# 5-Year Accessibility Audit & Plan

## 2026-2031

**FOR**

## Five Spires Academy

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| **Date of Completion:** | 20.10.26 |
| **Person Responsible for This Document:** | S. Motorny |
| **Role of Responsible Person:** | DHT/Inclusion Manager |
| **Next Audit & Plan Due By:** | 20.10.27 |

# Accessibility Audit & Plan

## Introduction

The Equality Act 2010 introduced a single piece of legislation which extended to all protected characteristics. This combined equality duty requires schools to adopt a proactive approach and does not just apply to pupils, but also applies to staff, visitors and future pupils.

Schools have to carry out Accessibility Planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

## Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Purpose of the Accessibility Plan

The purpose of this plan, based on thorough audit findings, is to show how our school intends, over time, to promote and increase accessibility to the curriculum, to written information and to the physical environment so that all pupils with a disability can take full advantage of their education and associated opportunities.

An Accessibility Plan must show how access is to be improved for pupils, staff and visitors (and future pupils) with disabilities in a given timeframe and must anticipate the need to make reasonable adjustments wherever practicable, including those required for individuals with particular needs.

## Key Aims

- **Increasing Access for disabled pupils to the school curriculum:**
  - This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure, cultural activities or school visits and full participation in the school community.
- **Improving access to the physical environment of the school:**
  - This includes improvements to the physical environment of the school and physical aids to access education.
- **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. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

## Key Principles

- Compliance with the Equality Act is consistent with our schools aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
  - Not to treat disabled pupils less favourably.
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

    - To publish an Accessibility Plan.
- In performing their duties governors have regard to the Equality Act 2010.
- Our school:
    - Recognises and values the young person's knowledge /parents' knowledge of their child's disability.
    - Recognises the effect their disability has on his / her ability to carry out activities.
    - Respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## ACCESSIBILITY AUDIT

## 1. Is the School Curriculum Accessible?

An accessible school is one in which disabled pupils and pupils with ongoing or temporary medical limitations can participate fully in the school curriculum. The curriculum covers teaching and learning and wider provision embracing after-school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

| | Question | Yes ✓ | If 'yes' - where can the evidence be found? | No ✓ | If 'no' - what further actions or reasonable adjustments are planned? |
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| 1 | Does the school have effective and appropriate admission criteria and procedures for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils? | ✓ | • SEND Policy<br>• SEN Information Report<br>• Admissions Policy<br>• EHCP Annual Reviews<br>• SEND Register<br>• Pupil Profiles / Provision Maps<br>• Health Care Plans<br>• Transition Plans<br>• Graduated Approach (Assess, Plan, Do, Review) documentation<br>• Local Authority consultation records for pupils with EHCPs | | |
| 2 | Do SEN leaders play a critical role in supporting children, establishing the ethos and approach to SEN within the school and ensuring that SEN has a high profile? | ✓ | The SENCo plays a central role in developing and implementing the school's inclusive ethos, ensuring that SEND remains a high priority across all aspects of school life. | | |

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| | | | They work closely with senior leaders, teachers, support staff, families and external agencies to identify needs, coordinate provision and monitor the progress of pupils with SEND. The SENCo provides guidance, training and support for staff, oversees the graduated approach (Assess, Plan, Do, Review), manages EHCP processes and ensures that reasonable adjustments are in place. SEND is regularly discussed at leadership meetings, reported to governors and reflected in whole school improvement priorities. The school promotes a culture of inclusion where all pupils are valued and supported to achieve their potential. | | |
| 3 | Do you have evidence that your setting does not treat pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a disadvantage in comparison to their peers? | ✓ | • SEND Policy<br>• Accessibility Plan<br>• SEN Information Report<br>• Equality Objectives<br>• Provision Maps<br>• Pupil Profiles and EHCPs | | |

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| | | | • Risk Assessments and Educational Visit Plans<br>• Reasonable Adjustment Records<br>• Pupil Voice and Parent Feedback<br>• Behaviour, Attendance and Exclusion Data<br>• Learning Walks and Inclusion Monitoring | | |
| 4 | Do you celebrate the strengths of pupils with SEND and focus on building on what they can do rather than what they find difficult? | ✓ | Five Spires Academy actively celebrates the strengths, achievements and individuality of pupils with SEND. Staff adopt a child centred approach that focuses on pupils' interests, talents and capabilities, building on what they can do rather than concentrating on areas of difficulty. Individual targets, Pupil Profiles and EHCP outcomes are developed around pupils' strengths and aspirations. Pupils with SEND are encouraged and supported to participate fully in all aspects of school life, including leadership opportunities, educational visits, enrichment | | |

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| | | | activities, performances, sports events and celebrations. Successes are recognised through praise, rewards, displays, assemblies and communication with families, helping to promote positive self-esteem and a sense of belonging. | | |
| 5 | Do you have evidence that your school community endeavours to see the child / young person with SEND first and their disability second (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)? | ✓ | • SEND Policy<br>• SEN Information Report<br>• Pupil Profiles<br>• EHCPs and Annual Reviews<br>• Provision Maps<br>• Staff Training Records<br>• Pupil Voice Activities<br>• Parent Consultation Meetings<br>• School Values and Inclusion Ethos<br>• Learning Walks and SEND Monitoring Records<br>• School Development Plan | | |
| 6 | Do you have inclusive, whole school policies, processes, and practices? | ✓ | • SEND Policy<br>• SEN Information Report<br>• Accessibility Plan<br>• Equality Information and Objectives<br>• Behaviour Policy | | |

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| | | | • Safeguarding and Child Protection Policy<br>• Attendance Policy<br>• Teaching and Learning Policy<br>• EHCP and SEND Review Documentation<br>• Staff Training Records<br>• School Development Plan<br>• Governor Meeting Minutes<br>• Inclusion Monitoring and Learning Walk Records | | |
| 7 | Do staff have high aspirations and expectations of pupils with SEND? | ✓ | • SEND Policy<br>• Provision maps<br>• EHCP reviews<br>• Pupil progress meetings<br>• Assessment data and inclusion monitoring demonstrate high expectations, ambitious outcomes and a commitment to enabling all pupils with SEND to achieve their full potential. | | |
| 8 | Are Teachers and Teaching Assistants appropriately trained and accredited? | ✓ | • Staff training records<br>• CPD logs<br>• Trust training programmes<br>• SEND updates | | |

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| | | | • Classroom observations and support from external professionals demonstrate that teachers and teaching assistants receive ongoing training to effectively support pupils with SEND. | | |
| 9 | Is everyone in your school aware of the Equality Act 2010 via awareness training to enable all staff to understand and recognise disability issues? | ✓ | • Equality Objectives<br>• Accessibility Plan<br>• SEND Policy<br>• Staff induction<br>• Safeguarding and SEND training records demonstrate staff awareness of the Equality Act 2010 and their responsibilities to support pupils with disabilities and promote inclusion. | | |
| 10 | Do all staff understand the needs of the pupils and support them accordingly? | ✓ | • EHCPs<br>• Pupil profiles<br>• Provision map<br>• SEND register<br>• Transition meetings between class teachers and with SENCo at the start of the year.<br>• Staff briefings/meetings<br>• External agency reports and staff training records | | |

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| | | | demonstrate that staff understand pupils' individual needs and implement appropriate support and reasonable adjustments. | | |
| 11 | Do staff have regular and updated training re' additional needs and how the needs can be met? | ✓ | • Staff CPD and Training Records<br>• SEND Training Logs<br>• Trust Professional Development Programme SEND Bitesize training<br>• Staff Meeting Agendas and Minutes<br>• SEND Policy<br>• SEN Information Report<br>• External Professional Reports and Recommendations<br>• Performance Management and Development Records | | |
| 12 | Are children with disabilities encouraged to take part in music, drama and physical activities? | ✓ | • SEND Policy<br>• Accessibility Plan<br>• Educational visit risk assessments<br>• Extracurricular activity records<br>• EHCPs and inclusion monitoring demonstrate that pupils with disabilities are supported to participate fully | | |

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| | | | in music, drama, PE, sport and wider enrichment activities.<br>• TA timetables reflect support offered to ensure that pupils with disabilities can join in with adapted PE sessions.<br>• School fully support and celebrate children with disabilities in activities that they engage in outside of school (e.g. theatre groups.)<br>• Previous PEP funding used to fund music lessons and participation at Young Voices. | | |
| 13 | Do class teachers / PE staff know how to include pupils with disabilities in PE? | ✓ | • PE planning<br>• Sports coach support<br>• EHCP reviews<br>• Health care plans<br>• Risk assessments and inclusion monitoring demonstrate that teachers and PE staff adapt activities and provide appropriate support to ensure pupils with disabilities can fully participate in PE and sport. | | |

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| 14 | Do pupils with disabilities have access to educational visits and extra-curricular activities? | ✓ | • Educational visit risk assessments<br>• EHCP reviews<br>• Club participation records | | |
| 15 | Are procedures in place to ensure that pupils with temporary, emerging or ongoing health / medical care needs are properly supported so that they have full access to education, including school trips and physical education? | ✓ | • Individual Healthcare Plans<br>• Risk assessments<br>• Staff training records<br>• Liaison with health professionals. | | |
| 16 | Is personalised and creative support arranged so that pupils can access all activities including trips / visits and afterschool and breaktime activities? | ✓ | • Educational visit risk assessments<br>• Staffing adaptations to WAC<br>• Lunchtime roles. | | |
| 17 | Do you proactively include pupils with SEND, and their families, in all enrichment activities? | ✓ | • SEND Policy<br>• PEP and SEND provision records<br>• Educational visit planning<br>• Parent consultations<br>• Enrichment participation records.<br>• 11 Before 11 participation records. | | |
| 18 | Do you ensure that financial difficulties do not prevent pupils with SEND being included in activities and events? | ✓ | • Pupil Premium strategy funding<br>• PEP funding | | |
| 19 | Are pupils with SEND included in pupil forums e.g. school councils? | ✓ | Five Spires Academy encourages all pupils, | | |

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| | | | including those with SEND, to participate in pupil leadership and decision making opportunities such as the School Council, Eco Council, Playground buddies, pupil voice activities and ambassador roles. Appropriate support and reasonable adjustments are provided to enable pupils with SEND to contribute their views, share their experiences and help shape school improvement. | | |

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| 20 | Are pupils and their families fully involved in the review of individual plans regarding curriculum access? | ✓ | • EHCP annual reviews<br>• SEND review meetings<br>• Pupil voice activities<br>• Parent consultations | | |
| 21 | Do you use a graduated approach when meeting the needs of pupils with SEND? | ✓ | • SEND Policy<br>• SEN Information Report<br>• Provision map<br>• Assess, Plan, Do, Review documentation<br>• EHCP reviews<br>• Pupil progress meetings | | |
| 22 | Do you use the 'assess, plan, do review' cycle to inform the graduated approach? | ✓ | • Assess, Plan, Do, Review documentation<br>• Provision maps<br>• EHCP reviews<br>• Pupil progress meetings<br>• SEND Policy | | |
| 23 | Is the attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)? | ✓ | • IDSR<br>• Insight data trends/reports<br>• REAch2 Small steps document and Pebbles show progress for SEND pupils.<br>• Ready to progress statements are used to ensure that pupils secure essential knowledge needed to move on and close gaps. | ✓ | • To develop with new Insights tracker.<br>• IMF to be used to help reduce the attainment gap. |

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| | | | • However, the attainment gap currently remains. | | |
| 24 | Is the progress made by your pupils at 'SEN support' and with an EHC plan is as good as that made by pupils with SEN nationally? | | | ✓ | • To develop with new tracker<br>• IMF to be used to help reduce the attainment gap. |
| 25 | Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance? | ✓ | • Five Spires Academy works closely with families to promote good attendance and remove barriers that may affect a pupil's ability to attend school regularly.<br>• Attendance is tracked and monitored closely, and where concerns arise, the school engages proactively with parents and relevant professionals to identify the reasons for absence and implement appropriate support.<br>• We liaise with Staffordshire County Council and escalate families with unauthorised absences.<br>• Governors challenge and hold leaders to account regarding attendance. | | |
| 26 | Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and | ✓ | • Learning beyond the classroom is accessible to all pupils. Homework and home | | |

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| | giving it to families in hard copy who do not have access to the internet)? | | learning activities are communicated through a range of methods to meet the needs of pupils and families, including online platforms (Purple Mash, TTRS, Numbots), paper copies and direct communication where required.<br>• Adapted tasks are set where required.<br>• Children attending ASC have the opportunity to complete homework there, with adult support. | | |
| 27 | Are cover staff, including supply teachers, clear about the additional needs of pupils and how to meet these needs? | ✓ | Pupil Profiles, SEND registers, EHCPs, and supply teacher information ensure that supply staff and other adults are aware of pupils' additional needs and the strategies required to support them effectively. | | |
| 28 | Are staff given time to plan for pupils (including support requirements) who need a highly differentiated / individualised curriculum? | ✓ | • Pupil progress meetings<br>• SEND reviews and pupil Profile writing time – dedicated staff meeting time. | | |

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| | | | • EHCP planning<br>• Provision maps<br>• Staff planning time (PPA)<br>• Collaboration with external professionals | | |
| 29 | Are appropriate adjustments made that would help children with disabilities have better access to the curriculum? | ✓ | EHCPs, provision maps, Pupil Profiles, adaptive teaching strategies, Health Care plans, specialist equipment, assistive technology and SEND review processes demonstrate that reasonable adjustments are routinely made to improve access to the curriculum for pupils with disabilities. | | |
| 30 | Do you ensure that transition from setting to setting is carefully planned and personalised for pupils with SEND? | ✓ | Transition plans, enhanced visits, parent meetings, EHCP reviews, Pupil Profiles and liaison with previous and receiving settings demonstrate that transitions are carefully planned and personalised to meet the needs of pupils with SEND. | | |
| 31 | Do you find creative and flexible solutions to ensure that pupils with SEND can move easily between classrooms? | ✓ | Setting is on one floor with a flat surface. Corridors and doorframes are wide. | | |

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| | | | If required personalised transition arrangements would be made alongside environmental adaptations and risk assessments.<br>Following surgeries temporary adaptations have been made to timetables to allow children to move through corridors and into the lunch hall early, when there is less congestion in the corridor.<br>PEEPs offer support and adaptations for pupils with SEND. | | |
| 32 | Do pupils with SEND have access to appropriate information technology? | ✓ | Provision maps, EHCP reviews, assistive technology, iPads, laptops, online learning platforms, external professional recommendations and Pupil Profiles demonstrate that pupils with SEND have access to appropriate technology to support learning, communication and independence. | | |

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| 33 | Are auxiliary aids used to ensure that pupils with SEND are included in the curriculum? | ✓ | Visual timetables, communication aids, sensory resources, adapted equipment, assistive technology, provision maps and EHCP reviews demonstrate that auxiliary aids are used effectively to ensure pupils with SEND can access the curriculum and participate fully in learning. | | |
| 34 | Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitate independent learning? | ✓ | Classroom observations, learning walks, provision maps, EHCP reviews, adaptive teaching, staff training and inclusion monitoring demonstrate that teaching assistants and additional adults build positive relationships, provide flexible support and promote independence for pupils with SEND. | | |
| 35 | Do you use targeted, small group and / or individual activities to improve self-esteem, confidence and social skills? | ✓ | Provision maps, Nest timetable, nurture and social skills interventions, EHCP reviews, emotional wellbeing support, pupil voice activities and inclusion monitoring demonstrate that targeted group and individual | | |

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| | | | programmes are used to develop self-esteem, confidence and social skills for pupils with SEND. | | |
| 36 | Are effective safeguarding systems in place for the protection of pupils with SEND? | ✓ | Safeguarding policies, staff training, SEND reviews, risk assessments, CPOMS records, multi-agency working and pastoral support systems demonstrate that effective safeguarding procedures are in place to protect pupils with SEND and promote their wellbeing. | | |
| 37 | Do you take proactive measures to overcome bullying by implementing anti-bullying policies and strategies? | ✓ | Anti-bullying and behaviour policies, safeguarding procedures, PSHE curriculum, pupil voice activities, staff training and behaviour records demonstrate a proactive approach to preventing bullying and promoting a safe, inclusive environment for all pupils, including those with SEND. | | |
| 38 | Are pupils involved in the recruitment of teaching assistants and other school staff? | ✓ | Pupil voice opportunities, school parliament involvement, trial days for supply staff | ✓ | Provide further opportunities for school parliament to be involved in the process. |

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| | | | ensure that pupils, including those with SEND where appropriate, can contribute to the recruitment of teaching assistants and other school staff. | | |
| **Now transfer all actions to the Accessibility Plan section, below.** | | | | | |

## ACCESSIBILITY AUDIT

## 2. How Accessible is Information, Advice & Guidance?

An accessible school is one where information normally provided by the school to its pupils is available to, and accessible by, disabled pupils (and their parents) by means appropriate to the relevant disability; and where staff are well trained, aware, and able to initiate and implement changes to facilitate such access. Information might include items such as handouts, timetables, text-books or information about school events, reports, newsletters, and general letters home.

Schools have a duty to parents with disabilities to let them have reasonable access to services related to the education of their child or children. This is to make sure parents with disabilities can be fully involved in their child's education. The school should make 'reasonable adjustments' to procedures and policies or provide parents with aids to help them access their services, e.g. putting information in accessible formats. Schools must not refuse to provide a service, or provide a lesser service, to a parent with disabilities.

| | Question | Yes ✓ | If 'yes' - where can the evidence be found? | No ✓ | If 'no' - what further actions or reasonable adjustments are planned? |
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| 1 | Is this Accessibility Plan being co-produced with children / young people with SEND, their families and other stakeholders? | | | ✓ | Not at the moment |
| 2 | Is the school website and social media content accessible? | ✓ | Translate option available. Range of text, images and videos. | ✓ | Could explore read aloud options and the use of widgits. |
| 3 | Do you work with parent / carers and young people to ensure that your website is presented in a family friendly way? | | | ✓ | Could seek further parent voice |
| 4 | Is your SEN Information Report and SEND documentation available online and in hard copy (for those families who do not have internet access)? | ✓ | The SEN Information Report, SEND Policy and related documentation are published on the school website, with hard copies available on request through the school office to ensure accessibility for all families. | | |

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| 5 | Do you promote and provide information to children / young people and their families on initiatives such as SEND Information, Advice and Support Service (SENDIASS), Independent Supporters, Family Information Service (FIS) and the LA Local Offer etc? | ✓ | The school website, SEN Information Report, parent communications, Coffee afternoons, SEND review meetings and Inclusion Team signposting ensure that families are regularly informed about SENDIASS, the Local Offer and other relevant support services available to children and families. | | |
| 6 | Do you hold review meetings etc. at times when parents are able to attend? | ✓ | EHCP reviews, Pupil Profile meetings, parent consultations and communication records demonstrate that meetings are arranged flexibly and at mutually convenient times to maximise parental participation and involvement in decision making. | | |

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| 7 | Have you developed communication channels and review processes that enable two-way information sharing with families? | ✓ | EHCP reviews, Pupil Profile meetings, parent consultations, email and telephone communication, pupil voice activities and family feedback processes demonstrate effective two-way information sharing between school and families. | | |
| 8 | Is information available in a variety of languages? | ✓ | Not currently applicable. Previously emails have been sent in different languages and translation tools have been used during face to face meetings. | | |
| 9 | Is information presented in a user-friendly way and available in simple language and in a variety of formats including:<br>• 'Easy read'?<br>• Large print?<br>• Symbols?<br>• Digital audio? | | | ✓ | Not currently needed. |
| 10 | Are pupils with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families? | ✓ | Parent communications, educational visit planning and risk assessments demonstrate that pupils with SEND and their families receive advance information about trips and activities, enabling appropriate preparation and support | | |

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| | | | arrangements to be put in place. | | |
| 11 | Is accessible signage used, throughout the setting's environment, at all activities and events? | | | ✓ | Not currently |
| 12 | Are staff familiar with ICT / technologies and support strategies and processes developed to assist people with disabilities and share information with them? | ✓ | | | Yes, but we do not have the financial capacity to fully embed this |
| 13 | Have you published your SEN Information Report? | ✓ | On website | | |
| 14 | Is your SEN Information Report linked to the LA Local Offer? | ✓ | Yes | | |
| 15 | Do you ensure that pupils know exactly who they can contact for information, advice and support? | ✓ | PSHE lessons, pupil voice activities, SEND reviews, pupil passports, safeguarding procedures and pastoral support systems ensure that pupils know who to approach for information, advice and support within the school. | | |
| 16 | Do you signpost families without the internet to One Stop Shops and libraries to access information? | | | ✓ | N/A. |
| 17 | Do you use the LA Local Offer and School Messenger (or similar) to keep up-to-date with SEND developments? | ✓ | Information from the Local Offer, SEND networks and external agencies is regularly shared through the school website, newsletters, emails and social media, ensuring families are kept informed about SEND developments, services and support available to them | | |

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| 18 | Does the school have an accessible, transparent and robust complaints procedure that includes appropriate escalation points? | ✓ | The published Complaints Policy, available on the school website and through the school office, provides a clear, accessible and transparent process with defined stages and escalation routes, ensuring concerns can be raised and addressed fairly and effectively. | | |

**Now transfer all actions to the Accessibility Plan section, below.**

## ACCESSIBILITY AUDIT

### 3. Is Your School Physically Accessible?

Consider each question from the perspective of each type of disability:

- Ambulant
- Auditory
- Comprehension
- Dexterity
- Visual
- Wheelchair

| Question | | Yes ✓ | No ✓ | If 'no' - what further actions or reasonable adjustments are planned? |
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| **3.1 General** | | | | |
| 1 | Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities? | ✓ | | |
| 2 | If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms? | ✓ | | |

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| 3 | Do you consult with pupils with SEND regarding school accessibility including classrooms, toilets and changing facilities etc? | ✓ | | |
| **3.2 Approach & Car Parking** | | | | |
| 1 | Is the building within convenient distance of a public highway? | ✓ | | |
| 2 | Is the building within convenient distance of public transport? | ✓ | | |
| 3 | Is the building within convenient distance of car parking? | ✓ | | |
| 4 | Is the route clearly signed / marked / found? | ✓ | | |
| 5 | Is the route free of kerbs? | ✓ | | |
| 6 | Is the surface smooth and slip resistant? | ✓ | | |
| 7 | Is the route wide enough? | ✓ | | |

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| 8 | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections, overgrown vegetation etc? | ✓ | | |
| 9 | Is it adequately illuminated? | ✓ | | |
| 10 | Is it identified by visual, audible and tactile information? | | ✓ | |
| 11 | Is there sufficient car parking for people with reduced mobility? | ✓ | | |
| 12 | Is the car parking clearly marked out, signed, easily found and kept free from misuse? | ✓ | | |
| 13 | Is the car parking as near to the entrance as possible? | ✓ | | |
| 14 | Is the car parking are suitably surfaced? | ✓ | | |
| 15 | Is the route to the building kept free of snow, ice and fallen leaves? | ✓ | | |
| 16 | Is the route level (i.e. no gradient steeper than 1:20 and no steps)? | ✓ | | |
| **3.3 Routes & External Level Change (Including Ramps & Steps)** | | | | |
| 1 | Is there a ramp, with level surfaces at top / intermediate / bottom? | ✓ | | Main pedestrian route into school grounds is an 'L' shaped, tarmac ramp. |
| 2 | Is it wide enough and suitably graded? | | ✓ | Lower section of ramp will require checks to establish ratio. |
| 3 | Is the surface slip resistant? | ✓ | | |
| 4 | Are there kerbs and are there edges protected to prevent accidents? | | ✓ | |
| 5 | Are there handrails to one or both sides? | ✓ | | Handrail to one side of lower section. |
| 6 | Are there (alternative) steps & ramp | | ✓ | |
| 7 | Identified by visual / tactile information? | | ✓ | |
| 8 | Are there handrails to one or both sides? | | ✓ | |
| 9 | Are ramps and steps adequately lit? | | ✓ | |
| 10 | Are treads and risers consistent in depth and height? | | ✓ | No steps |
| 11 | Are all nosings marked and / or readily identifiable? | ✓ | | |

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| 12 | Are landings of adequate size and are they provided at intermediate levels in long flights? | ✓ | | |
| **3.4 Entrances (Including Main Reception)** | | | | |
| 1 | Is the door clearly distinguishable from the façade? | ✓ | | |
| 2 | If glass is it visible when closed? | ✓ | | |
| 3 | Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? | ✓ | | |
| 4 | Does it have a level or flush threshold, and a recessed matwell? | ✓ | | |
| 5 | Is there visibility through the doorway from both sides at standing and seated levels? | ✓ | | |
| 6 | Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door-swing? | ✓ | | |
| 7 | Can the door furniture be used at both standing and seated height? | ✓ | | |
| 8 | Can it be easily grasped and operated? | ✓ | | |
| 9 | If the door has a closer mechanism does it have:<br>• Delayed closure action?<br>• Slow-action closer?<br>• Minimal closure pressure? | | ✓ | Door closers are fitted but do not support delayed closure action. |
| 10 | If the door is power-operated does it have visual and tactile information? | | ✓ | |
| 11 | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? | | ✓ | The switch to operate maglock to exit main door is set at high level to prevent pupil operation. |
| 12 | If there is a lobby, do the inner and outer doors meet the same criteria? | | ✓ | |
| 13 | Do lobby layouts enable all users to clear one door before going through the next? | ✓ | | |

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| 14 | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels? | | ✓ | |

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| 15 | Does the lighting installation take account of the needs of visually disabled people? | ✓ | | |
| 16 | Are floor spaces:<br>• Slip resistant, even when wet?<br>• Of a quality that is sympathetic to acoustics - i.e. not so 'hard' as to cause acoustic confusion?<br>• Firm for wheelchair manoeuvre? | ✓ | | |

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| 17 | Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? | ✓ | | |
| 18 | Is any reception point suitable for approach and use from both sides by people in standing and seated positions? | ✓ | ✓ | High release button but this is for staff to press rather than visitors. |
| 19 | Is it fitted with an induction loop? | | ✓ | |
| 20 | For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model? | | ✓ | |
| **3.5 Horizontal Movement & Assembly** | | | | |
| 1 | Is each corridor / passageway / aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | ✓ | | |
| 2 | Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision? | ✓ | | |
| 3 | Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre? | ✓ | | |
| 4 | Is turning space available for wheelchair users? | ✓ | | |
| 5 | Do natural and artificial lighting avoid glare and silhouetting? | ✓ | | |
| 6 | Are there visual clues for orientation? | | ✓ | Add additional signage around the school. |
| 7 | Do floor surfaces:<br>• Allow ease of movement for wheelchair users?<br>• Avoid light reflection and sound reverberation? | ✓ | | |
| 8 | Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision? | ✓ | | |
| 9 | Are there tactile signs and information for those with impaired vision? | | ✓ | Not currently needed as we have no children with a VI. |
| 10 | Is the maintenance of these items checked regularly? | | ✓ | N/A |
| 11 | Is lighting designed to meet a wide range of needs? | ✓ | | |

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| 12 | Is sufficient circulation space allowed for wheelchair users? | ✓ | | |
| 13 | Is it maintained clear of obstructions which could create hazards for people with visual disabilities? | ✓ | | |
| 14 | Are seating arrangements / spaces suitable for use by people with visual disabilities? | ✓ | | |
| 15 | Are all areas for assembly / meeting equipped with an induction loop system? | | ✓ | N/A |
| **3.6 Doors** | | | | |
| 1 | Do the doors serve a functional / safety purpose? | ✓ | | |
| 2 | If glass, are they visible when shut? | ✓ | | |
| 3 | Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? | ✓ | | |
| 4 | Does the clear opening width permit wheelchair access? | | ✓ | FD1 requires both doors to be opened to facilitate wheelchair passage. Single door 650mm |
| 5 | On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate? | ✓ | | |
| 6 | Is any door furniture / handle at a height for standing / sitting use? | ✓ | | |
| 7 | Are door / handles clearly distinguished? | ✓ | | |
| 8 | Can the door furniture/handles be easily operated/grasped? | | ✓ | |
| 9 | If door closers / mechanisms are fitted do they provide the following:<br>• security linkage?<br>• delay-action closure?<br>• Slow-action closure?<br>• Minimum closure pressure? | | ✓ | Door closers are fitted but do not provide<br>• Secure linkage<br>• Delayed action closure |
| 10 | Is door / mechanism function checked regularly? | ✓ | | |
| **3.7 Toilet Provision** | | | | |

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|---|---|---|---|---|
| 1 | Are accessible toilet and changing facilities available for people with disabilities? | ✓ | | |
| 2 | Are those facilities located appropriately and not used for other purposes e.g. storage? | ✓ | | |
| 3 | Do all lavatory areas have slip-resistant floors? | ✓ | | |
| 4 | Are all fittings readily distinguishable from their background? | ✓ | | |
| 5 | Are all door fittings / locks easily gripped and operated? | ✓ | | |
| 6 | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles? | ✓ | | |
| 7 | Is provision made for wheelchair users in disabled toilets? | ✓ | | |
| 8 | Is wheelchair approach free of steps / narrow doors / obstructions etc? | ✓ | | |
| 9 | Is the location clearly signed? | ✓ | | |
| 10 | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening? | ✓ | | |
| 11 | Are the door fittings / locks and light switches easily reached and operated? | ✓ | | |
| 12 | Is there an emergency call system and is someone designated to respond? | ✓ | | Tested as a part of weekly Parago checks |
| 13 | Can the emergency call system be operated from floor level? | ✓ | | |
| 14 | Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral / angled / backward transfer, with or without assistance? | ✓ | | |
| 15 | Are the fittings arranged to facilitate these manoeuvres | ✓ | | |
| 16 | Are handwashing and drying facilities within reach of someone seated on the WC? | ✓ | | |
| 17 | Is the tap appropriate for use by someone with limited dexterity, grip or strength? | ✓ | | |
| 18 | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC? | ✓ | | |

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| 19 | Is the manoeuvring area free of obstruction, e.g boxed-in pipework / radiators / cleaner's equipment / disposal bins / occasional storage, etc and is any difficulty caused by the activity of service contractors? | ✓ | | |
| 20 | If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach? | ✓ | | |
| **3.8 Fixtures & Fittings** | | | | |
| 1 | Is any server / counter accessible to all users, including those with hearing impairments? | ✓ | | |
| 2 | Is it possible for people with disabilities to serve as volunteers? | ✓ | | |
| 3 | Where there are display stands, bookstalls etc are they visible / reachable / accessible by people with disabilities? | ✓ | | |
| 4 | In any eating / meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities? | ✓ | | |
| 5 | In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps? | | N/A | |
| 6 | Are all relevant locations clearly signed? | ✓ | | |
| 7 | Are your rooms (including classrooms) optimally organised for pupils with a physical disability? | ✓ | | |
| 8 | Are classroom interiors adapted to ensure access to all areas for pupils with sensory needs e.g. using curtains to reduce noise levels and removing clutter to ensure safe access? | ✓ | | |
| 9 | Is furniture and equipment selected, adjusted and located appropriately? | ✓ | | |

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| 10 | If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils with sensory difficulties? | ✓ | | |
| 11 | Are areas available in the school that are equipped as calm low sensory areas? | ✓ | | |
| **3.9 Building Information** | | | | |
| 1 | Is the building equipped to provide hearing assistance? | | | N/A |
| 2 | If intercom messages are used are they always relayed to pupils with hearing impairments? | | N/A | |
| 3 | Does lighting installation of the building take into account the needs of people with visual disabilities? | ✓ | | |
| 4 | Are there large-print versions of information about the building / activities available? | | ✓ | New signage to be created |
| 5 | Is there braille information available for people with visual disabilities? | | ✓ | Not currently needed |
| 6 | Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties? | | ✓ | Not currently needed |
| 7 | Are highly visible markings used to ensure the safety of pupils with a visual impairment? | ✓ | | |
| **3.10 Means of Escape** | | | | |
| 1 | Is there a visible as well as audible fire alarm system? | ✓ | | |
| 2 | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? | ✓ | | |
| 3 | Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | ✓ | | |
| 4 | Is the evacuation strategy checked regularly for effectiveness? | ✓ | | |

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| 5 | Are evacuation routes checked routinely and regularly for freedom from combustible materials / obstacles / locked doors? | ✓ | | |
| 6 | Are all fire warning devices and detectors checked routinely and regularly? | ✓ | | |
| **Now transfer all actions to the Accessibility Plan section, below.** | | | | |

| **ACCESSIBILITY PLAN** (add rows as required) | | | | | |
|---|---|---|---|---|---|
| | **Action Required** (from Audit process) | **Action Owner** | **Deadline** | **Resources** | **Monitoring & Evidence** |
| **1. Curriculum Access** | | | | | |
| 1 | Use SEND progress information to identify attainment gaps and evaluate the impact of provision and interventions. | Inclusion Manager / Teachers | Termly | Assessment data; provision maps | |
| 2 | Continue to develop staff knowledge and confidence in making reasonable adjustments and using adaptive teaching strategies. | Inclusion Manager / SLT/ Adaptive teaching leads | Ongoing | CPD; staff meetings; external professional advice | |
| 3 | Review the accessibility and organisation of classrooms for pupils with physical and sensory needs. | Inclusion Manager / Site Manager / Teachers | July 2027 | Environmental audits; pupil voice; specialist advice | |
| 4 | Continue to ensure all enrichment, clubs, trips and wider curriculum opportunities are accessible through individual reasonable adjustments. | Inclusion Manager / Educational Visit Leads | Ongoing | Risk assessments; staffing; SEND information | |
| 5 | Provide further opportunities for pupils to be involved in the recruitment process. | SLT/ Governors | July 2027 | School parliament | |
| 6 | | | | | |

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| **2. Access to Information** | | | | | |
| 1 | Develop a process for pupils with SEND and their families to contribute to future reviews of the Accessibility Plan and be part of the coproduction of new plans. | Inclusion Manager | July 2027 | Parent/pupil questionnaires; SEND meetings; pupil voice ; coffee afternoons ; possible parent forum | |
| 2 | Review SEND information on the school website to ensure key information is clear, accessible and written in parent-friendly language. | Inclusion Manager / Website Lead | July 2027 | Staff time; website | |
| 3 | Increase the availability of information in accessible formats where required, including Easy Read, large print, symbols or alternative digital formats. | Inclusion Manager / Office Team | July 2027 | Templates; Widgit/symbol resources; ICT | |
| 4 | Review signage around school and introduce clearer accessible signage, including visual/symbol-supported signage where appropriate. | Inclusion Manager / Site Manager | July 2027 | Signage; symbols; site budget | |
| 5 | | | | | |
| 6 | | | | | |
| **3. Physical Access** (relevant actions, particularly defects, will be transferred to the School Condition Survey by CSP's) | | | | | |
| 1 | Review external routes, surfaces and lighting, identifying priorities to reduce slip/trip risks and improve accessibility. | Site Manager / Trust Estates | July 2027 | Condition survey; maintenance budget | |

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| 2 | Review accessible toilet provision, including signage, emergency assistance arrangements, taps and accessibility of fittings. | Site Manager / Inclusion Manager | July 2027 | Estates budget; specialist advice | |
| 3 | Review school signage and wayfinding, including visual contrast, symbols and accessibility for pupils and visitors with sensory or communication needs. | Inclusion Manager / Site Manager | July 2027 | Accessible signage/symbols | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |