



## Accessibility Audit and Plan

Prepared by: Pauline Brett

Approved by: Sister Susan, Vice Chairperson and SEND Governor

Date of Completion: Autumn 2022

Next Review: Autumn 2025

Audit					
Basic Access Audit – St. Andrew’s Catholic Primary School	1 = Yes completely	2 = Almost. Working towards meeting the guidance	3. Partially	4 = Not considered yet	Comments
Disability Awareness/Training					
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		All staff are AET (Autism Education Trust) trained in Good Autism Practice and the Head Teacher trained in Leadership of Autism. SENCo to be trained in the Leadership of Autism. Those children who have hearing and visual impairments are supported and advised by specialist agencies.			An inclusive ethos is at the heart of all that we do and the training we provide for staff.

		<p>Staff continually seek to identify how to recognise and support children with disability issues.</p> <p>At least termly CPD for staff in the 4 areas of need and national and local updates.</p>			
<p>Do you have any arrangements for teachers/ TAs to have the necessary training to teach and support pupils with disabilities?</p>		<p>The SENCo will identify specialists to provide the year group teams with training to support a child with an identified disability.</p> <p>Ongoing Coaching and CPD to support less experienced staff and where new needs are identified.</p> <p>Ongoing CPD linked to universal provision and most recent research at least termly.</p>			<p>Parents and carers have great expertise and knowledge about their child's disability so school will always speak to them first to provide key information.</p>
<p>How does St. Andrew's Catholic Primary School deliver the curriculum?</p>					
<p>Do all staff seek to remove all barriers to learning and participation?</p>		<p>All staff and SENCo work in collaboration as they seek remove barriers to learning and participation.</p> <p>Regular training and coaching is undertaken to support this.</p> <p>Specialist assessments completed by SENTAA ensure full understanding of learning profiles.</p> <p>Engagement and</p>			

		<p>referrals to Occupational therapy and the SISS PI team to support children with physical needs. Engagement with SISS sensory impairment team ensure any equipment needed is accessed. Full consideration given to extra curricular activities to ensure access for all. SEND given consideration through intent of curriculum.</p>			
<p>Is teaching appropriately differentiated to meet individual need so that good pupil progress is made?</p>		<p>Yes Collaborative learning – the Kagan Four – is pivotal for teachers to differentiate teaching and learning. Teachers' accurate assessment of progress enables them to tailor learning to the individual child. Adaptive teaching and scaffolding is used to ensure high expectations of all learners and Rosenshine principles used.</p>			
<p>Do staff provide alternative ways of giving access to experience or understanding for those pupils with disabilities who cannot</p>		<p>The PE Lead is currently reviewing the school's PE curriculum and programmes of work.</p>	.		<p>Support and intervention is provided and these might include adapting tasks and using resources if reasonably possible,</p>

engage in certain activities e.g some forms of PE?		She is working with the SENCo to ensure that access is given to those pupils with disabilities. Advice sought from the PI team and OT to seek adaptations to activities where needed. Curriculum planned to be inclusive. Specialist equipment purchased where needed. Audit of motor interventions taking place. Recommendations from OT implemented.			giving simple instructions, pre-teaching children specific vocabulary, pre-teaching a skill, using visual prompts, scaffolding tasks for a pupil to understand step-by-step how to achieve the intended outcome.
Are all pupils encouraged to participate in music, drama and physical activities?	1	All pupils are encouraged and supported to participate fully across the curriculum.			
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	2	Training is provided to staff to ensure that the curriculum is inclusive to all pupils who attend St. Andrew's. Reasonable measures are taken to ensure that any adaptation is made where required.			For pupils who have visual and hearing impairments, it is important to ensure that they are seated at the front of the room at all times. For pupils with a physical disability, reasonable adaptations can be made to their environment. Larger font will be provided for a pupil with visual impairment.
Is provision made for access to appropriate technology for pupils with a disability?	2	For those children with a diagnosis of dyslexia, visual impairment where it is imperative			Pupils with disability will be assessed, on an individual basis, to identify how greater

		they have access to larger font for their learning and for other individual needs. Access to technology is provided.			access to technology will ensure good progress and underpin their development.
Are school trips, including overseas, made accessible to all pupils irrespective of attainment or disability?	1	Yes.			Individual risk assessments will always be undertaken when required to ensure both that all safety measures are in place and that reasonable adaptations can be made. School always talk with parents or carers.
3. How does St. Andrew's Catholic Primary School deliver the curriculum and other activities in alternative formats if needed?					
Do you have arrangements in place to provide information, symbols, large print, audiotape or other provision for pupils, prospective pupils and their parents/ carers, staff and visitors who may have difficulty with standard forms of printed material?		Yes. Pupils with a visual impairment always have their work enlarged and specified fonts are used. Other reasonable arrangements and provision can be made according to an individual's disability.			
Do you have the facilities, such as IT, to produce written information in different formats?		Yes. We use widget as a visual communication method for pupils.			
Is furniture and equipment selected, adjusted and located appropriately?	Yes				
Do you ensure all staff are familiar with technology and		Yes			

practices developed to assist people with disabilities?					
Is your school premises accessible to meet the needs of all your pupils? All areas of the school have been audited, including outside spaces.	Yes				
Are pathways and routes logical and well signed? (both internal and external)					An environmental audit is to be undertaken autumn term 2 2022 and recommendations acted upon.
Do you have emergency and evacuation procedures to alert ALL pupils/ staff?	Yes. Regular evacuation practices are undertaken and adaptations made where required. PEPs and Risk assessments created where needed				
Is appropriate furniture and equipment provided to meet the needs of individual pupils?	Yes. Where reasonable possible, this is done.				
Do furniture layouts allow easy access and movement for all disabled pupils?		Yes			
Are car parking spaces for disabled people available near to the main entrance of the school building?	Yes. There is one dedicated disabled car parking space directly opposite the main entrance.				
Are there any obstacles to easy movement around the site and main entrance?			The site is built on a gradient so KS2 pupils' entrance is accessible on the rising gradient.		
Are steps required to access the main entrance?	No steps are required to access the main entrance.				

Do all of those steps have a contrasting edging strip?	Internal steps have a contrasting edging strip.				
If there are steps, is there a ramp available if required?				A ramp would need to be made available.	
Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?				Adaptions are required for this.	
Is it possible for a wheelchair user to access the building without assistance?					All doors are manually operated.
If there is a main entrance lobby, can a wheelchair user negotiate the doors?				Both doors are manually operated.	
Do all internal doors allow a wheelchair user to get through unaided?					This will be explored further during environmental audit in Autumn 2.
Do all corridors have a clear and unobstructed width of 1.2m?	Yes				
Is there a wheelchair accessible toilet?	Yes, there are two available. One for a pupil in Reception and KS1, one for access in KS2.				
If there is more than one storey, do all steps have contrasting edging?	Yes				
Is there a continuous handrail on each internal stair flight and landing?					Adaptations are required.
Is there a lift that can be accessed by a wheelchair user?					There is no requirement for a lift in school.
Is there another mechanical means available to move	Yes. There are two short flights of stairs in KS2				

between floors? If so, please state what...	and both of these have wheelchair lift access.				
Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		A wheelchair user is able to exit the building on all levels. Two exit doors require a special ramp.			
Are non-visual guides used to assist people to use the buildings?				This will be considered when appropriate	
Could any of the décor be confusing or disorientating for pupils with disabilities?		School has worked alongside the SALT to ensure that extrinsic stimulus is reduced to ensure environments are conducive to learning.			
Is a hearing induction loop available (either fixed or portable) in the school?				If a child required a hearing induction loop all reasonable adaptations would be made.	
Do emergency alarms cater for those with a hearing impairment?	Yes. When the alarm sounds – there are also red flashing lights to accompany the alarm.				
Persons Completing:	Pauline Brett				Date: Autumn 2022

