

Accessibility Audit

1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	Y	Website		
2	Was your accessibility plan co produced with children/young people with SEND, their families and other stakeholders?	N			Parent Forums included in the communication plan this year. Accessibility plan will be sent to SEND families as part of consultation.
3	Is everyone in your setting aware of the Equality Act 2010?	Y	E&D Policy / Behaviour Policy / Harmful and Abusive Behaviours Policy / Annual Staff CPD		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	Y	Admissions data / SEND cohort data / Culture Passport Analysis		
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)	Y	Student Profiles /Mixed Ability groupings throughout school / Access to trips / visit and wider opportunities / academic outcomes		
6	Have you published your SEN information report?	Y	Website		
7	Is your SEN information report linked to the Local Offer?	Y	Website		

8	Do all staff understand the needs of the pupils/students and support them accordingly?	Y	Student Profiles / Staff CPD / Student surgeries / Academic outcomes / TOT		
9	Do you have inclusive, whole school policies, processes and practices?	Y			
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	Y	Inspire removes all barriers to access		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	Y	Target setting and review processes / Reward data		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	Y	Student voice / student panels / student tours		

2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	Y	Ramp to access main reception and all ground floor accessible from this point. First and second floor accessed by lift.		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?				
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	Y	Ramps accessible		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	N			No visible component for the fire alarm

5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	Y	There is one accessible in every toilet block throughout the site.		
6	Are calm low sensory areas available in the setting?	Y	Sensory room		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	Y	All rooms are accessible for wheelchair access		
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	Y	Storage is all at the front of the classroom behind the teaching wall to reduce clutter. Adaptations for sensory needs implemented where possible and there is access to a sensory room if required.		
9	Is furniture and equipment selected, adjusted and located appropriately?	Y	height adjustable tables in Science and DT / specialist seating for identified students accessible in each floor		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	N/A			
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	N/A			
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	N	Students with communication and learning difficulties have personalised timetables which will include visuals. No visually impaired students at present		

			requiring this level of support.		
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	Y	In DT, these are highly visible.		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	Y	Student voice captures views about changing / toilets		

3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	Y	Personalised to the event		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	Y	Student council analysis / student leaders analysis		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	Y	All SEND students access all trips and visits where requested / High levels of supervision at social times and designated Hub space for SEND students		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	Y	Financial support available for all families with regards to uniform and trips		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	Y	SENCO visits every primary school setting and triages. SENSO follow up with 1-1 visits and parental meetings. Specific Youth Club for SEN pupils.		

6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	Y	2 minute pass allows a student to leave class early to reach their next lesson. Some students escorted by TAs. Lift key for those pupils who need it.		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	Y	Discover groups / TFTF / WMIM / ICE programme / 1-1 sessions with pastoral staff		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	Y	EHA assessment analysis / SEND attendance analysis monitored weekly. Attendance mentors work closely with targeted families/Follow the Attend framework.		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	Y	House system / Tutoring / ICE programme / E&D champion		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	Y	SENSOs follow up with individual phone calls and communication with regards to specific planning		

4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	Y	Access to broad curriculum / Discover pathways still retain academic rigour and transition to post 16 provision implemented for all.		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	Y	Part of staff Universal CPD / Regular student surgeries for teaching staff		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	Y	School production highly inclusive.		
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	Y	Specific Discover group provision / Collaboration between SENCO and HOF		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	Y	EHCP Reviews / SEN support outcome reviews/ Options meetings		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	Y	EHCP Reviews / SEN support outcome reviews/ APDR system created for ASD/ ADHD referrals		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	Y	EHCP Reviews / SEN support outcome reviews/ APDR system		

			created for ASD/ ADHD referrals		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	Y	Academic progress data		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	Y	EHCP too complex to compare. SEN K above national for Open bucket		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	Y	Homework set online and access is supported through individual family support and access to Homework club. Individual SEND students have reasonable adjustments from class teachers. SEN pupils of high need invited to SEN specific homework club. Additional support offered in hub where needed.		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	Y	Learning supervisors which do internal cover have access to the same CPD as staff. LSAs are a vital resource in such circumstances.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	Y	PPA		

			HLTAs who teach Discover groups have additional time		
13	Do pupils/students with SEND have access to appropriate information technology?	Y	Built into the curriculum and access checked for supporting home learning		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	Y	Additional adults have monitoring in place to verify through rigorous QA/ appraisal system and induction/ mentors for new staff.		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	Y	Inc. liaison with HI team on apparatus when needed.		

5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Y	Website or hard copy from main reception		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS)?	Y	Parents who are facing complex issues/ needing additional support are directed to this as part of SENCO advice. Local Offer website also offers this as an option.		

3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	Y	Some stakeholder views have been sought		
4	Do you hold review meetings etc at times when parents are able to attend?	Y	Attendance at reviews is good- these are adapted to fit parent needs- priority is always on ensuring parents can attend.		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	Y	EHCP in person, SEN K survey option. Clear communication channels within SENSO set up.		
6	Is information available in a variety of languages?	Y			
7	Is information available in a variety of formats including <ul style="list-style-type: none"> - 'easy read' - large print - symbols - audio? 	N			This would be as and when it was required, all have been provided in the past with regards to specified parents and needs.
8	Are staff familiar with IT used to share information with people with disabilities?	Y	All staff Google educator trained and use high levels of ICT. Support for parents is provided.		
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	Y	Trusted adult system within SEN dept as additional when needed to universal structures.		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	Y	Link on website. Social media regularly shares events		

11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Y			
12	Do you use the Local Offer to keep up-to-date with SEND developments?	Y			

APPENDIX A
Detailed Physical Access Check List

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

1 of 9: Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	Y		
2	Is the building within convenient distance of public transport?	Y		
3	Is the building within convenient distance of car parking?	Y		
4	Is the route clearly marked/found?	Y		
5	Is the route free of kerbs?	Y		
6	Is the surface smooth and slip resistant?	Y		
7	Is the route wide enough?	Y		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
9	Is it adequately lit?	Y		
10	Is it identified by visual, audible and tactile information?	N		
11	Is there car parking for people with reduced mobility?	Y		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
13	Is the car parking as near the entrance as possible?	Y		
14	Is the car parking are suitably surfaced?	Y		
15	Is the route to the building kept free of snow, ice and fallen leaves?	Y		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	Y		

2 of 9: Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	Y		
2	Is it wide enough and suitably graded?	Y		
3	Is the surface slip resistant?	Y		
4	Are there kerbs and are there edges protected to prevent accidents?	Y		
5	Are there handrails to one or both sides?			Both sides (steps up to main reception)
6	Are there (alternative) steps & ramp	Y		
7	Identified by visual/tactile information?	N		
8	Are there handrails to one or both sides?			
9	Are ramps and steps adequately lit?	Y		
10	Are treads and risers consistent in depth and height?	Y		
11	Are all nosings marked and/or readily identifiable?	Y		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		

3 of 9: Entrances – including Reception

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	Y		
2	If glass is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
4	Does it have a level or flush threshold, and a recessed matwell?	Y		
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
7	Can the door furniture be used at both standing and seated height?	Y		
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> • Delayed closure action? 	Y		

	<ul style="list-style-type: none"> • Slow-action closer? • Minimal closure pressure? 			
10	If the door is power-operated does it have visual and tactile information?	N		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
13	Do lobby layouts enable all users to clear one door before going through the next?	Y		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	N		
15	Does the lighting installation take account of the needs of visually disabled people?	Y		
16	Are floor spaces <ul style="list-style-type: none"> • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre 	Y		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
19	Is it fitted with an induction loop?	N		
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?	N		

4 of 9: Horizontal Movement and Assembly

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Y		
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?	Y		
6	Are there visual clues for orientation?	Y		
7	Do floor surfaces: <ul style="list-style-type: none"> • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation? 	Y		
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?	Y		
9	Are there tactile signs and information for those with impaired vision?	Y		
10	Is the maintenance of these items checked regularly?	Y		
11	Is lighting designed to meet a wide range of needs?	Y		
12	Is sufficient circulation space allowed for wheelchair users?	Y		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
15	Are all areas for assembly/meeting equipped with an induction loop system?	N		

5 of 9: Doors

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	Y		
2	If glass, are they visible when shut?	Y		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
4	Does the clear opening width permit wheelchair access	Y		
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?	Y		
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure? 	Y		
10	Is door/mechanism function checked regularly?	Y		

6 of 9: Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	Y		
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?	Y		
4	Are all door fittings/locks easily gripped and operated?	Y		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
6	Is provision made for wheelchair users in disabled toilets?	Y		

7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Y		
8	Is the location clearly signed?	Y		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?	Y		
11	Is there an emergency call system and is someone designated to respond?	Y		
12	Can the emergency call system be operated from floor level?	Y		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		
14	Are the fittings arranged to facilitate these manoeuvres	Y		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	Y		
19	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?	Y		

7 of 9: Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	N		Hearing difficult in dining hall
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?	Y		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
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?	Y		
6	Are all relevant locations clearly signed?	Y		

8 of 9: Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		N	
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
3	Are there large-print versions of information about the building/activities available?		N	
4	Is there braille information available for people with visual disabilities?		N	

9 of 9: Means of Escape

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		N	
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
4	Is the evacuation strategy checked regularly for its effectiveness?	Y		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	Y		
6	Are all fire warning devices and detectors checked routinely and regularly	Y		