ACCESSIBILITY AUDIT

Questions to ask	Comments	Barrier to access Yes/No	What sort of issue is it? eg training, policy, documentation, physical, environment, communication	Should this transfer to the accessibility plan? Yes/No
1. CULTURE ETHOS POLICIES PRACTICES **1.1** Is everyone made to feel welcome including those with physical disabilities or sensory impairments?	**Yes**	**No**		
1.2 Are there high expectations of **all** pupils?	**Yes**	**No**		
1.3 Do staff, governors and pupils share a philosophy of inclusion?	**Yes**	**No**		
1.4 Are pupils equally valued?	**Yes**	**No**		
1.5 Do staff seek to remove all barriers to learning and participation?	**Yes**	**No**		
1.6 Are lessons made accessible to all students?	**Yes**	**No**		
1.7 Do you make the best use of classroom assistants (LSAs)?	**Yes**	**No**		

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2. STAFF TRAINING **2.1** Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	**Yes**	**No**		
2.2 Do you ensure that teachers and LSAs have the necessary training to teach and support disabled pupils?	**Yes – further specific training will be sought out if the need arises**	**No**	**Training as required.**	**No**
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?	**Yes**	**No**		
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	**Yes – further specific training will be sought out if the need arises**	**No**		

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3. PROVISION OF WRITTEN INFORMATION **3.1** What provisions are made for making information available to all people who may need access to goods, services and facilities?	**Not applicable at present**	**No**		
3.2 Do you provide information in Braille, large print or on audio tape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	**Not applicable at present**	**No**		
3.3 Do you provide access to computer technology appropriate for students with disabilities?	**Not applicable at present, but some technology available.**	**No**		
3.4 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision eg. by reading aloud from Interactive Whiteboard and describing diagrams?	**Not applicable at present**	**No**		
3.5 Do you have the facilities to produce written information in a variety of font sizes?	**Yes**	**No**		
3.6 Do you make use of RNIB guidelines on producing written information in accessible formats? (RNIB guidelines may be obtained from 105 Judd Street, London, WC1H 9NE or www.rnib.org.uk).	**Not applicable at present**	**No**		
3.7 Is the school environment suitable for pupils with impaired hearing?	**Yes**	**No**		

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4. THE PHYSICAL ENVIRONMENT (Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms. A detailed standard is available in BS8300.)				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	**Yes – but alternative route (lift) provided**	**No**	**Physical environment**	**No**
4.2 Are toilet facilities and showers accessible to wheelchair users?	**Yes- Toilet. Showers N/A**	**No**		
4.3 Are there safe pathways of travel around the school site and parking arrangements?	**Yes – pathways around school. No – disabled parking.**	**Yes**	**Physical environment**	**Yes**
4.4 Is there any décor which may be confusing or disorienting for disabled pupils with visual impairment, for example floors and walls which are the same colour?	**No**	**No**		
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	**No**	**No**		
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	**Yes**	**No**		
4.7 Are there arrangements which might	**No**	**No**		

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prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?				
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	**Yes**	**No**		
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	**No – only auditory**	**Yes**	**Physical environment**	**Yes**

Blyton cum Laughton Church of England Primary School

Accessibility Strategy – for Wheelchair Users

Identified Area	Audit	Proposed Action	Cost Implications	Responsibility	Monitoring and Evaluation	Success Criteria
Access to School Building	No clearly marked designated space for disabled parking. No visitors car park on site, and currently no disabled staff members.	Should the need arise, disabled parking would be marked out in the staff car park.	N/A at present	Headteacher	Personnel, Buildings and Finance Governor Committee	N/A at present
	Emergency alarm is auditory only.	Should the need arise, we would look into the possibility of visual alarm aids.	N/A at present	Headteacher	Personnel, Buildings and Finance Governor Committee	N/A at present

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Accessibility Strategy – for Children with Additional Needs

Identified Area	Audit	Proposed Action	Cost Implications	Responsibility	Monitoring and Evaluation	Success Criteria
Pupils with Learning Difficulties and/or Special Educational Needs	Children identified and SEN policy guidelines followed with support from SENCO, Headteacher and if necessary outside providers (STAPs/ Ed Psych/SALT/TLC)	CPD and additional resources to be purchased to aid support of those children as necessary	As required within budget	SENCO	SEN Headteacher	Full support for pupils
Children with Hearing Difficulties	Current Fire Alarm is auditory only	Visual warning for fire alarm to be added if required	N/A at present	Headteacher	Governors	Hearing impaired children are alerted to fire alarms
Pupils at Risk of Exclusion	Staff support the children.	Working with outside agencies as required	As required within training budget	Headteacher	Governors	An agreed structure would ensure the safety of the school community.
EAL Pupils	Staff to ensure adequate resources and additional support to be obtained EMASS and in-house	Additional resources and CPD to be purchased as necessary	N/A at present	SLT	Headteacher	Full inclusion for pupils
Curriculum Development to support inclusive practice	All curricular work tailored to each child's ability with additional support as necessary	Working with outside agencies, CPD and additional resources to be purchased as necessary	As required within budget	SENCO	Headteacher	All pupils can access the full curriculum at their level.