Accessibility Audit and Plan

Updated: 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

Kings Caple Primary Academy

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?	🟨	*There are some signs around the building, however routes to classroom locations are not clear. It would be useful for these routes to be signposted more effectively to aid <u>all</u> visitors to the school, not just those with a disability.*	*Consider appropriate signage to support easier movement around the school.*
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. Although furniture is not height adjustable the school would consider buying such equipment if a pupil were to require it.*	
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?	🟩	*There is not currently a dedicated area however, there are several quieter areas in the school which could be adapted for use as quiet/calm-down areas if necessary.*	
7	Are car park spaces reserved for disabled people near the main entrance?	🟨	*No*	*Consider whether the parking spaces are the responsibility of the school or the Local Authority*
8	Are there any barriers to easy movement around the site and to the main entrance?	🟩	*The main entrance which is used by the children has steep steps and no ramp, however children/parents and visitors who are wheelchair users would be able to use the main public entrance located on the side of the building.*	

9	Are steps needed for access to the main entrance?		*Public entrance has a slope with handrail,*	
10	Do all those steps have a contrasting colour edging?		*No.*	*Consider an application of contrasting paint on the edge of the two steps.*
11	If there are steps, is a ramp provided to access the main entrance?		*Yes.*	
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		*Yes on the ramp to the side entrance.*	
13	Is it possible for a wheelchair user to get through the principal door unaided?		*Yes, there is a set of wide doors to the side entrance, both of which could be opened to accommodate a wheelchair user.*	
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 through unaided?		*No. Some doors have a width of less than 800mm therefore entrance to several areas within the school would be challenging for wheelchair users.*	*Consider whether an accessible route could be incorporated into the school to ensure accessibility for all.*
17	Do all the corridors have a clear unobstructed width of 1.2m?		*There is a small table with would need to be relocated in the hallway between the office and the rest of school.*	
18	Does each block have a wheelchair accessible toilet?		*No. The two children's toilets in the main building can only be reached through internal doors of less than 800mm in width so may be inaccessible to wheelchair users (depending on the size of the wheelchair). There are no larger cubicles or handrails available for wheelchair users. The doors to the individual toilets are also less than 800mm wide. There is a wheelchair accessible toilet located opposite the office. It is fully equipped with hand rails and an alarm and would be available to anybody who needed to use it.*	*Consider whether construction of such facilities on the upper floor of the building would be appropriate.*
19	Does the relevant block have accessible changing rooms/shower facilities?		*There are currently no accessible changing rooms or shower facilities in the school.*	

20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		*NA*	
21	Is there a continuous handrail on each internal stair flight and landing?		*NA*	
22	Does the block have a lift that can be used by wheelchair users?	🟩	*There is currently not a lift within the school premises, however the school is on one level.*	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		*NA*	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	🟥	*There are currently no fire exits which are wheelchair accessible: they are either accessed by narrow internal doors or have external steps with no ramp. The main door to the reception is accessible but that is the only one in the building.*	*Any evacuation of a person requiring support in an emergency would be pre-organised. Within the Fire Safety Manual there is a form to complete entitled 'Personal Emergency Evacuation Plan' for anyone requiring assistance.*
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 internal doors and some built-in cupboard doors are painted in a contrasting colour.*	
27	Is a hearing induction loop available (either fixed or portable) in the school?	🟨	*There is not a loop at present however should the need arise staff would attend training and a loop would be acquired for the school.*	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	🟨	*No, the emergency alarm system is audible but there is no flashing light.*	*Work out a clear process of evacuation for children with a hearing impairment and ensure all staff are aware. See point 24 for further information.*

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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?		*Staff have not received any recent disability awareness training.*	*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 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.*	
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 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. Each trip is personally risk assessed beforehand to accommodate the children with specific difficulties in a very tailor made way. For example there is a child who wears a built up shoe due to a foreshortened leg. His class teacher always visits sites personally before a class visit to enable specific planning for the day.*	
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.*

Kings Caple Primary Academy

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 diffculties join the school.	Zayla Beecham	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

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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 key locations within the school.	6 months	Zayla Beecham 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	Zayla Beecham 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.	1. Fire exits to be made wheelchair accessible. 2. Consider installation of accessible toilet related equipment for pupils 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.	Zayla Beecham Stewart Morehead	Fire exits are accessible to wheelchair users. The school has a fully accessible toilet within the premises or pupil use.

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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.	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.	Zayla Beecham	Information for students is fully accessible regardless of need.