Marden Primary Academy

Accessibility Audit and Plan

Updated: November 2021
Date for Review: November 2024

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled pupils are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to pupils with disabilities. Any students requiring additional support are clearly identified on entry to the school and throughout their career.

Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

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PHYSICAL ACCESS AUDIT AND PLAN

Item	Issue	RAG rating	Comments	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?		*No current issues. Staff will consider needs of individual children where specific difficulties are identified and appropriate equipment to be purchased where necessary.*	
2	Are pathways and routes logical and well signed?		*There is one main entrance to the school and all classrooms lead off one communal area. Not all classrooms are signposted so this may be an area for development.*	
3	Do you have emergency and evacuation procedures to alert all pupils?		*Fire drills are held at least termly and all pupils are made aware of the necessary procedures.*	
4	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		*Where needs are identified, additional equipment is purchased, e.g. writing slopes, specialist cushions, etc. Much of the furniture is height adjustable.*	
5	Do furniture layouts allow easy movement for pupils with disabilities?		*Classrooms are large enough for pupils of all abilities to move around freely.*	
6	Are quiet rooms/calming rooms available to children who need this facility?		*Yes, the Sunshine room and the library are both suitable to be used as quiet, calming spaces.*	
7	Are car park spaces reserved for disabled people near the main entrance?		*There is a designated car parking spaces for those holding the relevant permit.*	
8	Are there any barriers to easy movement around the site and to the main entrance?		*There are no barriers to moving around the site as it is a relatively new site and is on one level.*	
9	Are steps needed for access to the main entrance?		*No*	
10	Do all those steps have a contrasting colour edging?		*Not applicable*	
11	If there are steps, is a ramp provided to access the main entrance?		*Not applicable*	

12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		*Not applicable*	
13	Is it possible for a wheelchair user to get through the principal door unaided?		*The door is wide enough for wheelchair access and the handles on the door are of a suitable height for a wheelchair user.*	
14	If no, is an alternative wheelchair accessible entrance provided?		*Not applicable*	
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		*There is a small lobby prior to entering the main part of the building but it is spacious enough for wheelchair manoeuvrability.*	
16	Do all internal doors allow a wheelchair user to get through unaided?		*All doors around the site have been built to ensure accessibility throughout.*	
17	Do all the corridors have a clear unobstructed width of 1.2m?		*All corridors around the site have been built to ensure accessibility throughout.*	
18	Does each block have a wheelchair accessible toilet?		*Yes, there is one accessible toilet.*	
19	Does the relevant block have accessible changing rooms/shower facilities?		*Yes, the accessible shower is located within the accessible toilet room, however the water is not currently connected and there are no hand rails in the shower cubicle. There is ample room in the accessible toilet room for changing.*	
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		*Not applicable.*	
21	Is there a continuous handrail on each internal stair flight and landing?		*Not applicable.*	
22	Does the block have a lift that can be used by wheelchair users?		*Not applicable.*	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		*Not applicable.*	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		*Yes.*	
25	Are non-visual guides used to assist people to use the buildings?		*There are no such guides currently available in the setting however there are currently no children or adults who would require this type of assistance.*	*Consider implementation of non-visual guides if the need arises.*
26	Could any of the décor be confusing or disorientating for pupils with disabilities?		*Much of the décor is of neutral tone and there is limited high contrast between*	

			different areas, however there are currently no adults or children with VI who would be affected by this issue.	
27	Is a hearing induction loop available (either fixed or portable) in the school?		Yes, all classrooms have a fixed hearing loop installed.	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		Not currently, although there are no pupils or staff with a severe hearing impairment in the school.	Again, this would be considered as the need arose.

LEARNING ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		Some training has been delivered regarding specific disabilities, e.g. speech and language and related difficulties.	Provide training on general disability awareness and accessibility issues.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?		Staff are able to access training though ActivateCPD, Hoople or Local Authority channels in addition to in-house training from the SENCo or Educational Psychologist. If a child with particular needs joins the school we source specific training for the relevant staff members to attend.	
3	Do all staff seek to remove all barriers to learning and participation?		Yes, all children of all abilities are able to access all elements of curricular and extra-curricular activities.	
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		Yes, children with SEND make excellent progress at this setting.	
5	Are all children and young people encouraged to take part in music, drama and physical activities?		Yes – please see point 3, above.	
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?		This is not currently applicable but we would adapt curriculum activities as necessary.	
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?		Work is always differentiated and additional resources/equipment used where necessary.	

8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?		*Yes, although there are no children with physical disabilities in the school at present.*	
9	Do you provide access to appropriate technology for those with disabilities?		*Where necessary we have used technology as recommended by specialist teachers or other professionals. Children also have access to iPads to support their written work.*	
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		*All children's needs are catered for and they are all given the opportunity to participate, regardless of any SEND.*	
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		*Staff are offered training as and when the need arises.*	*Consider implementing a more structured cycle of training specifically around SEND.*

INFORMATION ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		*Yes. Although we do not currently have any adults or children requiring such resources we are able to link with the RNCB for advice, support and additional resources as necessary.*	
2	Do you have the facilities such as ICT to produce written information in different formats?		*We are able to photocopy information onto coloured paper and we are also able to use a large font for written information..*	
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?		*Not at present.*	*Consider making specific documents available in a range of formats.*

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To make staff aware of the technology available to ensure full access to the curriculum for all pupils.	Create guidance and share with staff/offer specific training sessions on relevant apps/software programmes	6 months	Zayla Beecham	Staff are fully aware and confident in using appropriate technology within the learning environment.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To provide information on disability awareness issues to all staff.	Share guidance or offer suitable training sessions.	12 months	Zayla Beecham	All staff have a raised awareness of issues surrounding disability.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure all children with HI/VI or PI are able to successfully access all elements of the school curriculum, using the appropriate resources to do so.	Consider purchase of additional equipment and resources.	As need arises – if pupils with such difficulties join the school.	Zayla Beecham	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all routes and pathways around the school are logical and signposted.	Create signage to signpost routes and specific areas of the school.	6 months	Stewart Morehead	All main routes and areas within the school are effectively signposted.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure anybody with a hearing impairment is able to navigate their way around the school site without issue.	Create a non-visual guide to the school using ICT resources.	18 months	Stewart Morehead or Jo Brace.	A visual guide will be available to ensure people with a hearing impairment will be able to navigate their way around the school site without support.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure the shower is fully accessible for those with physical disabilities or reduced mobility.	Water to be connected and handles to be fitted, should the need arise.	If and when a pupil or adult with such requirements joins the school.	Stewart Morehead	Shower is fully accessible and safe to use.

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SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that important information is available in a range of formats and is accessible to all.	Produce large print/easy read copies of school policies and documents. Consider braille or audio versions of information if the need arises.	12 months As need arises.	Zayla Beecham/ Liz Orton	Information is accessible to all

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To extend provision of information to students to a wider range of formats.	Consider braille or audio versions of information if the need arises.	As need arises.	Zayla Beecham	Information for students is fully accessible regardless of need.