The accessibility audit.

The governing board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

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
Auditory disabilities – this includes those with hearing impairments and sensitivities
Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify necessary actions to address specific gaps and improve access.
All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
The actions that will be undertaken are detailed in the following sections of this document.

Access to the curriculum

Target	Lead	Timescale	Success Criteria	Complete
Appropriate learning aids will be produced	SENCO	Ad hoc	Resources from any whole school training made and available for use as required, as well as individual resources as advised by external specialists, e.g., resources for visually impaired pupils	In line with current pupils needs
Intervention support for support staff	SENCO	Ad hoc	Support staff able to work with increased knowledge and confidence and provide appropriate resources for pupils	In line with current pupils needs
Six monthly meetings take place to assess the needs and progress of pupils with EHCPs.	SENCO	Via annual EHCP review meetings	Pupils needs and parental views reviewed and addressed	In line with individual pupil's personal plans
Termly meetings with support assistants to	SENCO and	Termly	Pupils needs reviewed and addressed. Training requirements identified	In line with current pupils needs

discuss and address pupils needs.	Inclusion Manager			
Training for teachers on differentiating/adapting the curriculum for individual learners as required to enable positive outcomes.	Head teacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Three Communication TAs attend termly training sessions via SALT. Pastoral support and timetable adaptations are available. Access arrangements for assessment and national tests are in place.	In line with current pupils needs
Staff trained to meet the medical needs of pupils where applicable.	Head teacher	In place	Staff completed training for specific needs, including intimate care policy, manual handling, epipen training and epilepsy awareness. Outreach support from local special school received. Ongoing guidance from specialist teachers followed and adhered to.	Training for relevant staff in line with pupil needs
Effective communication and engagement with parents.	All staff	In place	Opportunity for termly meeting with teachers. Interim and Annual review meetings with SENCO. Weekly SENCO drop in session. Parent workshops twice yearly, all to ensure parents/carers are fully informed about progress and to encourage engagement with their child's learning.	On going
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	All staff/ SENCO	In place	Use of ICT, including Clicker and Dragon software, as well as individual laptops for some learners. Use specific apps on Ipads for some learners Strategic deployment of staff by SLT. Purchase and allocation of resources as needed, to include The Hive (Nurture room). Positive impact on pupil progress and removal of barriers to learning.	Ongoing
All out of school activities and after school club is planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT/ After School Club Staff/ SENCO	In place	Risk assessments and PEEPs written where appropriate. Providers will comply with all legal requirements. Any specialist equipment required to ensure access will be loaned from local special school.	

<u>Access to the physical environment</u>

Target	Lead	Timescale	Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress	Head teacher	In place	The environment is adapted to the needs of pupils. Outside area also wheelchair accessible in all areas.	Yes

			Disabled parking in car park designated and signed.	
Disabled toilet is fully maintained, and clinical wastebins provided.	Site Manager	In place	BMA is annually serviced (hoist). School will be fully accessible to wheelchair users.	March 2023 next service
Emergency systems to have visual alarms/signage	Head teacher		Visual alarms fitted	??
All internal doors and external doors accessible for wheelchair users	Head teacher/Site Manager	In place	All doors accessible for wheelchairs. If necessary, portable ramp available in those rooms where egress is currently not possible	Yes
Signage maintained to demonstrate access to school building	Site Manager	In place	Signs and painted floor indicate disabled parking bay in car park. Route to main entrance is wheelchair friendly.	Yes
Maintain safe access around exterior of school	Site Manager	Ad hoc	Ensure that pathways are kept clear of vegetation so that people with disabilities can move unhindered around the outside of the school building.	On going
Maintain safe access around the interior of the school	Site Manager	Ad hoc	Awareness of flooring, furniture and layout in planning for disabled pupils to ensure people with disabilities can move safely around the school building.	On going
Improvements to support the visually impaired	Site Manager	In place	Trip hazards identified and addressed with support from the specialist teacher of the visually impaired	Increased safety for visually impaired pupils. All areas monitored and maintained.

Access to information

Target	Lead	Timescale	Success Criteria	Complete
Understand the needs of pupils and ensure relevant information is available in appropriate formats	SENCO	Ad hoc	Pupils have access to information and all other school materials in a format that meets their needs. Seek and act on advice from Specialist teacher of the Visually Impaired, who makes termly visits. Ensure these children have easy access to whiteboards etc.	In line with pupil's current needs

Ensure signage is suitable for non-readers and is clear and well situated	Head teacher	Ad hoc	Pupils are able to navigate the school site regardless of any disability	??
The school makes itself aware of the services available through the LA of alternate formats for pupils to acquire information	Head Teacher	Ad hoc	Pupils have access to curriculum information and all other school information in a format that meets their individual needs	
The school provides appropriate equipment as advised by external specialist teachers to individual learners	SENCO	Ad hoc	Dyslexia programmes and individual laptops are available to those with diagnoses, as are specialist fine and gross motor equipment.	In line with pupil's current needs
Availability of written material in alternative formats to ensure all parents/carers well informed of school information	SLT	Fortnightly	Fortnightly newsletter sent via Class dojo to parents also available in paper format from school office. Linked to site published on school website also.	On going