



Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is built on one storey. The school has areas leading to KS2 with steps. There are also steps leading down to Year 1 classrooms.	Review the access to Key Stage 2 upper phase classrooms. Ensure access is possible to all children.	Site manager, Business Manager and Caretaker.	Sept 2020
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	On going
Signage	Signage is used on doors and to understand the purpose of key rooms.	Use communication in print to ensure children with SEND high level of need are able to communicate effectively.	SENDCo	September 2019
Fire alarms	Currently auditory alarm in place	Alarms to be checked on a weekly basis and ensure all children are able to understand exit points and procedures.	Site manager SLT SENDCO	On going
Doors	All corridor doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Classroom doors have only one window which is not suitable for wheelchair users.	When doors are replaced they will be accessible for all.	Site manager SLT	Sept 2020
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Sept 2019



Increase access to the curriculum for pupils with a disability.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and educational visits.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	Audit of CPD required in delivering the new curriculum models.	SENDCo and SLT	July 2018	Raised staff confidence in strategies for differentiation and increased pupil participation.
Use ICT software to support learning.	Make sure software installed where needed	As required	ICT technician	July 2019	ICT Wider use of SEN resources in classrooms.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	EVC lead to work with all staff in ensuring objective is met.	EVC lead and SLT	July 2018	EVC leader - all pupils in school able to access all educational visits and take part in a range of activities



Improve and maintain access to the physical environment

School Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process</p>	<p>As required Induction and on-going if required. Audit of staff, children and visitors requiring access.</p>	<p>SENDCo and SLT</p>	<p>July 2018</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues</p>
<p>Ensure any disabled children can be safely evacuated</p>	<p>Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils</p>	<p>Audit of children and staff. Audit of fire evacuation procedures.</p>	<p>SENDCo and SLT</p>	<p>Immediate and ongoing review.</p>	<p>Any disabled pupils and staff working alongside are safe in the event of a fire.</p>
<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.</p>	<p>Seek support from LA HI and VI advisory teachers</p>	<p>Key staff to attend external training.</p>	<p>SENDCo and identified staff.</p>	<p>Immediate and ongoing review.</p>	<p>All children have access to the appropriate environment. Children with HI and VI can access learning.</p>



Improving the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Staff are aware of Communication In Print symbols and have received training on using Communication in Print.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use visual timetables and calendars.	SENDCo Class Teacher	Jan 2019	Classroom environment to have resources in place.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	Create a school newsletter and ensure the website is able to be translated.	SENDCo HT	Sept 2018	Pamphlets on display Webpage able to translate.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	All staff to receive CPD in the school communication strategy.	All Staff	On-going.	Excellent communication. Ongoing appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ensure CPD is tailored to supporting staff.	SENDCO and all staff.	On going	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	Ensure all new signage is accessible and simple language used.	SLT	Jan 2019	Pupils and/or parents feel supported and included