AUDITS & ACTION PLAN

Accessibility Audit

Date: October 2026

Lead: Julia Tillotson, school governor.

Section 1 The school can deliver the curriculum to all children. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt / comment
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	✔ ✔			
All school staff and the governors have had access to training on disability equality and inclusion.		✔		Some governors may need additional training.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.		✔		An individual's needs will be met where possible. Currently (2026) all identified needs are being met.
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✔			
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music,	✔			

drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children.				
Lessons are responsive to diversity. Lessons allow children to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✔ ✔			
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	✔			
Staff recognise and allow for the mental effort/additional time required by some disabled children e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.	✔			
When renewing computer hardware and software, machines and materials are chosen to support children with a disability, e.g. vocalising				

brail, touch screen, assistive technology.	✔			
Provision of laptops or e-devices are considered to aid recording and / or communication.	✔			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✔			
The school links with other schools to share good practice.	✔			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	✔			
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✔			
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.	✔			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		✔		All governors are aware of accessibility issues and there is no requirement for a link governor at present.

Section 2: The school is designed to meet the needs of all children.

Statement	Fully	Partly	Not	Plan Prompt/ comment
The size and layout of areas allow access for all children / young people, including wheelchair users.		✔		
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		✔		
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		✔		
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✔			
Emergency and evacuation systems set up to inform all pupils including children with SEND, including alarms with both visual and auditory components.		✔		There are audible alarms but no visual displays at present.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety	✔			Procedures are in place should they be needed.

from the effects of fire as all other occupants.				
With regards to *'Supporting pupils at school with medical conditions (2014)',* there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	✔ ✔			
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.		✔		
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	✔			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	✔			
The décor and / or				

signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people.	✔			
Labels and signs are presented pictorially and in written word if needed for people with a disability.		✔		

Section 3: The school delivers materials in other formats**.**

Statement	**Fully**	**Partly**	**Not**	**Plan Prompt/ comment**
Information is provided in simple language, symbols, large print, on audiotape or in braille for children and prospective pupils who may have difficulty with forms of printed information.	✔			Only when deemed necessary.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	✔			
ICT facilities are used to produce written information in different formats as appropriate.	✔			
Staff are familiar with technology and practices developed to assist people with		✔		

disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors…	✔			
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✔			