSIBILITY AUDIT / ACTION PLAN: 2024-2027

An Accessibility Audit was carried out by Julie Paisley and James Webb on 1/7/24 and the following recommendations / action points were identified

1. Audit/Action Plan Part 1 - Updating our ongoing compliance with the Equality Act

1.1 Is our school compliant with the Equality Act 2010?		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Do you have an Accessibility Plan?	Yes, see school website. ACTION - This Accessibility Plan is now being updated based on the findings of the Accessibility Audit completed in July 2024.	September 2024	0	Julie Paisley and Clerk to Governors	
2	Was your accessibility plan co-produced with children/young people with SEND, their families and other stakeholders?	Discussed at Governors and staff meetings. Forms part of pupil voice discussions for SEND reviews. Families included in discussions during reviews. ACTION - Ensure mention of accessibility is in meeting minutes.	Ongoing	0	Julie Paisley and Clerk to Governors	
3	Is everyone in your setting aware of the Equality Act 2010?	Yes – section on website. All staff read policy June/July 2024.	July 2024	0	James Webb	July 2024
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	Inclusive curriculum. All pupils access full curriculum and where needed support focusses on reducing and removing barriers. All extra-curricular clubs and activities available to all pupils.	Ongoing	0	Headteacher	

5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Support plans focus first on strengths before looking at barriers. Regular training linked to SEND and more bespoke SEND training as needed. Action – audit of support plans and EHCPs	Ongoing	0	Julie Paisley SEND Governor	
6	Have you published your SEN information report?	Yes – on website.	September 2024	0	Julie Paisley Clerk to governors	July 2024
7	Is your SEN information report linked to the Local Offer?	Yes.	Ongoing	0	Julie Paisley Clerk to Governors	July 2024

2. Audit/Action Plan Part 2 - Improving access to the curriculum

2.1 Do we increase the extent to which CYP with a disability can participate in the curriculum?		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Do all our staff have high aspirations and expectations of CYP with SEND?	Yes. Observed in OFSTED report and Governor visits.	Ongoing	0	Headteacher and all staff	
2	Are CYP with SEND included in pupil/student forums e.g.	Yes – currently small representation.	December 2024	0	Headteacher and all staff	

	school councils	Action – encourage the participation on pupils with SEND in School Council.				
3	Do we ensure that transition from setting to setting is carefully planned and personalised for CYP with SEND?	Yes – class teacher and where needed SENDCo meets with/ discusses with new setting children's strengths, barriers and support needed. Extra transition visits as arranged. SENDCo visits nurseries of children with SEND before they join us and meets with parents before end of Summer term.	Ongoing	0	Headteacher and Julie Paisley	
4	Do staff have regular and updated access to training of a high quality to meet the learning needs of CYP with SEND?	Regular in-house CPD opportunities. SENDCo attends regular training and updates. Training from outside providers regularly undertaken by whole staff – AET, Team Teach, manual handling. Specific SEND training for certain staff members as appropriate eg. medical needs training.	Ongoing	0	Headteacher and Julie Paisley	
5	Are CYP and their families fully involved in the review of individual plans regarding curriculum access?	Plans are reviewed termly and CYP involved fully, parents have opportunity to be involved at all of these points. For children with EHCPs parents are consulted before, during and after Annual Review process and their voice is fully reflected in the process. Action – look at ways to increase parental engagement with reviews of support plans.	December 2024	0	Julie Paisley and SEND Governor	
6	Do we use a graduated approach when meeting the needs of CYP with SEND?	Yes – graduated approach embedded into our SEND offer.	Ongoing	0	Julie Paisley and SEND Governor	
7	Do we use the 'assess, plan, do review' cycle to inform the graduated approach?	Yes – fully reflected in support plans and minutes of SEND Planning meetings.	Ongoing	0	Julie Paisley	

8	Is the attainment gap between CYP with SEND and those without SEND being reduced over time?	<p>Pupils with SEND have individualised learning opportunities in e.g. phonics, reading and mathematics amongst other subjects. Their progress is recorded through reviews of support plans.</p> <p>Action – SENDCo to analyse data from in-school and external assessments.</p>	December 2024	0	Headteacher and SENDCo	
9	Is the progress made by CYP at 'SEN support' and with an EHC plan as good as that made by CYP nationally?	<p>Pupils with SEND have individualised learning opportunities in e.g. phonics, reading and mathematics amongst other subjects. Their progress is recorded through reviews of support plans.</p> <p>Action – SENDCo to analyse data from in-school and external assessments.</p>	December 2024	0	Headteacher and SENDCo	
10	Do we ensure that home learning is accessible to all CYP with SEND?	<p>Home learning is discussed at review meetings with parents. This is adapted where needed.</p> <p>Action – raise ideas about alternatives that could be offered in staff meeting.</p>	December 2024	0	Julie Paisley and all staff	
11	Are cover staff, including supply teachers, clear about the additional needs of CYP and how to meet these needs?	<p>Supply teachers are generally those already very familiar with school and children. Relevant information passed on to them by class teachers.</p> <p>Action – SEND overview page for each class to present key information about needs etc.</p>	September 2024	0	Julie Paisley and all staff	
12	Are staff given time to plan for pupils/students who need a highly	<p>Staff plan for pupils within PPA time. Discussion with SENDCo is ongoing. Plans discussed during SEND Planning meetings each term.</p>	Ongoing	0	Julie Paisley and all staff	

	differentiated/individualised curriculum?					
13	Do CYP with SEND have access to appropriate information technology?	<p>Access to Ipads with relevant apps and software installed. We reader pens in school.</p> <p>Action – look at further apps etc. that could be used to enhance of pupils with SEND learning experiences.</p>	July 2025	Cost of apps etc.	Julie Paisley and James Webb	
14	Do all additional adults, build positive relationships, support flexibly and facilitate independent learning?	<p>Yes – good relationships observed around school and reflected in pupil voice for reviews.</p>	Ongoing	0	Headteacher and Julie Paisley	
15	Are auxiliary aids used (and maintained) to ensure that CYP with SEND are included in the curriculum?	<p>Nothing currently.</p>				
16	Do curriculum pathways ensure that CYP are ready for their next stage of education, work and training?	<p>Information on Curriculum offer in planning and on school website.</p> <p>Action – curriculum development is ongoing.</p>	Ongoing	0	Headteacher and all curriculum leads	
17	Is the curriculum suitable and suitably tailored for CYP with SEND ensuring breadth and balance as well as implementing strategies to support CYP prepare for adulthood?	<p>Information on Curriculum offer in planning and on school website.</p> <p>Action – curriculum development is ongoing.</p>	Ongoing	0	Headteacher and all curriculum leads	

18	Are CYP needs assessed quickly and appropriate provision put in place?	Base line assessments taken when students start. Star reader used as part of the assessment strategy. Dyslexia screener used with all pupils in Year 3 and those joining after Year 3.	Ongoing	0	All staff	
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3. Audit/Action Plan Part 3 - Improving access to written information

3.1 How accessible is information, advice and guidance?		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Are our SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Yes Action – update SEN Info Report and Accessibility Plan for September 2024.	September 2024	0	Julie Paisley and clerk to governors	July 2024
2	Do we promote Cumbria SEND Information, Advice and Support Service' (SENDIASS) and Independent Support?	Link on website and on SEND Information board in school.	Ongoing	0	Headteacher and Julie Paisley	
3	Do we work with parent/carers and young people to ensure that your website is presented in a family friendly way?	Action – survey parents on SEND content of website.	July 2025	0	Headteacher and Julie Paisley	
4	Do we hold review/ planning meetings at times when parents are able to attend?	Yes – parents consulted on meeting times etc. Online meetings and telephone appointments can also be facilitated if more convenient.	Ongoing	0	Julie Paisley	

5	Have we developed communication channels and review processes that enable two-way information sharing with families?	Information is provided in a variety of formats. Communication can be undertaken in a variety of ways and these are considered on an individual basis eg. telephone, face to face, online, written.	Ongoing	0	Headteacher	
6	Is information available in a variety of languages?	The HT considers students needs on an individual basis and will make changes as and when required. Action – The Head teacher will continue to review this, as and where required.	Ongoing	0	Headteacher	
7	Is information available in a variety of formats including 'easy read' large print symbols audio?	The HT considers students and parents needs on an individual basis and will make changes as and when required.	Ongoing	0	Headteacher	
8	Are staff familiar with IT used to share information with people with disabilities?	The HT considers students and parents needs on an individual basis and will make changes as and when required. Where needed training will be undertaken by staff to ensure they are familiar with and able to use appropriate technology.	Ongoing	0	Headteacher	
9	Do we ensure that CYP know exactly who they can contact for information, advice and support?	Key members of staff available for all students. Information around school about external support. Also covered in PSHE. Action – look at other ways to pass this information on to pupils.	July 2025	0	Headteacher and all staff	

10	Do we give CYP and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	All info on website.	Ongoing	0	Headteacher and Julie Paisley	
11	Do we signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	SEND Information board available in school. Reception class visit and join local library and information given to parents.	Ongoing	0	Headteacher and Julie Paisley	

4. Audit/Action Plan Part 4 - Improving access to the physical environment (and detailed physical access checklist - to consider from the perspective of each type of disability)

4.1 Is our setting physically accessible?		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Are our buildings adapted to ensure that the majority of areas are physically accessible for CYP with disabilities?	Accessible to all pupils currently in school. Some areas have a small set of steps eg. Reception toilets, junior corridor outside hall, portacabin.	Ongoing	0	Headteacher and governors	
2	If adaptations are not possible have we found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	Yes – currently suitable for all current students. Advice would be taken from OT and Physio if adaptations were needed in future.	Ongoing	0	Headteacher and SENCo	

3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	Current walkways within school grounds are accessible and safe. Action – Local Authority are installing pedestrian access to school site as part of current road improvement works.	In line with road improvement schedule	0 – to school	Local Authority	
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	Lights and alarms during emergency evacuation procedures. Corridors, toilets and other small rooms are checked before staff evacuate.				
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	Accessible toilet and changing facility central to school. Handwashing facilities and medication storage within room.	Ongoing	0	Headteacher and SENCo	
6	Are calm low sensory areas available in the setting?	A sensory room is available. Other “calm” areas are available around the school, although these are not solely for this purpose.	Ongoing	0	Headteacher and SENCo	
7	Are our rooms (including classrooms) optimally organised for CYP with a physical disability?	All classrooms are currently accessible but audits would be carried out if needed for new pupils with physical disabilities joined the school.	Ongoing	0	Headteacher and SENCo	
8	Are classroom interiors adapted to ensure access to all areas for CYP with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	All staff have received training around sensory needs and the implication this has for classroom set up and use this information to plan their space.	Ongoing	0	All staff	

9	Is furniture and equipment selected, adjusted and located appropriately?	Yes but audits would be carried out if needed for new pupils with physical disabilities joined the school.	Ongoing	0	All staff	
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for CYP with sensory difficulties?	Not needed at present.	Ongoing	0	Headteacher and SENCo	
11	If intercom messages are used are they always relayed to CYP with hearing impairments?	Not used.				
12	Are all signs and symbols in Braille for CYP with visual impairments and in picture form for those with communication and learning difficulties?	Braille not currently used. Would be reviewed if needed. <i>Action – how can signs and symbols around school be dual coded to ensure those with communication difficulties can access them?</i>	July 25	Cost of any additional signage	Headteacher and SENCo	
13	Are highly visible markings used to ensure the safety of CYP with a visual impairment?	Currently not needed. Would be audited if a CYP with VI joined school.	Ongoing	Cost of any markings	Headteacher and SENCo	
14	Do we consult with CYP with SEND regarding the accessibility of classrooms, toilets and changing facilities?	We have open and ongoing conversation with those children accessing the changing/toileting facility in school.	Ongoing	0	All staff	

4.2 Approach and car parking		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is the building within convenient distance of a public highway?	Building is sited on a road.	Ongoing	0		
2	Is the building within convenient distance of public transport?	No public transport serves school. A school bus system is in place.	ongoing	0		
3	Is the building within convenient distance of car parking?	Car parking on site.				
4	Is the route clearly marked/found?	Yes				
5	Is the route free of kerbs?	Dropped kerbs in place.				
6	Is the surface smooth and slip resistant?	Surface is smooth and slip resistant.				
7	Is the route wide enough?	All routes around car park are wide enough for wheelchair access.				
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	No hazards on route.				

9	Is it adequately lit?	Emergency lighting in place.				
10	Is it identified by visual, audible and tactile information?	Action – does visual, audible and tactile signage need to be incorporated into the routes around school.	July 25	Cost of signage	Headteacher and governors	
11	Is there car parking for people with reduced mobility?	Not specifically designated but there is accessible parking right outside school building.	Ongoing	0	Headteacher and SENCo	
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Yes	ongoing	0	Headteacher and Governors	
13	Is the car parking as near the entrance as possible?	Yes	ongoing	0	Headteacher and Governors	
14	Is the car parking are suitably surfaced?	Yes	ongoing	0	Headteacher and Governors	
15	Is the route to the building kept free of snow, ice and fallen leaves?	Yes	ongoing	0	Headteacher and Governors	
16	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	Yes	ongoing	0	Headteacher and Governors	

4.3 Routes and external level change including ramps and steps		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	Yes – outside front door, hall door and door outside Year 6 classroom.	ongoing	0	Headteacher and Governors	
2	Is it wide enough and suitably graded?	Yes	ongoing	0	Headteacher and Governors	
3	Is the surface slip resistant?	Yes, all surfaces are textured to be slip resistant.	ongoing	0	Headteacher and Governors	
4	Are there kerbs and are there edges protected to prevent accidents?	Kerbs along access routes are dropped.	ongoing	0	Headteacher and Governors	
5	Are there handrails to one or both sides?	Handrails available in outdoor step areas.	ongoing	0	Headteacher and Governors	
6	Are there (alternative) steps & ramp	Yes – junior entrance, front door, infant door and hall door				
7	Identified by visual/tactile information?	Yes				
8	Are there handrails to one or both sides?	Handrails present in outside stepped area.	ongoing	0	Headteacher and governors	

9	Are ramps and steps adequately lit?	Yes	ongoing	0	Headteacher and governors	
10	Are treads and risers consistent in depth and height?	Yes	ongoing	0	Headteacher and governors	
11	Are all nosings marked and/or readily identifiable?	Yes	ongoing	0	Headteacher and governors	
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	No long flights	ongoing	0	Headteacher and governors	
4.4 Entrances - including Reception		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is the door clearly distinguishable from the façade?	Yes	ongoing	0	Headteacher and governors	
2	If glass is it visible when closed?	Yes – signs on door.	ongoing	0	Headteacher and governors	
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Yes	ongoing	0	Headteacher and governors	

4	Does it have a level or flush threshold, and a recessed mat-well?	Ramped threshold and no mat-well.	ongoing	0	Headteacher and governors	
5	Is there visibility through the doorway from both sides at standing and seated levels?	Yes, full glass in top and bottom panels.	ongoing	0	Headteacher and governors	
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door-swing?	Yes	ongoing	0	Headteacher and governors	
7	Can the door furniture be used at both standing and seated height?	Yes	ongoing	0	Headteacher and governors	
8	Can it be easily grasped and operated?	Yes	ongoing	0	Headteacher and governors	
9	If the door has a closer mechanism does it have: Delayed closure action? Slow-action closer? Minimal closure pressure?	Slow-action closer and minimal pressure.	ongoing	0	Headteacher and governors	
10	If the door is power-operated does it have visual and tactile information?	Not power-operated.	ongoing	0	Headteacher and governors	

11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Yes, lower switches in place				
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Yes	ongoing	0	Headteacher and governors	
13	Do lobby layouts enable all users to clear one door before going through the next?	No second door.	ongoing	0	Headteacher and governors	
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	At height for wheelchair in many places				
15	Does the lighting installation take account of the needs of visually disabled people?	Yes	ongoing	0	Headteacher and governors	
16	Are floor spaces Slip resistant, even when wet? Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? Firm for wheelchair manoeuvre	All flooring within school is slip resistant and suitable for wheelchair use.	ongoing	0	Headteacher and governors	

17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Yes. Junctions fixed.	ongoing	0	Headteacher and governors	
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Yes.	ongoing	0	Headteacher and governors	
19	Is it fitted with an induction loop?	No	ongoing	0	Headteacher and governors	
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	No - but any visitors would be accompanied around school.	ongoing	0	Headteacher and governors	
4.5 Horizontal movement and assembly		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Yes	ongoing	0	Headteacher and governors	

2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Yes	ongoing	0	Headteacher and governors	
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Yes	ongoing	0	Headteacher and governors	
4	Is turning space available for wheelchair users?	Yes	ongoing	0	Headteacher and governors	
5	Do natural and artificial lighting avoid glare and silhouetting?	Yes	ongoing	0	Headteacher and governors	
6	Are there visual clues for orientation?	Yes				
7	Do floor surfaces: Allow ease of movement for wheelchair users? Avoid light reflection and sound reverberation?	Yes – all suitable for wheelchair use.	ongoing	0	Headteacher and governors	
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	No direction of movement signs needed.	ongoing	0	Headteacher and governors	

9	Are there tactile signs and information for those with impaired vision?	See above	ongoing	0	Headteacher and governors	
10	Is the maintenance of these items checked regularly?	See above	ongoing	0	Headteacher and governors	
11	Is lighting designed to meet a wide range of needs?	Lighting suitable for school use.	ongoing	0	Headteacher and governors	
12	Is sufficient circulation space allowed for wheelchair users?	Yes	ongoing	0	Headteacher and governors	
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Yes	ongoing	0	Headteacher and governors	
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Yes – audits would be carried out on a needs led basis.	ongoing	0	Headteacher and governors	
15	Are all areas for assembly/meeting equipped with an induction loop system?	Not in place.	ongoing	0	Headteacher and governors	
4.6 Doors		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Do the doors serve a functional/safety purpose?	Yes	ongoing	0	Headteacher and governors	

2	If glass, are they visible when shut?	Yes	ongoing	0	Headteacher and governors	
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Yes	ongoing	0	Headteacher and governors	
4	Does the clear opening width permit wheelchair access	Yes	ongoing	0	Headteacher and governors	
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Yes	ongoing	0	Headteacher and governors	
6	Is any door furniture/handle at a height for standing/sitting use?	Yes	ongoing	0	Headteacher and governors	
7	Are door/handles clearly distinguished?	Yes	ongoing	0	Headteacher and governors	
8	Can the door furniture/handles be easily operated/grasped?	Yes	ongoing	0	Headteacher and governors	

9	If door closers/mechanisms are fitted do they provide the following: security linkage? delay-action closure? Slow-action closure? Minimum closure pressure?	Slow-action	ongoing	0	Headteacher and governors	
10	Is door/mechanism function checked regularly?	Yes	ongoing	0	Headteacher and governors	
4.7 Toilets		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is WC provision made for people with disabilities?	Accessible toilet on site.	ongoing	0	Headteacher and governors	
2	Do all lavatory areas have slip-resistant floors?	Yes	ongoing	0	Headteacher and governors	
3	Are all fittings readily distinguishable from their background?	Yes	ongoing	0	Headteacher and governors	
4	Are all door fittings/locks easily gripped and operated?	Yes	ongoing	0	Headteacher and governors	
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Yes	ongoing	0	Headteacher and governors	

6	Is provision made for wheelchair users in disabled toilets?	Yes	ongoing	0	Headteacher and governors	
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Free of obstruction. For wheelchair users accessible toilet would need to be accessed from year 6 end of corridor.	ongoing	0	Headteacher and governors	
8	Is the location clearly signed?	Yes	ongoing	0	Headteacher and governors	
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Yes	ongoing	0	Headteacher and governors	
10	Are the door fittings/locks and light switches easily reached and operated?	Yes	ongoing	0	Headteacher and governors	
11	Is there an emergency call system and is someone designated to respond?	Not in place.	ongoing	0	Headteacher and governors	
12	Can the emergency call system be operated from floor level?	See above	ongoing	0	Headteacher and governors	
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral / angled / backward transfer, with or without assistance?	Yes	ongoing	0	Headteacher and governors	

14	Are the fittings arranged to facilitate these manoeuvres	Yes	ongoing	0	Headteacher and governors	
15	Are hand washing and drying facilities within reach of someone seated on the WC?	No – positioned next to toilet but not within reach.	ongoing	0	Headteacher and governors	
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Yes	ongoing	0	Headteacher and governors	
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Yes	ongoing	0	Headteacher and governors	
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	Action – ensure area is free from lost property etc.	Sept 24	0	All staff	
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	No	ongoing	0	Headteacher and governors	

4.8 Fixtures and fittings		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is any server/counter accessible to all users, including those with hearing impairments?	N/a				
2	Is it possible for people with disabilities to serve as volunteers?	N/a				
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	n/a				
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Yes	ongoing	0	Headteacher and governors	
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	No staff accommodation	ongoing	0	Headteacher and governors	
6	Are all relevant locations clearly signed?	Yes	ongoing	0	Headteacher and governors	

4.9 Information		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is the building equipped to provide hearing assistance?	no	ongoing	0	Headteacher and governors	
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	Yes	ongoing	0	Headteacher and governors	
3	Are there large-print versions of information about the building/activities available?	Available from school office.	ongoing	0	Headteacher and governors	
4	Is there Braille information available for people with visual disabilities?	No	ongoing	0	Headteacher and governors	
4.10 Means of escape		Audit notes / Improvement activity to be undertaken	Timescale	Cost £	Responsibility	Date Complete
1	Is there a visible as well as audible fire alarm system?	Yes				
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Yes	ongoing	0	Headteacher and governors	
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Yes	ongoing	0	Headteacher and governors	

4	Is the evacuation strategy checked regularly for its effectiveness?	Yes	ongoing	0	Headteacher and governors	
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/ obstacles/ locked doors?	Yes – Health and Safety audits and Fire safety audit.	ongoing	0	Headteacher and governors	
6	Are all fire warning devices and detectors checked routinely and regularly	Yes – see office records	ongoing	0	Headteacher and governors	