Accessibility Audit & Plan

Section 1- The school can deliver the curriculum to all pupils.

Statement	Fully	Partly	Not	Plan prompt
Teachers and TAs are trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.		All planning is individualised		Staff receive appropriate training as required.
All school staff and the governors have had the access to training on disability equality and inclusion.		Equality Policy in place		
We would take advice to ensure our classrooms are optimally organised for disabled pupils.				Consider room for manoeuvre if physically disabled.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		X		Staff are aware of equality issues when presenting images
Staff plan alternative ways of providing experience and understanding of parts of the curriculum i.e. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	X			We support individuals in our planning, but no physically disabled pupils at present. We have attended PE inclusion festival 2014 & 2015
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			
Staff recognise and allow for the mental effort/additional time required by some disabled pupils, e.g. using lip reading, use of equipment in practical work.		X		Additional time for assessments. +/- scribe, written text to follow for stories. Use of writing slopes if needed.
When renewing computer hardware and software, machines and materials are chosen to support vocalising, brailing, touch screen and switches.		X		Overlay keyboard clickers, consider large computer mouse. Would be purchased if required
Provision of laptops is considered	X			Used in all classes
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	X			This has never been a problem to date
The school links with other schools to share good practice	X			Good links with the Vale of Evesham, cluster & pyramid schools
Staff seek to remove all barriers to learning and participation.	X			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	X	SEN Governor		

Section 2 - The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users			X	Never had a wheelchair user. Would need two ramps to be installed to enable access to hall and disabled toilet.
In considering the school budget there is a clear plan to improve access for those with a disability.	X			Funding would be made available if needed.
There is a plan which shows priorities for major and minor works, costed and included in the Budget.	X			Regularly reviewed at Finance & Premises meetings.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.			X	We would but have none.
Emergency and evacuation systems set up to inform all pupils including those with SEN including alarms and both visual and auditory components.	X			Current fire alarm bells Audio loop fitted in hall Visual fire evacuation signs in place
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils taking medication, pupils with limited toilet training.	X			Policies for Supporting Pupils with a medical condition in place. Refer to H&S Policy, First Aid & Medicines in Schools policy
Pathways of travel around the school site and parking are safe. Disabled parking spots are available.		X		Full security lighting, Disabled access to village hall & toilets Disable space in front of entrance to school
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	X			Equality Policy in place
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.	X			Carpeting will reduce background noise.
The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are considered to provide colour and tonal contrast for visually impaired pupils.	X			Pastel shades used for internal décor and worksheets if required.

Section 3 - The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.		X		Visual signage around school is clear. We would adapt as required.
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	X			Part of individual planning as needed
ICT facilities are used to produce written information in different formats		X		As needed. Majority of communication sent out electronically to parents
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI(visual impairment), HI(hearing impairment), ASD(autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.		X		Have had involvement with Speech & Language, Autism & impaired hearing training. Would require further training as if necessary.
There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.	X			Existing procedures

The Plan

	Focus/Objective	Action	People involved	Time	Cost	Outcome/evaluation
Short term						
Medium term	Review class room equipment		Finance & Premises committee			
Long term	Allow access to disabled toilet & hall	Ramp for wheelchair access to hall	Finance & Premises committee	As needed		

We will:
- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for pupils so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all pupils feel safe and valued;
- Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.