**Accessibility Audit and Plan 2016**

This Audit and Plan covers all three main strands of the planning duty:

**Physical access – improving the extent to which disabled students 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 screens or keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as specialist pens and pencils.

Constraints – Meadowside Community Primary School will take all reasonable measures to ensure access. However, financial, practical and design constraints do apply.

**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.

**Access to information – improving the delivery of information to students with disabilities.**

Any students requiring additional support are clearly identified on entry to Meadowside Community Primary School and throughout their time at school. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

**Physical access audit and plan**

| ITEM | ISSUE | YES | NO | N/A | ACTION PLAN |
|---|---|---|---|---|---|
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | X | | | |
| 2 | Are pathways and routes logical and well signed? | X | | | |
| 3 | Do you have emergency and evacuation procedures to alert all students? | X | | | |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | X | | | |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | X | | | |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | X | | | |
| 7 | Are car parking spaces reserved for disabled people near the main entrance? | X | | | |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | | X | | |
| 9 | Are steps needed for access to the main entrance? | | X | | There is also a ramp to the main entrance. |
| 10 | Do all those steps have contrasting edging? | X | | | |
| 11 | If there are steps, is a ramp provided to access the main entrance? | X | | | |
| 12 | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | X | | | |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | X | | | |
| 14 | If no, is an alternative wheelchair accessible | | | X | |

| # | Question | Yes | No | N/A | Comments |
|---|----------|-----|----|----|----------|
| | entrance provided? | | | | |
| 15 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? | X | | | |
| 16 | Do all internal doors allow a wheelchair user to get through unaided? | X | | | |
| 17 | Do all the corridors have a clear, unobstructed width of 1.2m? | X | | | |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet? | X | | | One at the infants side of building and one at the juniors. |
| 19 | Does the relevant block have accessible changing rooms/shower facilities? | X | | | Infants side. |
| 20 | If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings? | | | X | |
| 21 | Does the building have a lift that can be used by wheelchair user to allow access to different levels? | | | X | |
| 22 | Is there a continuous handrail on each internal stair flight and landing? | | | X | |
| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. | | | X | |
| 24 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? | X | | | |
| 25 | Are non-visual guides used to assist people to use the buildings? | | X | | Would require specific risk assessment based on individual need. |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | X | | | Risk assessments and adjustments are made based on individual needs. |
| 27 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | X | | Any hearing impaired children and adults are accompanied and would be visually notified. |
| 28 | Is a hearing induction loop available (either fixed or portable) in the school? | | X | | Would require specific risk assessment based on individual need. |

**Learning access and audit**

| ITEM | ISSUE | YES | NO | N/A | ACTION PLAN |
|------|-------|-----|-----|-----|-------------|
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | X | | | Training is reviewed annually. Staff are informed and supported to manage individual needs. |
| 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? | X | | | |
| 3 | Do all staff seek to remove all barriers to learning and participation? | X | | | |
| 4 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | X | | | |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? | X | | | |
| 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? | X | | | All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need. |
| 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? | X | | | |
| 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? | X | | | |
| 9 | Do you provide access to appropriate technology for those with disabilities? | X | | | Specific assessments to be carried out based on individual needs. |

**Information access and audit plan**

| ITEM | ISSUE | YES | NO | N/A | 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? | | X | | Specific assessments are based on individual need. |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | X | | | |
| 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? | X | | | |