

St. Andrew's Junior Voluntary Controlled Junior School

Accessibility Audit March 2025

1 = yes – completely, 2 = almost – working towards, 3 = partially, 4 = not yet considered

Section 1: DISABILITY AWARENESS/TRAINING	1	2	3	4	Comments for school use
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?					
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teacher and support children and young people with disabilities if required?					Need to ensure new staff have this training and it is continually refreshed

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?	1	2	3	4	Comments for school use
3. Do all staff seek to remove all barrier to learning and participation?					SLT monitor
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?					SEN and quality first teaching
5. Are all children and young people encouraged to take part in music, drama and physical activities?					
6. Do 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?					More work to be done here – particularly related to visual impairments – suitable equipment etc
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?					Links to core standards and Quality First Teaching SLT to monitor
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical activities?					Links to core standards and Quality first teaching SLT to monitor
9. Do you provide access to appropriate technology for those with disabilities?					Dragon Dictate Clicker 6 Talking Tins Easi-speak microphones Laptops

10. Are school visits made accessible to all children and young people irrespective of attainment or disability?					Year 6 camp not fully accessible
--	--	--	--	--	----------------------------------

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?	1	2	3	4	Comments for school use
11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?					Yes for curriculum needs addressing for other communication
12. Do you have the facilities such as IT to produce written information in different formats?					Not Braille
13. Do you ensure that information is available to staff, pupils, parents in a way that is user friendly for all people with disabilities?					Parents need to be consulted regularly to ensure information is delivered to all in an appropriate way without exception
14. Is furniture and equipment selected, adjusted and located appropriately?					We constantly review the provision for pupils whose needs change and provide accordingly
15. Do you ensure that all staff are familiar with technology and practices developed to assist people with disabilities?					Not all but those with specific contact

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?	1	2	3	4	Comments for school use
16. Are pathways and routes logical and well signed? (both internal and external)					Review to be made
17. Do you have emergency and evacuation procedures to alert ALL pupils and adults with disabilities?					
18. Is appropriate furniture and equipment provided to meet the needs of individual pupils?					In the process of creating class boxes containing noise cancelling headphones, work station partitions, lap weights etc
19. Are all spaces appropriate to meet the needs of individual pupils?					Visual Impairment service to do an access audit on suitable classroom for child with severe visual impairment

20. Do furniture layouts allow easy movement for pupils with disabilities?				
21. Are quiet rooms/calming rooms available to children who need this facility?				Some year groups have calm corners – extend to all year groups. Sensory suite under consideration –adapting the old therapy room, currently used as a storage space.

Section 4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
22. Are car park spaces reserved for disabled people near the main entrance?	x			
23. Are there any barriers to easy movement around the site and to the main entrance?	x			Not enough car parking spaces for staff Dropped kerbs in place
24. Are steps needed for access to the main entrance?		x		
25. Do all those steps have a contrasting colour edging?			x	
26. If there are steps, is a ramp provided to access the main entrance?			x	
27. Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	
28. Is it possible for a wheelchair user to get through the principal door unaided?	x			Yes, unless not working. Help at hand then from office
29. If no, is an alternative wheelchair accessible entrance provided?			x	

4c INTERNAL FACILITIES	YES	NO	N/A	Comments for school use
30. If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		x		Would need assistance – need to review
31. Do all internal doors allow a wheelchair user to get through unaided?	X			Yes but the doors would need to be opened for them

Accessibility Plan Autumn 2024

<u>Date</u>	<u>Action</u>	<u>Monitored by</u>	<u>Completed</u>
Autumn 2024	Ongoing development of High quality teaching through walkthrough work in connection with SDP	SLT	
Autumn 2024	Class/year group boxes to support all pupils needs in class and help them fully access classroom learning e.g. ear defenders, lap weights, fidget toys etc	SENDCo SLT	
Autumn 2024	Development of year group calm corner to make learning more accessible for those with SEMH difficulties or sensory issues	SENDCo and SEN governor	
Autumn 2024	Training in support for Visually impaired Pupil linked with the VI support service	SENDCo and VI team	
Autumn 2024	Development of PE arrangements/equipment for visually impaired pupils to fully participate	PE co-ordinator in liaison with VI service	
Autumn 2024/ ongoing	Checking and updating appropriate technology in school used to make learning accessible to all. E.g. laptops, ipads, talking tins, dragon dictate, Clicker, learning apps etc	Computing Lead, SENDCo and Governors	
Ongoing	PINS – Partnership in neurodiversity work	SLT and Governors	
Ongoing	SLT monitoring of embedding of SGRT for SEND, and QFT (Quality First Teaching)	SLT	
Autumn 2024	Development of Information in alternative forms on request	SLT and governors	
Autumn 2024	Use of STC and Widget and symbols on doors and cupboards to support pupils and parents with communication difficulties	SENDCo And SLT	