

Accessibility Audit and Plan



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| School: | Woodford Church of England Primary School |
| Address: | High Street, Kettering, NN14 4HF |
| Website: | https://www.woodford.northants.sch.uk |
| Phone number: | 01832 733221 |
| Principal: | Lee Donovan ldonovan@woodford.northants.sch.uk |
| SENDCo: | Donna Warren dwarren@woodford.northants.sch.uk |
| Site & Facilities: | Rob Alexander ralexander@neneeducationtrust.org.uk |

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| Audit completed by: | Karen Stevenson, Trust SEND Lead, kstevenson@neneeducationtrust.org.uk Justin Maling, JMaling@redwellprimary.co.uk |
| Audit and plan date: | 26.01.2023 |
| New audit and plan due: | 26.01.2026 |

This report can be provided in large print on request or read with a ReaderPen.

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Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

1. Executive Summary

An Accessibility Audit of Woodford Church of England Primary School took place on 26.01.2023. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Principal, Lee Donovan and Justin Maling, Estates Team. Further information was obtained from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- The fence has been replaced so this now provides a more secure barrier.
- All signs have an accessible font and appropriate capitalisation.

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (January 2026) to identify additional progress made and next steps to further promote accessibility.

2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:

- the previous audit (2019)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 26.01.2023
- discussion with the Principal and SENDCo

3. Constraints and Limitations to the audit

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No liability is accepted by the Nene Education Trust for any use of this report, other than for the purposes for which it was originally prepared and provided.

Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010/ Disability Discrimination Act (DDA) but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments" in order to achieve this in

the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of 'best practice' and 'reasonable' will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sought for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

4. Contextual Background to the school

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Woodford is a large village in Northamptonshire, England on the banks of the River Nene. It has a population of 1,461 (2011 census), is a civil parish, and is in the North of the county. It is within the Kettering district which is a market and industrial town. Woodford is 2 miles west of Thrapston and 7 miles east of Kettering between junctions 11 and 12 of the A14. Bus services are infrequent but there are links to Kettering and Wellingborough. The nearest civilian airports are Luton (approx. 60 miles) and East Midlands (both approx. 60 miles).

Woodford Church of England Primary School is a small village school set in large grounds. It is single storey with fields and a playground at the back. There are two pedestrian entrances that are separate from the vehicular access. There is disabled parking in the car park with a ramp to assist a wheelchair user access the school grounds. The rest of the grounds are easily accessible. The main entrance is automatic and easily located. There is an accessible toilet. There is a nursery and reception area with enclosed play area and then 3 further open classrooms (Year 1- Year 6). The school is part of the Nene Education Trust.

The school's aim is for every child to flourish. They value the pursuit of knowledge, doing the right thing, leadership and teamwork. They promote a vision for a calm and purposeful environment where every child has the ability to be a shining star.

"Shine among them like stars in the sky" Phil 2:14-16.

This enables the school community to celebrate each child as an individual and to support them to nurture their uniqueness, passions and talents. The school encourages an understanding of faith and culture in a diverse world, and reflect upon the Christian values of joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control as they are an integral part of our culture.

They also believe in the power of the community and that together, they have a collective responsibility to help people feel inspired, feel safe and end the day being fulfilled by what they have experienced.

Admissions are managed in accordance with the Schools Admission Code (September 2021), compliance with which is also required by virtue of NET's Funding Agreement with the Secretary of State for Education. They are facilitated through the North Northamptonshire Council who manage the Trusts admissions and appeals process. The Ofsted rating of the school in 2016 was 'good'.

There are 109 pupils on roll aged from 2-11. The school PAN is 105 with an additional 22 places available in nursery for 2-4 year olds. There are 15 SEN pupils which represents 12% of the school roll and 17 pupils registered for Pupil Premium (15%). 2 pupils have English as an additional language (2%).

The SENDCo, Mrs Donna Warren, has been in post since April 2022. She has a wide range of SEND knowledge and is looking to complete her NASENCo over the next few years. She meets regularly with the Principal to ensure that SEND has a high priority within the school's development plan.

The arrangements for safeguarding are effective. The headteacher makes sure that staff receive the appropriate training so that they know what to do to raise any concerns they have. Pupils say that someone would listen to them if they were worried and they feel safe in school, a view supported by their parents. Pupils feel safe in school. They are confident that someone will take good care of them.

Ofsted, 2016

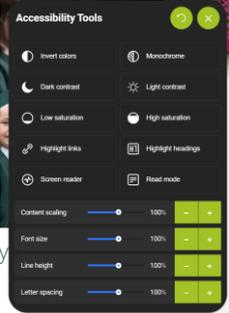
5. Audit Findings

5.1: Ratings:

- Exemplary - Highly effective, exemplary or innovative practice that fully supports accessibility for all pupils, staff and visitors.
- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.

5.2: Access to Information

| Audit area: | Audit findings | Rating: | Suggestions to improve/ solve: | Example of good practice |
|---|---|-------------------------|---|--------------------------|
| Staff training on equality and disability | Trust staff training completed 2021-2022 on equality and diversity, provided by external trainer. Medical training, such as, autoinjector, diabetes training is sourced as needed. SEND CPD is offered through ongoing meetings with teaching staff and there is some whole staff SEND training. Trust training has been provided on the four areas of SEND for all teaching staff. | Compliant | Ensure on-going training is scheduled into the CPD cycle. | |
| Staff knowledge of technology and support strategies for assistance | Staff are trained to use specific technology such as hearing aids and individual portable loops. Staff would contact the SENDCo for individual support if this was required. | Improvement recommended | Staff training ensures staff are aware of technology which can be used to support e.g. mirroring/ magnifying, text to speech/ immersive reader. | |
| Arrangements for providing adaptive materials e.g. large print, digital | This is provided as required and would usually be an enlarged copy through the photocopier or text enlarged and then printed for paper copies. | Improvement recommended | Keep an enlarged version of visitor information e.g. safeguarding information to provide if | |

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| | <p>The website allows for enlargements through the accessibility tool and enlargements can be made using the IWB in classrooms. There is an induction loop sign but staff are unaware whether this is looped.</p> | | <p>requested. Have a clear plan of how accessible information would be provided if requested.</p> <p>Re-connect hearing loop.</p> |  <p>HEARING LOOP INSTALLED Switch hearing aid to T-coil</p> |
| <p>Website and social media accessibility</p> | <p>The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems supports accessibility. Colour has been used with care and forms have been designed for accessibility. There is an accessibility tool on the website (see good practice example).</p> | <p>Exemplary</p> | <p>Investigate the use of QR codes to access relevant information and QR voice for important messages that you have displayed.</p> |  <p>Accessibility Tools</p> <ul style="list-style-type: none"> Invert colors Dark contrast Low saturation Screen reader Content scaling Font size Line height Letter spacing Monochrome Light contrast High saturation Highlight headings Read mode |
| <p>Complaints procedure</p> | <p>Up to date Trust complaints policy uploaded to the school website.</p> | <p>Compliant</p> | | |

5.3: Access to Site and Facilities

Approach to the school site:

| Audit area: | Audit findings | Rating: | Suggestions to improve/ solve: | Example of good practice |
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| <p>Access to the site e.g. public transport routes</p> | <p>The nearest bus stop is 100 metres to the left as you look at the school.</p>  <p>Zig zag markings remain clear on the entrance to the school. There are no kerbs leading onto the school grounds.</p>  <p>The pathways leading into the school are uneven with some pot holes and loose stones.</p> | <p>Improvement recommended</p> | <p>Provide details of how to access the school via public transport. Add a google maps links.</p> <p>Contact can be made with the council to resurface the entry pathways.</p> |  |
| <p>Parking facilities including disabled parking</p> | <p>There is no parental parking available on site so no requirement for disabled parking.</p> | <p>Improvement recommended</p> | <p>Consideration to be given of whether directional signage to</p> | |

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| | <p>There is a disabled bay within the school carpark and the school speak with parents if they require use of this.</p>  <p>A ramp is available for wheelchair use. The bay is marked out correctly but there is no sign in front of it.</p> | | <p>the disabled bay is needed if this is to be offered to parents/visitors routinely, rather than by arrangement.</p> <p>Add a sign in front of the disabled bay for clear signage, for example, when snow covers the bay markings</p> |  |
| <p>School perimeter e.g. gates, fences</p> | <p>The site is currently reasonably secure. There is secure fencing and natural perimeter (hedges) enclosing the site.</p>  <p>Additional visual boundaries are also put into place, such as a barrier, so children do not pass in front of the hedge, additional fencing surrounds the EYFS outdoor area.</p> | <p>Improvement recommended</p> | <p>Gaps between fencing and the floor should be investigated to ensure these are small enough to ensure entry and exit to the site is controlled.</p> <p>Extend secure fencing around the whole school site where currently natural boundaries are in place.</p> | |

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| <p>Signage</p> | <p>Signage into the school is lower case, written in a clear font with good colour contrast.</p>  | <p>Exemplary</p> | | |
| <p>Entry to the school</p> | <p>Once onto the school site there is a separate pedestrian and vehicle entrance.</p>  <p>Parents are reminded via the whole school newsletter about safe parking. A 5mph speed limit is advertised.</p>  | <p>Improvement recommended</p> | | |

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| |  <p>The pedestrian entrance has a raised edge. A sign indicates that a ramp is available.</p> <p>In the day, the route is mostly free of shadows. The onsite lighting is limited and it is reported that in the dark, visibility on the walkway is limited.</p>  | | <p>Add a sloped edge to the main pedestrian entrance to allow instant access for wheelchair users.</p> <p>Consider additional low-level lighting to ensure the pedestrian walkway is clear for site use in the dark.</p> | |
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On the school site:

| Audit area: | Audit findings | Rating: | Suggestions to improve/ solve: | Example of good practice |
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| Signage into the school | Signage into the school is clear and at good level to direct visitors to the main entrance. | Compliant | |  |

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| |  <p>A lower case font is used and lettering is clear.</p>  | | | |
| <p>Movement around the site</p> | <p>There is free access from entry to the site to the main entrance.</p> | <p>Compliant</p> | | |
| <p>Ramps and entry doors</p> | <p>There are no ramps to provide entry onto the site. A disabled button activates the automatic doors to enter the school lobby. To enter the school, you pull the doors or ring the doorbell for access. Clear signage to explain entrance would be useful.</p>  <p>The entry doors have contrasting colour handles to the frame but these merge with the design on</p> | <p>Improvement recommended</p> | <p>Use signage to explain how to gain entrance into the lobby area.</p> <p>Use a different colour for the door handles to create a greater contrast.</p> |  |

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| | <p>the doors so would be more visible in a different colour.</p>  <p>There is a raised ledge into the school lobby. A portable ramp is situated in the lobby for use.</p>  | | <p>Allow a smooth gradient to the door entrance for wheelchair use or provide signage to indicate ramp availability.</p> | |
| <p>Playground surfaces including drainage</p> | <p>The playground surface is mainly smooth and accessible. There are some dropped and broken drain grates.</p>   <p>The door exits onto the playground have a small step.</p> | <p>Improvement recommended</p> | <p>Broken grates to be replaced. Yellow edging to be painted around the drains to make these more visible.</p> <p>Yellow nosing (2 inch strip) to be added to steps. Ensure door mat is secured for safe entry</p> | |

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| |  | | <p>and exit through the door.</p> | |
| <p>Outside space/ Recreational equipment</p> | <p>A range of equipment is available with a suitable surface. There are extensive grounds for the children to use. A quiet area is also available with a ramped entrance to ensure it is accessible for all.</p>  <p>In the Early Years outdoor area, the playground surface is uneven with noticeable gaps in the surface around some of the surface markings.</p>  | <p>Improvement recommended</p> | <p>Complete an audit of the outdoor reception area floor surface to follow recommendations to make this accessible (and also safe).</p> | |

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| | <p>There is a raised edge to enter the outside area..</p>  | | <p>A nosing (yellow – 2 inch strip) should be added to the step. Ideally, a smooth gradient slope would be created to enter the outside area.</p> | |
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In the school building:

| Audit area: | Audit findings | Rating: | Suggestions to improve/ solve: | Example of good practice |
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| <p>Main reception facilities</p> | <p>The sign in desk is at an accessible height with a manual sign in book for visitors to the school. A hearing loop sign is displayed but it is unclear if this is working.</p>  <p>There is a doorbell to use if no-one is in the office.</p>  <p>The initial lobby area to sign in is secure to the rest of the school</p> | <p>Improvement recommended</p> | <p>Re-connect the hearing loop.</p> <p>Add signage to the doorbell so visitors know when to use this. Move to an accessible height.</p> | |

and there is space for a wheelchair to wait. Once through the lobby area, there is a library and waiting area, again secure from the hall/classrooms. The furniture layout leading from the lobby to the rest of the school restricts the access. The available distance would not be wide enough for a wheelchair although the seating benches are easily moved.



There is an armed tub chair for visitors waiting but this could be difficult for someone to be able to get up from. There is space in the waiting area for a wheelchair.



Re-configure furniture to allow for wheelchair access through the waiting area (1.2m width required).

Consider adding a chair with arms in the waiting seated area.



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| <p>Internal signage</p> | <p>Where used, internal signage is clear and in appropriate colours and font. Classrooms/areas could be more clearly signed. When doing this a uniform approach to class signage will support anyone with a visual impairment.</p> | <p>Improvement recommended</p> | <p>Add uniform internal signage for classes and specific areas where this is helpful.</p> |  |
| <p>Accessible toilets & changing facilities</p> | <p>There are two toilets which are stand alone and gender neutral. There is currently only an ambulatory toilet available.</p>  <p>The taps within the toilets are twist rather than lever which are easier to use. The floors within the toilets are slip resistant. The door handles into the toilets should be updated to d-shaped handles. The children's toilets have sensor taps and are appropriate in height and layout.</p> | <p>Improvement recommended</p> | <p>As the Equality Act 2010 safeguards the rights of all disabled people in the UK which includes the sanitary facilities that are provided, it is strongly recommended that the ambulant toilet is converted to a full disabled toilet with associated facilities and alarm warning cord. Signage can then be used to indicate where the disabled toilet is.</p> |  |
| <p>Medical facilities</p> | <p>There is no designated medical room but there are first aid stations which are clearly marked.</p> | <p>Compliant</p> | | |

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| |  <p>Medical plans are in place for pupils who need these.</p> | | | |
| <p>Movement in the school building, including corridors, stairs, lifts, evacuation routes</p> | <p>Generally, movement through the school is accessible (see note regarding entrance corridor). There are no stairs or lifts in the building. Checks are made to ensure routes are clear and free of slip and trip hazards. There is a step into the EYFS cloakroom area and exit to the playground. The floor is a contrasting colour but this is becoming faded.</p>  | <p>Improvement recommended</p> | <p>Add a nosing to show a clear change in level on the door threshold.</p> | |
| <p>Teaching spaces including furniture, equipment and decor</p> | <p>Classrooms are mostly spacious with good movement around them. They are decorated in neutral colours with sufficient contrast between doors/ walls/ floors.</p> | <p>Compliant</p> | | |

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| |  <p>All classrooms have IWBs and blinds fitted where these are needed.</p> | | | |
| <p>Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces</p> | <p>As the school is quite small there are only a few break areas. The library can be used as a quiet space and there is an intervention room which can also be used for a calming space. The staff room is kept for adult use only and has a table and chairs.</p>  | <p>Improvement recommended</p> | <p>Add a chair with arms in the staff room for accessible use.</p> |  |
| <p>Hall/ dining room and catering</p> | <p>Meals are cooked off site and brought in for serving. There is an accessible height counter for trays and staff are available to support younger children.</p>  | <p>Compliant</p> | | |

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| | The dining area is wheelchair accessible. | | | |
| Lighting | High frequency lights are installed. Blinds are fitted in the classrooms to reduce glare with blackout blinds within the nursery area for children having a sleep. | Compliant | | |
| Doors | <p>Doors have contrasting colours for frames and handles.</p>  <p>Classrooms are open plan without doors. Where there are doors, vision panels are kept clear.</p>  <p>Some door handles are not D-shaped e.g. staff toilets</p> | Improvement recommended | <p>Replace door handles on a rolling maintenance programme so they are all D-shaped.</p>  | |
| Emergency Evacuation (PEEPs) and Lockdown procedures | Fire drills and evacuations are completed half-termly and there is a fire risk assessment in place. Fire extinguishers are suitably wall mounted around the school and serviced annually. | Improvement recommended | | |

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| |  <p>PEEPs are not currently in place for any pupils.</p> | | PEEPs to be put into place for pupils where this is needed. | |
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5:4: Access to Education

| Audit area: | Audit findings | Rating: | Suggestions to improve/ solve: | Example of good practice |
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| Suitable qualifications of staff | <p>The SENDCo was new to role in April 2022. She is suitably experienced and will look to complete the NASENCo in the future.</p> <p>All staff receive on-going SEND training. Individual staff also receive training to support specific pupil needs where this is required.</p> | Compliant | Note: SENDCo to complete accreditation if in role up to 3 years. | |
| School leadership and staffing | <p>The SDP includes SEND objectives. The SENDCo isn't a member of the SLT but has bi-weekly meetings with the Principal to review and forward plan.</p> <p>Additional staffing is in place to support pupils with additional needs. All pupils are equally valued.</p> | Compliant | | |

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| <p>Admission process including transition</p> | <p>Admissions information is available on the website as well as within the SEN information report. Pre-admission meetings are held with pupils, parents and professionals as appropriate for children with SEND to ensure arrangements are in place. Visits to the school are encouraged. Transition meetings include supported visits and meetings to ensure a full handover of information. Nursery settling visits are encouraged with personalised transition as needed for each child.</p> | <p>Compliant</p> | | |
| <p>Safeguarding</p> | <p>Safeguarding in the school has been externally audited in June 2022 and was found to be good. Policies are available on the website and all staff receive ongoing safeguarding training. The school site is safe and visitors to the school must sign in and where a lanyard (green or red depending on DBS). The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team.</p> | <p>Compliant</p> | | |
| <p>Pupils with temporary, emerging or sustained health needs</p> | <p>Health plans are put into place for pupils who need them. They are co-produced with parents,</p> | <p>Compliant</p> | | |

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| | pupils and staff using medical advice. Training is provided for staff as needed e.g. auto injector training, diabetes training. Risk assessments are used as required. | | | |
| Access to the curriculum | The curriculum is designed so that it is accessible for all. A variety of teaching styles are used to support access for all learners and whole class, group and individual learning experiences are made available in all classes. The Early Years Curriculum is used followed by the national curriculum, supported by the Cornerstones curriculum. | Compliant | | |
| Additional adjustments for pupils with SEN and/ or disabilities | Adjustments are made as required and equipment is available to support this access. Systems such as a hearing transmitter and receivers are used to support individual children. Adaptive teaching is used and scaffolds are put in place to support pupils. | Compliant | | |
| Educational trips and visits | Educational visits are arranged for children throughout the school. These are risk assessed and adjusted to ensure they are inclusive. Parents/ carers may be asked to support if this is in the child's best interest. Financial support can also be offered. | Compliant | | |

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| | Recent trips have included visiting Chester House for Year 3 and 4. | | | |
| Pupil outcomes | SEND pupils make good progress against their Individual Learning Plan (ILP) targets. Interventions and additional adult support is put into place to maximise the outcomes for SEND pupils. External professional advice is sort to ensure the provision in place for pupils is suitable and leads to good progress. | Compliant | | |

6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 Key

Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

6.2 Action Plan

| Access to Information: | | | | | | |
|---|--|-----------|---------|-----------------------------|---------------------|-----------------|
| Audit area: | Suggested Actions: | Priority: | Budget: | Target date for completion: | Responsible person: | Date completed: |
| Staff knowledge of technology and support strategies for assistance | Staff training ensures staff are aware of technology which can be used to support e.g. mirroring/ magnifying, text to speech/ immersive reader. | C | 0 | Summer term CPD | LD/DW | |
| Arrangements for providing adaptive materials e.g. large print, digital | Keep an enlarged version of visitor information e.g. safeguarding information to provide if requested. Have a clear plan of how accessible information would be provided if requested. | B | 0 | End of summer term | LDO/KST | |
| | Re-connect hearing loop. | C | 1 | End of Term 4 | RAL | |
| Website and social media accessibility | Investigate the use of QR codes to access relevant information and QR voice for important messages that you have displayed. | C | 1 | 2023-2024 | LDO | |

| Access to Site and Facilities: | | | | | | |
|---|---|-----------|---------|-----------------------------|---------------------|-----------------|
| Audit area: | Suggested Actions: | Priority: | Budget: | Target date for completion: | Responsible person: | Date completed: |
| Access to the site e.g. public transport routes | Provide details of how to access the schools via public transport. Add a google maps links. | B | 2 | 2023-2024 | LDO/VBR | |
| | Contact can be made with the council to resurface the entry pathways. | B | 0 | Term 5 | KKI | |

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|---|--|---|---|---|-----|--|
| Parking facilities including disabled parking | Consideration to be given of whether directional signage to the disabled bay is needed if this is to be offered to parents/visitors routinely, rather than by arrangement. | C | 2 | Review 2023-2024 | | |
| | Add a sign in front of the disabled bay for clear signage, for example, when snow covers the bay markings | C | 2 | Review 2023-2024 | | |
| School perimeter e.g. gates, fences | Gaps between fencing and the floor should be investigated to ensure these are small enough to ensure entry and exit to the site is controlled. | A | 1 | Easter holidays | RAL | |
| | Extend secure fencing around the whole school site where currently natural boundaries are in place. | D | 4 | Review 2023-2024 for estates plan | | |
| Entry to the school | Add a sloped edge to the main pedestrian entrance to allow instant access for wheelchair users. | C | 2 | 2023-2024 | | |
| | Consider additional low-level lighting to ensure the pedestrian walkway is clear for site use in the dark. | C | 3 | Review 2023-2024 for estates plan. Obtain quote for costs summer term | RAL | |
| Ramps and entry doors | Use signage to explain how to gain entrance into the lobby area. | B | 2 | Summer term | LDO | |
| | Use a different colour for the door handles to create a greater contrast. | B | 2 | Easter holidays | RAL | |

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|--|--|---|-----|------------------------------------|----------------------|--|
| | Allow a smooth gradient to the door entrance for wheelchair use or provide signage to indicate ramp availability. | C | 2/1 | Summer term | LDO | |
| Playground surfaces including drainage | Broken grates to be replaced. Yellow edging to be painted around the drains to make these more visible. | A | 2 | Easter holidays | RAL | |
| | Yellow nosing (2 inch strip) to be added to steps. Ensure door mat is secured for safe entry and exit through the door. | B | 1 | Summer term | RAL | |
| | | B | 1 | Summer term | RAL | |
| Outside space/ Recreational equipment | Complete an audit of the outdoor reception area floor surface to follow recommendations to make this accessible (and also safe). | D | 4 | Review 2023-2024 for estates plan. | | |
| | A nosing (yellow – 2 inch strip) should be added to the step. Ideally, a smooth gradient slope would be created to enter the outside area. | B | 1/2 | Summer term | RAL | |
| Main reception facilities | Re-connect the hearing loop. | C | 1 | End of term 4 | RAL | |
| | Add signage to the doorbell so visitors know when to use this. Move to an accessible height. | C | 2 | Summer term | Office staff/ RAL | |
| | Re-configure furniture to allow for wheelchair access from through the waiting area (1.2m width required). | B | 0 | Summer holidays | LDO | |
| | Consider adding a chair with arms in the waiting seated area. | C | 2 | Summer holidays | LDO | |

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|--|--|---|---|------------------------|---------|--|
| Internal signage | Add uniform internal signage for classes and specific areas where this is helpful. | C | 2 | September 2023 | LDO/RAL | |
| Accessible toilets & changing facilities | As the Equality Act 2010 safeguards the rights of all disabled people in the UK which includes the sanitary facilities that are provided, it is strongly recommended that the ambulant toilet is converted to a full disabled toilet with associated facilities and alarm warning cord. Signage can then be used to indicate where the disabled toilet is. | B | 3 | 2024-2025 estates plan | | |
| Movement in the school building, including corridors, stairs, lifts, evacuation routes | Add a nosing to show a clear change in level on the door threshold. | B | 1 | Easter holidays | RAL | |
| Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces | Add a chair with arms in the staff room for accessible use. | C | 2 | Summer term | LDO | |
| Doors | Replace door handles on a rolling maintenance programme so they are all D-shaped. | B | 2 | Rolling program | | |
| Emergency Evacuation (PEEPs) and Lockdown procedures | PEEPs to be put into place for pupils where this is needed. | A | 0 | Summer term | DWA/KST | |

| Access to Education: | | | | | | |
|-----------------------------|--------------------|-----------|---------|-----------------------------|---------------------|-----------------|
| Audit area: | Suggested Actions: | Priority: | Budget: | Target date for completion: | Responsible person: | Date completed: |

All areas audited as compliant.