

Physical Access Audit and Plan

Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	√			
2	Are pathways and routes logical and well signed?	√			
3	Do you have an emergency and evacuation procedures to alert all students?	√			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	√			
5	Do furniture layouts allow easy movement for students with disabilities?	√			
6	Are quiet rooms/calming rooms available to children who need this facility?		√		We are able to provide calming spaces when required
7	Are car parking spaces reserved for disabled people near the main entrance?	√			
8	Are there any barriers to easy movement around the site and to the main entrance?		√		
9	Are steps needed for access to the main entrance?		√		
10	Do all steps have contrasting edging?			√	
11	If there are steps, is a ramp provided to access the main entrance?			√	
12	Is there a continuous handrail on each ramp and stair flight and landing?			√	
13	Is it possible for a wheelchair user to get through the principal door unaided?		√		
14	If no, is an alternative wheelchair accessible entrance provided?	√			
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?		√		Wheelchair access is available via a different entrance.
16	Do all internal doors allow a wheelchair user to get through unaided?		√		
17	Do all corridors have a clear unobstructed width of 1.2m?		√		
18	Does each corridor/block have a wheelchair accessible toilet?		√		
19	Does the relevant block have accessible changing rooms?		√		
20	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	√			
21	Are non-visual guides used to assist people to use the buildings?		√		

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22	Could any of the décor be confusing or disorientating for students with disabilities?		√		
23	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		√		
24	Is a hearing induction loop available (either fixed or portable) in the school?		√		

Learning Access and audit

<u>Item</u>	<u>Issue</u>	<u>Yes</u>	<u>No</u>	<u>N/A</u>	<u>Action</u>
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√			Training is reviewed annually. Staff are informed and supported to manage individual need.
2	Do you have arrangements for teachers and SSAs to have the necessary training to teach and support children and young people with disabilities if required?	√			Training is reviewed annually. Staff are informed and supported to manage individual need.
3	Do all staff seek to remove all barriers to learning and participation?	√			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	√			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	√			
6	Do all 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?	√			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.
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?	√			
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?	√			
9	Do you provide access to appropriate technology for those with disabilities?	√			Specific assessments to be carried out based on individual needs.

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Information access and audit plan

<u>Item</u>	<u>Issue</u>	<u>Yes</u>	<u>No</u>	<u>N/A</u>	<u>Action</u>
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?		√		Specific assessments to be carried out based on individual needs.
2	Do you have facilities such as ICT to produce written information in different formats?	√			
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?	√			

Headteacher

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