



# Crestwood Park Primary School

## Pupil Accessibility Policy and Plan

Policy Number:

Policy owner:

Minimum frequency of review: Annual

Date of last review: June 2025

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### Policy version history

| Review date | Reviewed by                    | Description of changes |
|-------------|--------------------------------|------------------------|
| June 25     | Jade Pryke                     | Updated policy format  |
| Sept 25     | Liz Kennedy and Alicia Johnson | Audit Completed        |

# **Policy**

## **Statement of intent**

At Crestwood Park Primary School 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, acceptance and inclusion.

This policy and plan outline how Crestwood Park Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

In ensuring our building is accessible for ALL, this policy works alongside our Equality and Diversity Policy and our Disability Access Statement.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

## **Aims**

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

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

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.

We will ensure that:

- ALL children, regardless of disability, have the same opportunities and experiences through our curriculum
- Our building is accessible and safe
- The information for pupils with disabilities is accessible through a variety of means and technologies, with consultation with the school office.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality and Diversity Policy and Disability Access Statement
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- SPARKS Good Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

### **Roles and responsibilities**

The *governing board* will be responsible for:

1. Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
2. Approving this plan before it is implemented.
3. Monitoring this plan.

The *headteacher* will be responsible for:

1. Ensuring that staff members are aware of pupils' disabilities and medical conditions
2. Establishing whether a new pupil has any disabilities or medical conditions which the school
3. should be aware of.
4. Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
5. Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The *SENDCO* will be responsible for:

1. Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
2. Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

*Staff* members will be responsible for:

1. Acting in accordance with this plan at all times.
2. Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
3. Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members will partake in whole-school training on equality issues related to the equality act 2010. Designated staff members will be trained to effectively support pupils with medical conditions.

# Accessibility audit checklist



## Plan

This action plan sets out the how we are meeting the aims of our accessibility policy in accordance with the Equality Act 2010.

Aim:

1. Increase the extent to which pupils with disabilities can participate in the curriculum

| OBJECTIVE | STRATEGY | TIME FRAME | SUCCESS CRITERIA | MONITORING |
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| <p>Ensure SEND delivery forms an integral part of the curriculum for children with specific SEND needs.</p> | <p>Participate in appropriate Children's Services programmes - CIPS for children with these identified needs and disabilities acting on recommendations and advice.</p> <p>Trained staff to reduce the barriers for learning for all children with a focus on those most vulnerable.</p> <p>We will establish the needs of staff regarding SEND subject knowledge and SEND delivery to meet the needs of our SEND children through SEND staff meetings, pupil progress reviews and appraisals.</p> <p>We will ensure staff are trained as appropriate, according to the needs of pupils they work with in:</p> <p>EpiPen use</p> <p>Intimate Care and continence</p> <p>Diabetes</p> <p>Visual Impairment - CIPS</p> <p>Hearing Impairment - CIPS</p> <p>ASD and sensory processing - CIPS</p> <p>Moving and handling - CIPS</p> <p>Assistive technology</p> <p>Other medical needs as required.</p> | <p>Ongoing</p> <p>As required</p> | <p>Staff fully conversant with delivering SEN within the curriculum. Staff aware of strategies to meet needs of pupils with SEN with identified disabilities.</p> <p>There is a wide range of strategies, adjustments and support for all children facing inclusion difficulties.</p> <p>Provide whole school, targeted staff training as appropriate to needs for individuals as required.</p> <p>Staff voice / pupil voice / parent voice.</p> <p>Staff across the school will have the knowledge and skills required to improve inclusion and meet pupils' individual needs and will be delivering a fully accessible curriculum.</p> | <p>Headteacher</p> <p>SENDCo</p> <p>Deputy Headteachers</p> <p>Link Governor</p> <p>Class Teacher</p> <p>Support Staff</p> |
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| School visits both within and outside of school and after school clubs are accessible to all children irrespective of attainment or impairment | <p>Additional guidance / support staff are used to ensure that all children can access school visits. This includes residential visits.</p> <p>Necessary adaptations and RA in place including providing transport for children who cannot walk, adaptation of trip itineraries, additional adults.</p> <p>Staff to consider suitability of trips carefully and ensure they meet the needs of all pupils. Ensure new venues are vetted for appropriateness.</p> <p>Make reasonable adjustments to after school clubs to enable participation of all pupils who wish to attend.</p> <p>Be mindful of any outside organisations visiting the school to provide enrichment activities and ask them to adapt their planned activities to meet pupils' access needs.</p> | <p>Ongoing</p> <p>As required</p> | <p>All children within the class participate in the visit. Risk assessment provides evidence of this with specific inclusion section.</p> <p>Some children have individual risk assessments and Some children to have PEEPs for specific venues.</p> <p>No pupil will be excluded from school visits and other enrichment activities due to disability or impairment.</p> | <p>Headteacher</p> <p>Deputy Headteachers</p> <p>SENDCo</p> <p>EVC</p> <p>Teachers</p> <p>Support Staff</p> |
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| <p>The school has sufficient physical and human resources and can use them effectively to meet the needs of pupils.</p>                                                                          | <p>We adapt the curriculum to the needs of individual learners, e.g. through timetable adaptations, teaching arrangements, use of support staff, provision of nurture support, and a range of multi-agency approaches.</p> <p>We will review our SEND budget to ensure our financial resources are used effectively</p> <p>We will have a range of readily accessible resources that are sufficient to pupil needs, including wobble cushions, reading rulers, coloured paper/overlays, pencil grips, adapted pens, magnifiers, adapted keyboards, enlarged reading materials, chew/fiddle toys, dyslexiafriendly resources, ear defenders, visuals, timers, rocking chairs.</p> | Ongoing | <p>Staffing arrangements to enable targeted interventions to take place.</p> <p>Parent forum.</p> <p>Pupil feedback.</p> <p>Pupils with access needs will have the practical resources and effective teacher support to access the curriculum in line with their peers.</p> | <p>Headteacher</p> <p>Deputy Headteachers</p> <p>SENDCo</p> <p>Class Teachers</p> <p>Support Staff</p> |
| <p>The school communicates and engages effectively with parents.</p>                                                                                                                             | <p>We will actively seek to build relationships with parents whose children have needs through individual meetings, parent evenings, access to school staff at end of school day, requested meetings, school newsletter, workshops, annual reviews, school life messages.</p>                                                                                                                                                                                                                                                                                                                                                                                                    | Ongoing | <p>Parent Voice</p> <p>Annual Reviews</p>                                                                                                                                                                                                                                   | <p>Headteacher</p> <p>Deputy Headteachers</p> <p>SENDCo</p> <p>Class Teachers</p> <p>Support Staff</p> |
| <p><b>Aim:</b></p> <p>2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |                                                                                                                                                                                                                                                                             |                                                                                                        |

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| Ensure that disabled access to the building and its facilities is maintained | Yearly access audits to the building and its facilities carried out by the link premises governor, SENCo and Head Teacher of the health and safety monitoring. This will be informed by current standards and regulations. | Ongoing | Continued evaluation identifies any necessary modifications.<br><br>Necessary work carried out timely. | Headteacher<br><br>SENDCo<br><br>Site Manager<br><br>Governors |
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|                                                                                              | <p>Where alterations are not possible, we will take steps to mitigate the impact on pupils i.e. if a child finds eating in the dinner hall overwhelming, eating elsewhere (classroom/ nurture) or the use of ear defenders.</p> <p>We will use our accessibility audit (see appendix 1) to inform any future building plans – site walk looking at wheelchair friendly routes, signage, etc.</p> |                |                                                                                                        |                                                                |
| Review and audit accessibility issues of the site to inform future planning and developments | Seek guidance from the Head Teacher and SENCo who will undertake a school accessibility audit of school site and grounds in line with current standards and regulations<br>Head / Site manager / Business manager to work together re: maintenance of site and resources                                                                                                                         | September 2025 | Continued evaluation identifies any necessary modifications.<br><br>Necessary work carried out timely. | Headteacher<br><br>SENDCo<br><br>Governors<br><br>Site Manager |



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|                                                                                                                     | and maintenance schedule to be adhered to and any issues reported                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                         |                                                                                                                                                                                                                         |                                                                                                      |
| Individual risk assessments in place for children with identified disabilities<br><br>Site PEEPs created for visits | Continued use of EVOLVE for RA for trips and visits.<br><br>1 staff member trained in EVC – 3-year refresher cycle.<br><br>School Emergency Plan reviewed and completed.<br><br>Update Fire Evacuation procedures as required including PEEPs.                                                                                                                                                                                                                                                                                                             | When needed<br><br>In place and ongoing | Named staff to have signed to say they have read the appropriate RA's and PEEPs<br><br>Site visit PEEPs prepared for evacuations.<br><br>Individual risk assessments in place for children with identified disabilities | Headteachers<br><br>Deputy Headteacher<br><br>SENDCo<br><br>EVC<br><br>Teachers<br><br>Support Staff |
| The environment at Crestwood Park Primary is adapted to the needs of pupils as required.                            | Crestwood Park Primary School comprises of one single story building on one site, built in 1974, with one significant change in floor levels within the main building and one significant change in levels between the KS1 and KS2 playgrounds.<br><br>To meet the requirements of the legislation, Crestwood Park Primary School currently has a number of ramped/ level access points throughout its premises as follows: <ul style="list-style-type: none"> <li>• A power assisted door from inside and outside the main access into school.</li> </ul> | In place<br><br>Ongoing                 | Staff working with wheelchairs users to be aware of accessible routes.<br><br>Hoist Team- Staff trained to use hoist and access bed-manual handling training.                                                           | Headteacher<br><br>Deputy Headteacher<br><br>SENDCo<br><br>Class Teachers<br><br>Support Staff       |

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|  | <ul style="list-style-type: none"> <li>• A wheelchair lift for access from the ground floor level of the majority of the school, to the reception and KS1 classrooms.</li> <li>• Ramp from KS1 to KS2 playground.</li> <li>• Ramped area from Year 4 classroom onto the playground.</li> <li>• Ramped area from Year 4 corridor to 'Quiet Area' of KS2 playground.</li> <li>• There is a disabled toilet in the main corridor leading to the year 5 and 6 classrooms.</li> <li>• One allocated and marked disabled car parking space.</li> <li>• A ramped area for access from the ICT suite and the Year 5 and the Year 6 corridor door onto the KS2 playground.</li> <li>• A ramp into the reception Classroom.</li> <li>• Improved access for pushchairs and wheelchairs into the mobile classroom.</li> </ul> |  |  |  |
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| Ensure that furniture and physical arrangement of furniture in school is appropriate to the needs of all pupils. | Class teachers to think about the layouts of their classroom to ensure inclusion for all.<br><br>Support and advice given by the CIPS team with possible adaptations and equipment needed for children.                                                                                                                                                                                                                                                                | Ongoing | Make adequate provision through any adaptations necessary. Liaise with Occupational Therapists (OT's) and the CIPS team on equipment needs for disabled pupils & purchase if require. | Headteacher<br>SENDCo<br>Class Teachers<br>Support Staff |
| <b>Aim:</b><br>3. Improve the availability of accessible information to pupils with disabilities                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                                                                                                                                                                                       |                                                          |
| To ensure all communication methods support all needs.                                                           | We use a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal &amp; external signage</li> <li>• Large print resources</li> <li>• PECS / communication systems</li> <li>• Pictorial or symbolic representations</li> <li>• Visual resources</li> <li>• Visual timetables</li> <li>• Sloping boards for writing / grips</li> <li>• Radio Aids</li> <li>• Coloured overlays</li> </ul> | Ongoing | To ensure resources for parents and prospective pupils with disabilities are accessible.                                                                                              | Headteacher<br>SENDCo<br>Class Teachers                  |

**Review of Plan: The wellbeing, sustainability and premises Committee of the Governing Body will review the Accessibility Plan each year and implications from the review, together with new issues arising will inform any further additional plans or targets. Formal review of Accessibility Plan: June 2025**

## Appendix 1

# **Accessibility Audit Checklist**

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

This audit is designed to be used by governors and will be carried out on an annual basis. It comprises three sections: access to the curriculum, access to the physical environment, and access to information. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – recommendations – provides space for governors to write any recommendations that should be carried over to the school's accessibility access plan. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school, e.g. early years programmes attached to a primary school, are being audited separately.

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

## Accessibility audit checklist

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|------------------------|-------------------------------|
| <b>Name of school</b>  | Crestwood Park Primary School |
| <b>Date of audit</b>   | 29.9.25                       |
| <b>Audit completed</b> | 29.9.25                       |
| <b>Role</b>            | HT & AHT                      |
| <b>Signature</b>       | L. Kennedy & A. Johnson       |

### The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action, you may wish to explain your reasoning in the comments section.

| Question                                                                                             | Comments        | Evidenced by |
|------------------------------------------------------------------------------------------------------|-----------------|--------------|
| What changes to accessibility has the school made since creating its most recent accessibility plan? | N/A first Audit |              |
| If any changes outlined in the accessibility plan have been denied or rejected, why is this?         | N/A             |              |
| How does the school keep to the recommended timeframes outlined in its accessibility plan?           |                 |              |

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| If any timeframes outlined in the accessibility plan have been changed or extended, why is this? |  |  |
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## Access to the curriculum

| Question                                                                                                      | Comments                                                                   | Evidenced by |
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| How do staff adapt lesson plans so that all pupils can participate and reach their full potential?            | Equipment<br>Support<br>Prior knowledge (flashbacks)<br>Resources          |              |
| How does the school ensure that all pupils have access to extracurricular activities?                         | Track provision<br>Low cost/ no cost                                       |              |
| How does the school make sure all pupils with SEND are able to participate in school trips and activities?    | Coach/ wheelchair accessible)<br>Support 1:1 planning/<br>Risk assessments |              |
| Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils? | Dudley local authority                                                     |              |
| How does the school enable all pupils to have access to the full curriculum without hinderance?               | Support<br>External support/ guidance<br>Equipment<br>Adapted              |              |

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| What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential?                                                                     | Pastoral knowing our children<br>Open door policy wave 1 support<br>PFA pupil progress meetings<br>Trusted adults Interventions<br>PHSE afternoons |  |
| How does the school make sure pupils with SEND can participate in physical activities in the curriculum?                                                                                   | Specialist sports coach<br>Local authority support - CIPS                                                                                          |  |
| How does the school make use of its teaching assistants when supporting pupils with SEND?                                                                                                  | MITA PFA AAT (DAPA)                                                                                                                                |  |
| How does the school include all pupils in group work and class work?                                                                                                                       | Mixed seating<br>Low stake assessments                                                                                                             |  |
| How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music? | Review timetable/ provision and looking at engagement calendar                                                                                     |  |
| How does the school involve and support pupils with SEND when participating in discussions and giving presentations?                                                                       | Preteach<br>Adapt/ laptops<br>Support                                                                                                              |  |



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| How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?                     | Filters/ monitors in place and support                                    |  |
| How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons? | Filters/ monitors in place and support                                    |  |
| What learning resources does the school provide for pupils with sensory impairments?                                          | Ear defenders wobble cushion<br>Uniform changes sensory tools<br>Overlays |  |
| How does the school support pupils with disabilities that affect numeracy, literacy and speech?                               | LSS<br>Interventions (baselines)                                          |  |
| How are staff trained to meet the needs of all pupils?                                                                        | Continuous training<br>Staff meeting CPD                                  |  |
| How does the school ensure it communicates effectively with pupils and parents with sensory impairments?                      | SENCO<br>Open door policy<br>Parents evening / class teacher              |  |
| How does the school seek feedback about accessibility from pupils, parents and staff?                                         | Surveys                                                                   |  |

## Access to the physical environment

| Question                                                                                                                                                        | Comments                                                                    | Evidenced by |
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| What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?                                              | Care room/ disabled toilet                                                  |              |
| How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?                       | 1:1 or clear environment<br>Accessible                                      |              |
| How does the school make sure that pupils with hearing impairments are not put at disadvantage or risk, e.g. being notified when the school bell rings?         | N/A                                                                         |              |
| How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?                                    | Guided/ supported by members of staff                                       |              |
| How does the school make sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities? | Monthly premise check – Site Manager<br>Build in services – local authority |              |
| What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises?                                             | Widget areas                                                                |              |

## Car park and school grounds

| Question                                                                                                                                   | Comments                 | Evidenced by |
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| How does the school ensure carpark and access and egress routes are clearly identified?                                                    | Signage                  |              |
| What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?                     | Site Manager checks      |              |
| How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre? | Site Manager checks      |              |
| How does the school keep access routes from being misused?                                                                                 | Signage/ staff vigilance |              |
| How does the school make sure access routes are free from obstructions?                                                                    | Signage/ staff vigilance |              |
| How does the school make sure that access routes are adequately lit?                                                                       | Site Manager checks      |              |
| How does the school keep access routes free from snow, fallen leaves and litter?                                                           | Site Manager checks      |              |

## External ramps and steps

| Question                                                                                                                      | Comments                           | Evidenced by |
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| Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors? | Yes                                |              |
| If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?                        |                                    |              |
| Do the ramps have handrails on one side, both sides, or none?                                                                 | Some                               |              |
| If the school does not have handrails on its ramps, why is this?                                                              | Not needed for specific classrooms |              |
| How does the school keep the surfaces of its ramps slip-resistant?                                                            | Site Manager checks                |              |
| How does the school keep the ramps adequately lit?                                                                            | Site Manager checks                |              |
| How does the school ensure the ramps are clearly identifiable?                                                                | Site Manager checks                |              |
| How does the school keep the ramps safe for use and in good working condition?                                                | Site Manager checks                |              |

## Entrances

| Question                                                                                                                                 | Comments            | Evidenced by |
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| How does the school make building entrances clearly distinguishable from the façade?                                                     | Signage             |              |
| If any doors are made of glass, how does the school ensure they are clearly visible?                                                     | Staff vigilance     |              |
| How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side? | Past usage          |              |
| How does the school ensure that doors can be used at both seating and standing height?                                                   | Past usage          |              |
| How does the school make sure that all door handles can be grasped and operated easily?                                                  | Past usage          |              |
| How does the school make power-operated doors identifiable?                                                                              | signage             |              |
| How does the school make sure that entryway surfaces are slip-resistant, even when wet?                                                  | Site manager checks |              |

## Corridors and aisles

| Question | Comments | Evidenced by |
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| How does the school make sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass? | Site Manager checks<br>Staff vigilance<br>Past usage |  |
| How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?                                                        | Site Manager checks<br>Staff vigilance<br>Past usage |  |
| How does the school use its lighting to help those with visual impairments or visual sensitivities?                                                      | Option to alter lightening                           |  |
| How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways?                                             | Signage                                              |  |
| How does the school use tactile signs and information to help those with visual impairments find their way?                                              | N/A                                                  |  |
| Does the school consider the travel distances of those with ambulatory disabilities?                                                                     | Route allowances                                     |  |

## Reception

| Question                                                                                  | Comments                         | Evidenced by |
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| How does the school make sure that signs in reception are suitable for everyone, and that | HT and site manager daily checks |              |

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| signs are viewable from both seating and standing positions?                                                               |                                                      |  |
| How does the school make sure its reception areas are adequately lit for those with visual impairments?                    | Adaptations with lightening                          |  |
| How does the school keep its reception areas free from obstacles and hazards?                                              | Site Manager checks<br>Staff vigilance<br>Past usage |  |
| How does the school ensure that reception fixtures can be used at both seating and standing height?                        | Site Manager checks<br>Staff vigilance<br>Past usage |  |
| Do all reception areas have an induction loop?                                                                             | no                                                   |  |
| If any of the school's reception areas are not fitted with an induction loop, why is this?                                 | Not required at point of audit                       |  |
| How does the school ensure telephones and other fittings are suitable for all users?                                       | yes                                                  |  |
| If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities? | N/A                                                  |  |

## Doors

| Question                                                                                             | Comments                      | Evidenced by |
|------------------------------------------------------------------------------------------------------|-------------------------------|--------------|
| How does the school ensure its doors are clearly distinguishable?                                    | Signage/ stickers             |              |
| How does the school make sure that people at seated height can be seen through glass panes in doors? | Checking they are not covered |              |
| How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?      | Past usage                    |              |
| Does the school have power assisted doors fitted?                                                    | Yes – front doors             |              |
| If the school does not have any power assisted doors, why is this?                                   |                               |              |
| If the school has fitted power assisted doors, how are these maintained?                             | Externally maintained         |              |

## Lavatories

| Question                                                                                                      | Comments         | Evidenced by |
|---------------------------------------------------------------------------------------------------------------|------------------|--------------|
| How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities? | Disabled toilets |              |



|                                                                                                                                            |                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| How does the school make lavatory and disabled lavatory facilities clearly identifiable?                                                   | colour             |  |
| How does the school make lavatory fittings and handrails distinguishable from their backgrounds?                                           | colour             |  |
| How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone?                                      | Checked externally |  |
| How does the school make sure lavatories and disabled lavatories are appropriately lit?                                                    | Checked externally |  |
| Does the school make sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor? | Yes                |  |
| How does the school maintain the emergency call system?                                                                                    | Checked externally |  |
| If the school has not fitted an emergency call system, why is this?                                                                        |                    |  |
| How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?       | HT                 |  |
| How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?                    | Checked externally |  |

|                                                                                                                                    |                    |  |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions? | Checked externally |  |
| How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength?                          | Checked externally |  |
| How does the school make sure lavatory signage is suitable for those with visual impairments?                                      | Support            |  |
| Has does the school ensure that disabled lavatories are not being misused?                                                         | yes                |  |
| How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?                           | Checks / cleaners  |  |

## Fixtures and fittings

| Question                                                                                                           | Comments            | Evidenced by |
|--------------------------------------------------------------------------------------------------------------------|---------------------|--------------|
| How does the school ensure that all desks and counters are accessible to those at both standing and seated height? | Survey/ workstation |              |
| If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible                | N/A movable         |              |

|                                                                                                                                                             |                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|
| space for those with ambulatory disabilities and wheelchair users?                                                                                          |                                  |  |
| How does the school ensure that fixtures are clearly distinguishable from their backgrounds?                                                                | Colour schemes                   |  |
| How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?                       | Movable<br>Seating plan          |  |
| How do staff ensure those with visual impairments have access to information on display boards?                                                             | Movable<br>Seating plan          |  |
| How does the school make sure bookshelves are accessible to everyone?                                                                                       | Dependent on need                |  |
| How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?          | Look at set up<br>Move furniture |  |
| What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?  | Movable tables                   |  |
| What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre? | Movable tables                   |  |

|                                                                                                                   |                                |  |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------|--|
| How does the school ensure dining halls, food counters and kitchens are clearly identifiable?                     | Widget signage                 |  |
| How does the school ensure classrooms are clearly identifiable?                                                   | Widget signage                 |  |
| How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable?                    | Widget signage                 |  |
| If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them? | Consideration with allocations |  |

## Means of escape

| Question                                                                                                                                   | Comments                           | Evidenced by |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------|
| How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories?                                | Weekly checks/ HT and site manager |              |
| How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass? | Weekly checks/ HT and site manager |              |
| What arrangements does the school make for those with disabilities when evacuating from upper floors?                                      | N/A                                |              |

|                                                                                                                                  |                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--|
| Does the school ensure emergency exit signs are suitable for everyone?                                                           | PEEP                               |  |
| How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities? | Practise- action plans             |  |
| How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?             | Yes                                |  |
| How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?                                | Weekly checks/ HT and site manager |  |
| What does the school have in place to check warning devices and detectors regularly?                                             | Weekly checks/ HT and site manager |  |

## Access to information

| Question                                                                                                                                                   | Comments        | Evidenced by |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| How has the school ensured its buildings are suitable for those who require hearing assistance?                                                            | N/A seek advice |              |
| Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this? | On needs basis  |              |

|                                                                                                                                                |                                                             |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|
| Has the school arranged for audio versions of information? If not, why is this?                                                                | No                                                          |  |
| What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?      | Needs basis<br>Situation/ setting and space                 |  |
| How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?  | Needs basis                                                 |  |
| How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia? | Widget signage                                              |  |
| How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?         | Reviewing website – could accommodate such recommendations. |  |

#### Findings:

Resources – SEND pupils having suitable and correct amount of resources available

Signage – around school is clearly labelled with Widget labels

Routes – clearly accessible

Lunchtime seating arrangements – inclusive