**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.

**How to use this audit**

This audit is designed to be used by governors and will be carried out every **year** during the summer term. 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.

**An audit for all types of disability**

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).

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| **Name of school** |  **Newbrough C of E Primary School** |
| **Date of audit** | July 2023 |
| **Audit completed by** | JT |
| **Role** | HT/SENDco |
| **Signature** |  |

**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.

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| **Question** | **Comments** | **Evidenced by** |
| What changes to accessibility has the school made since creating its most recent accessibility plan? | * Purchase of mobile ramp
* Inclusion of frame in girls’ toilets
 | Ramp is visible and in useFrame is visible |
| 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? | **Review at termly Link Governor visits from Sept 23** | Will be evidenced in minutes of meetings |
| If any timeframes outlined in the accessibility plan have been changed or extended, why is this? | **n/a** |  |

**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? | Pupils are support in a range of ways- additional concrete apparatus, small group or individual support in lessons , pre-teaching of key vocab, organisational support, task boards etc  | Lesson drop ins; ILPs |
| How does the school ensure that all pupils have access to extracurricular activities? | Additional staff support is occasionally used eg for Sports ClubDiscussions with providers ensure that they are aware of possible barriers for some childrenSometimes clubs are designed by children with additional needs eg graphic novel club | Registers for after school clubs |
| How does the school make sure all pupils with SEND are able to participate in school trips and activities? | Adaptations are made eg additional staff to enable wheelchair user to visit; staff pre-visit to ensure that site is suitable (eg Prudhoe castle); flexible arrangements for transport eg parents bring some children or attend with them;Participation in a school trip may be used as an ILP target;Pre-visit preparations may include social stories for some children | ILPsSocial storiesDiscussions with pupils/ parents |
| Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils? | yes | Policy- reviewed annually |
| How does the school enable all pupils to have access to the full curriculum without hinderance? | Range of adaptations in place eg pre-teaching of vocabulary; task boards which break down tasks; additional small group teaching of concepts; fiddle toys; sensory breaks if needed ; cueing children in with their names | Individual ILPs plus SEND information report give more details |
| What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential? | Data tracking- internal systems developedSmall school means that all staff know all pupilsHT/ SENDco discusses individual children regularly with all staffClass teachers write own ILPs with support from HT/SENDcoStrong and nurturing ethos visible within school- staff well-known to and trusted by children | Data fileILPsNotes of visits by external partners |
| How does the school make sure pupils with SEND can participate in physical activities in the curriculum? | All pupils participate in physical activities including after school clubs as a matter of course. Some pupils may need additional adult support | Registers for after school clubsDiscussion with TAs |
| How does the school make use of its teaching assistants when supporting pupils with SEND? | Pupils may have individual or small group support in class or specific 1:1 or small group interventions. Interventions may also be delivered by the class teacher. | Learning walkRecords of interventions |
| How does the school include all pupils in group work and class work? | Varying teacher input; high ceiling, low threshold tasks; varying adult support, additional aids where necessary (eg writing slopes or enlarged text); movement breaks for some pupils; | ILPs; learning walks |
| 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? | All pupils have access to the same curriculum. This includes extra-curricular music lessons; clubs as well as in class opportunities | Learning walks |
| How does the school involve and support pupils with SEND when participating in discussions and giving presentations? | All pupils have access to the same curriculum. Some children may require additional adult support or pre-task preparation eg social stories | Learning Walks; discussion with Tas; ILPs;  |
| How does the school ensure that pupils with SEND have access to online learning materials and IT lessons? | All pupils have access to the same curriculum. Some children may require additional adult support or pre-task preparation eg social stories | Learning Walks; discussion with TAs; ILPs; |
| How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons? | Advice sought from external agencies where appropriate  | Reports or records of visits |
| What learning resources does the school provide for pupils with sensory impairments? | Ear defenders are available for those children who may need them.Sensory breaks are incorporated into the day for some childrenEnlarged texts are available plus coloured overlays | Visible during learning walks |
| How does the school support pupils with disabilities that affect numeracy, literacy and speech? | Additional small group interventionsAdditional staff support in classOne to one work if necessary | Learning Walks; discussion with TAs; ILPs; |
| How are staff trained to meet the needs of all pupils? | **Attendance on courses;****Reading of manuals;****Session led by specialist teachers (eg from HINT team);****Online training;****Internal training** | Records of trainingdiscussions |
| How does the school ensure it communicates effectively with pupils and parents with sensory impairments? | **Currently no pupils or parents to whom this applies** |  |
| How does the school seek feedback about accessibility from pupils, parents and staff? | **Through parent/ pupil and staff surveys** |  |

**Access to the physical environment**

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| **Question** | **Comments** | **Evidenced by** |
| What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care? | ShowerDisabled toilet | Physical environment |
| How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time? | School all on one level with no stairs; level access to all rooms | Physical environment |
| 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?  | Lessons are not demarcated by bells.Currently no pupils or staff in school with a hearing impairment | Physical environment |
| How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises? | School all on one level with no stairs; level access to all rooms | Physical environment |
| 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? | Lighting currently being improved with the installation of LED lights | Lights visible |
| What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises? | Not relevant currently |  |

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| **Question** | **Comments** | **Evidenced by** |
| How does the school ensure carparks and access and egress routes are clearly identified? |  |  |
| What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant? | **Review of access routes and egress routes needs to take place for individual pupil.****Car park needs resurfacing.** |  |
| How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre? | **Doors are standard width** |  |
| How does the school keep access routes from being misused? | **HT on duty at front of school daily**  | observation |
| How does the school make sure access routes are free from obstructions? | **Daily checks by staff** | The fact that routes are clear |
| How does the school make sure that access routes are adequately lit? | **Additional security lighting has been installed outside school plus lights at front of school have been replaced** | observation |
| How does the school keep access routes free from snow, fallen leaves and litter? | **Caretaker has regular schedules for clearing snow, leaves etc and does this daily** | Observation |

**Car park and school grounds**

**External ramps and steps**

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| **Question** | **Comments** | **Evidenced by** |
| Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors? | Temporary ramp available as well as fixed ramps to classrooms and hall | observation |
| 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? | **Handrails to one side** |  |
| If the school does not have handrails on its ramps, why is this? |  |  |
| How does the school keep the surfaces of its ramps slip-resistant? | **Temporary ramp becomes slippery in wet weather and additional staff member is then deployed to assist** |  |
| How does the school keep the ramps adequately lit? | **Ramps are used during daylight hours** |  |
| How does the school ensure the ramps are clearly identifiable? | **?** |  |
| How does the school keep the ramps safe for use and in good working condition? | **Health and safety inspections** |  |

**Entrances**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school make building entrances clearly distinguishable from the façade? | Building entrance is clearly visible |  |
| If any doors are made of glass, how does the school ensure they are clearly visible? | **Posters/ labels are stuck onto doors** |  |
| How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side? | **Modern doors which can be doubled in size as necessary** |  |
| How does the school ensure that doors can be used at both seating and standing height? | **Doors are usually operated by staff and children know not to open external doors; an adult wheelchair user could access the green push button to exit the building but may need assistance to move across and push the door open** |  |
| How does the school male sure that all door handles can be grasped and operated easily? | **Door handles not present- doors have push levers** |  |
| How does the school make power-operated doors identifiable? | **Not relevant** |  |
| How does the school make sure that entryway surfaces are slip-resistant, even when wet? | **Rubber mats in place** |  |

**Corridors and aisles**

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| **Question** | **Comments** | **Evidenced by** |
| 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? | Corridors are wide enough for wheelchair users |  |
| How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces? | **Daily checks by staff including caretaker** |  |
| How does the school use its lighting to help those with visual impairments or visual sensitivities? | **Not yet considered this** |  |
| How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways? | **Not used- small site** |  |
| How does the school use tactile signs and information to help those with visual impairments find their way? | **Not in use at present** |  |
| Does the school consider the travel distances of those with ambulatory disabilities? | **Small school so distances are generally small** |  |
| Does the school use induction loops and couplers in its corridors, assembly halls and telephones, if yes, how are these systems maintained? | **Not in use** |  |

**Reception**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school make sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions? | Personal greeting for all visitors. Signs need to be checked |  |
| How does the school make sure its reception areas are adequately lit for those with visual impairments? | **Standard lighting in reception area** |  |
| How does the school keep its reception areas free from obstacles and hazards? | **Daily checks by staff/ caretaker** |  |
| How does the school ensure that reception fixtures can be used at both seating and standing height? | **Front door call button and voice panel are at a suitable height for seated users** |  |
| 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 considered necessary** |  |
| How does the school ensure telephones and other fittings are suitable for all users? | **All current staff are able to access the telephone system; system is about to be upgraded** |  |
| If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities? | **Not applicable** |  |

**Doors**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school ensure its doors are clearly distinguishable? | Design of doors is such that they are clearly visible |  |
| How does the school make sure that people at seated height can be seen through glass panes in doors? | **Access through front door requires door opening by someone in the office** |  |
| How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?  | **Doors are suitable width** |  |
| Does the school have power assisted doors fitted? | **Doors are fitted with maglocks for security and can only be opened by member of staff** |  |
| If the school does not have any power assisted doors, why is this? | **See above** |  |
| If the school has fitted power assisted doors, how are these maintained? | **See above** |  |

**Lavatories**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities? | Designated disabled toilet suitable for adults; wide access doors and good turning for children’s toilets; frame provided in girls’ toilets to support balance |  |
| How does the school make lavatory and disabled lavatory facilities clearly identifiable? | **All lavatories are clearly marked; including designated disabled toilet** |  |
| How does the school make lavatory fittings and handrails distinguishable from their backgrounds? | **Fittings are a different colour from backgrounds** |  |
| How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone? | **Locks on toilet doors need replacing. The original easy grip ones have broken and been replaced by caretaker with alternatives** |  |
| How does the school make sure lavatories and disabled lavatories are appropriately lit? | **Gradual replacement of lighting with LED panels- ongoing** |  |
| 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? | **Tested as part of weekly fire alarm tests** |  |
| 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? | **Discussion between First aider/ HT and school admin officer; emergency call light is clearly visible from main office** |  |
| How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre? | **Designed to match current building regs** |  |
| How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions? | **Designed to match current building regs** |  |
| How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength? | **Taps are push taps in children’s toilets and a push lever tap in staff/ disabled toilet** |  |
| How does the school make sure lavatory signage is suitable for those with visual impairments? | **Standard signage used** |  |
| Has does the school ensure that disabled lavatories are not being misused? | **n/a- small number of people on site** |  |
| How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces? | **Regular checks plus children will always report problems. Children’s handwashing areas are visible** |  |

**Fixtures and fittings**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school ensure that all desks and counters are accessible to those at both standing and seated height? | Action needed to ensure that seating is accessible to one child who is moving class this term; new seat with arms has been recommended. All new seating/ tables which are ordered are checked to ensure they are of recommended heights |  |
| If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible space for those with ambulatory disabilities and wheelchair users? | **n/a** |  |
| How does the school make sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone? | **n/a** |  |
| How does the school ensure that fixtures are clearly distinguishable from their backgrounds? | **Not relevant at current time- to be considered in future plans** |  |
| How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions? | **Interactive boards are designed to be used from seated positions.**  |  |
| How do staff ensure those with visual impairments have access to information on display boards?  | **to be considered in future plans** |  |
| How does the school make sure bookshelves are accessible to everyone? | **All books are stored on low level shelving to be accessible to all children**  |  |
| How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre? | **Gangways are left; clear circulation- one way in hall plus careful positioning of those children to whom this applies** |  |
| 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? | **Careful thought is given to where those children are seated and gangways are left** |  |
| 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? | **Clear gangways are left** |  |
| How does the school ensure dining halls, food counters and kitchens are clearly identifiable? | **Small school means all children are very familiar with location of these; visitors are usually accompanied on site** |  |
| How does the school ensure classrooms are clearly identifiable? | **Small school means all children are very familiar with location of these; visitors are usually accompanied on site** |  |
| How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable? | **Small school means all children are very familiar with location of these; visitors are usually accompanied on site** |  |
| If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them? | **Not relevant** |  |

**Means of escape**

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| **Question** | **Comments** | **Evidenced by** |
| How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories? | Sounders also have flashing lights |  |
| How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass? | **Checking during practices** |  |
| What arrangements does the school make for those with disabilities when evacuating from upper floors? | **Not applicable** |  |
| Does the school ensure emergency exit signs are suitable for everyone? | **Standard emergency signs in place** |  |
| How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities? | **Monitored closely during drills** |  |
| How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one? | **Annual review of PEPs; this is checked during annual health and safety audit** |  |
| How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces? | **Regular checks by senior staff and caretaker** |  |
| What does the school have in place to check warning devices and detectors regularly? | **Regular maintenance checks in place plus annual health and safety audit** |  |

**Access to information**

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| **Question** | **Comments** | **Evidenced by** |
| How has the school ensured its buildings are suitable for those who require hearing assistance? | No additional adaptation currently made for people requiring hearing assistance |  |
| 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? | **Large print and alternate colour information easily provided; tactile versions not needed so far** |  |
| Has the school arranged for audio versions of information? If not, why is this? | **No- but can be easily arranged if necessary.** |  |
| What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events? | **Training not yet in place** |  |
| How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness? | **Not yet in place** |  |
| How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia? | **Small school environment means all areas are familiar to individual pupils; additional adult support is available to those children who find particular environments challenging eg the dinner hall** |  |
| How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading? | **Not yet in place** |  |