# COMBS FORD PRIMARY SCHOOL
## ACCESSIBILITY AUDIT & PLAN

**Date Completed: 07 July 2019**

| | Section 1: DISABILITY AWARENESS / TRAINING | 1 | 2 | 3 | 4 | Comments for school use |
|---|---|---|---|---|---|---|
| 1 | Do we provide disability awareness training to enable all staff to understand and recognise disability issues? | x | | | | All staff informed through SENCo as / when new needs identified. |
| 2 | Do we have arrangements for teachers and teaching assistants to have the necessary training to teach and support disabled pupils if required? | x | | | | Through in-house training or via outside agencies |
| | **Section 2: HOW DOES OUR SCHOOL DELIVER THE CURRICULUM?** | | | | | |
| 3 | Do all staff seek to remove all barriers to learning and participation? | x | | | | See policy statement |
| 4 | Is teaching appropriately differentiated to meet individual needs? | x | | | | See policy statement |
| 5 | Are all pupils encouraged to take part in music, drama and physical activities? | x | | | | See policy statement |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | x | | | | See policy statement |
| 7 | Do all staff recognise, understand and allow for the additional effort necessary for pupils with certain disabilities to be fully included in the curriculum? | x | | | | See policy statement |
| 8 | Do all staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | x | | | | See policy statement |
| 9 | Do we provide access to appropriate technology for students with disabilities? | x | | | | e.g. sloping boards, larger mice; trackerball mice |
| 10 | Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or disability? | x | | | | |
| | **Section 3: HOW DO WE SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?** | | | | | |
| 11 | Do we 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? | | | x | | Not immediately available, due to no prior demand. Will seek advice if need arises & provide. |
| 12 | Do we have the facilities such as ICT to produce written information in different formats? | | x | | | Large font – yes Translate – via internet |
| 13 | Do we ensure that information is presented to staff, pupils and parents in a way that is user friendly for all people with disabilities? | x | | | | School will respond to any issues or requests that arise. |

| 14 | Is furniture and equipment selected, adjusted and located appropriately? | x | | | | As need arises |
|----|---|---|---|---|---|---|
| 15 | Do we ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | x | | | | As need arises |

## Section 4: IS THE SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

*(this covers the whole school site – any specific issues will indicate the location)*

| 16A | Number of teaching rooms (classrooms, ICT rooms, music, etc) | 18 | 16A | Number of those teaching spaces which are accessible: | 18 |
|-----|---|---|---|---|---|
| 17A | Number of activity areas / social spaces – inside & out | 12 | 17B | Number of those social spaces which are accessible: | 12 |

| 4a | GENERAL | 1 | 2 | 3 | 4 | Comments for school use |
|----|---------|---|---|---|---|---|
| 18 | Are pathways and routes logical and well signed? *(both internal & external)* | x | | | | |
| 19 | Do we have emergency and evacuation procedures to alert ALL pupils? | x | | | | |
| 20 | Is appropriate furniture & equipment provided to meet the needs of individual pupils? | x | | | | |
| 21 | Do furniture layouts allow easy movement for pupils with disabilities? | x | | | | Meets current need – can be altered if required. |
| 22 | Are quiet rooms/calming rooms available to children who need this facility? | x | | | | Rainbow Room |

| 4b | GETTING TO THE BUILDING | Yes | No | N/A | Comments for school use |
|----|-------------------------|-----|----|----|---|
| 23 | Are car park spaces reserved for disabled people near the main entrance? | x | | | |
| 24 | Are there any barriers to easy movement around the site and to the main entrance? | | x | | |
| 25 | Are steps needed for access to the main entrance? *(see guidance notes)* | | x | | |
| 26 | Do all those steps have a contrasting colour edging? | | | x | |
| 27 | If there are steps, is a ramp provided to access the main entrance? | | | x | |
| 28 | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | | x | |
| 29 | Is it possible for a wheelchair user to get through the principal door unaided? *(see guidance notes)* | x | | | Automatic door button |
| 30 | If no, is an alternative wheelchair accessible entrance provided? *(see guidance notes)* | | | x | |

| 4c | INTERNAL FACILITIES | Yes | No | N/A | Comments for school use |
|---|---|---|---|---|---|
| 31 | If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? | | x | | If buzzer sounded, inner door would require staff to assist wheelchair user |
| 32 | Do all internal doors allow a wheelchair user to get through unaided? | x | x | | Fire doors – Fire Angels are used so yes as doors can safely remain open |
| 33 | Do all the corridors have a clear unobstructed width of 1.2m? | | x | | Not possible unless school rebuilt. Most are 1.15m |
| 34 | Does the school have a wheelchair accessible toilet? | x | | | 3 in main building |
| 35 | Does the block have accessible changing rooms/shower facilities? | x | | | 1 in main building |
| 4d | VERTICAL MOVEMENT | | | | |
| 36 | Does the block have more than one storey? *1 = single storey throughout  2 = single storey with some split level parts  3 = single storey with some 2/3 storey parts  4 = mainly 2 or 3 storey (see guidance notes)* | | 1 | | |
| | | Yes | No | N/A | Comments for school use |
| 37 | If the school is on more than one level, do the internal steps/stairs have contrast colour edgings? | | | x | |
| 38 | Is there a continuous handrail on each internal stair flight and landing? | | | x | |
| 39 | Does the school have a lift that can be used by wheelchair users? | | | x | |
| 40 | If we have any other sort of mechanical means provided to move between floors please state | | | x | |
| 41 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | x | | | Some classrooms have second exits with a step to outside. These routes are not the ones normally used for evacuation. If required, ramps would be put in place as has been done in the past. |
| 4e | SENSORY IMPAIRMENT | | | | |
| 42 | Are non-visual guides used to assist people to use the buildings? | | x | | |

| 43 | Could any of the décor be confusing or disorientating for pupils with disabilities? | | x | | |
| 44 | Is a hearing induction loop available (either fixed or portable) in the school? | | x | | |
| 45 | Do we have a "Soundfield" sound reinforcement system? | x | | | |
| 46 | If there is a "Soundfield" system, in what area? | | | | We have Soundfield systems installed in every classroom which can link directly to hearing systems when required |

## Plan of Action to Address any Issues Highlighted Through the Audit Above

| Issue & Reference Number | Plan of Action | Timescale | Notes | Completed / Impact |
|---|---|---|---|---|
| 11 | Headteacher to look into options for having writing information translated in to other formats, such as:<br>• Other languages<br>• Audiotape<br>• Braille<br><br>Headteacher to look into options for having information on website translated into other languages | By July 2020 | If the need were to come sooner, this would be prioritised. | |
| 31 | This issue has been looked at in the past and there is no plausible alternative available. | N/A | Access itself is not an issue, but independent use is if opening the door in a wheelchair were to be difficult. | |