

## Accessibility Audit Tool for Educational Settings

<b>School:</b> Biscovey Nursery and Infants' Academy.	<b>Date of completion</b> 02.05.2018
<b>Name of person who completed audit:</b> Gemma Morcom	<b>Role of person who completed audit</b> SENDCo

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

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do you have an Accessibility Plan?	✓	School Website under DSEN tab.		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓			
3	Is everyone in your setting aware of the Equality Act 2010?	✓			
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?	✓	TAC / AR paperwork Provision maps – class and individual. Class planning highlights additional needs.		

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)	✓	EHCP TAC notes Early Support Plans Thrive action plans		
6	Have you published your SEN information report?	✓	See document on School Website		
7	Is your SEN information report linked to the Local Offer?	✓	See SEN Information Report.		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	Regular meetings for staff as appropriate. Use of care plans/Risk assessments/Thrive Action Plans/Provision Maps.		
9	Do you have inclusive, whole school policies, processes and practices?	✓	As standard practice.		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	As standard practice.		
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.	✓	As standard practice.		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?			✓	Consider using school council for future recruitment.

## 2. Is your setting physically accessible?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	Slopes, wide doors etc have been placed to ensure access. See accessibility plan.		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	Whole school is accessible. Field can be accessed via Junior school.		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	Parking is allocated in the staff car park.		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	Flashing red lights linked to fire alarm have been fitted in classrooms of pupils who are hearing impaired as well as the school hall.		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Disabled toilet is available with changing station. Changing stations are also located in the nursery classrooms.		

6	Are calm low sensory areas available in the setting?	✓	Children have access to our Thrive room and the library throughout the day.		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	Classroom/s are planned accordingly		
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?	✓	Classroom/s are planned accordingly		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	In constant dialogue with Physiotherapist/Occupational Therapist for advice and support.		
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/A		
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?		N/A		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc.?	✓	Constant discussions with parents/staff of children with SEND.		

See appendix A p10 for a more detailed check list regarding physical access

### 3. Is your setting inclusive?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	See signage around school.		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	✓	See School Council list.		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Clubs and breakfast club open to all pupils.		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓			
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	See educational visit file as evidence.		

6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓			
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	Thrive intervention is in place and timetabled.		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓			
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓			
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?	✓	See TAC paper work as evidence.		

#### 4. Is the curriculum accessible?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓			

2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Regular visits and discussions with outside agencies.		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	Class pages, books, tapestry etc.		
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	✓			
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓			
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	See Aspire flowchart.		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	See flow chart and paperwork in place.		
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)?	✓	See attainment 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?			✓	This data needs to be compared more closely.
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)?	✓			

11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	Teaching assistants within each class also support with this.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	PPA time is allocated.		
13	Do pupils/students with SEND have access to appropriate information technology?	✓			
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓			
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	School is supported by Hearing support – necessary equipment is provided.		

## 5. How accessible is information, advice and guidance?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
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1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	Hard copy available from reception on request.		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a>	✓	Leaflets available for parents.		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	Feedback is given by parents.		
4	Do you hold review meetings etc. at times when parents are able to attend?	✓	Parents are always consulted when setting dates.		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓			
6	Is information available in a variety of languages?			✓	Interpreter previously used
7	Is information available in a variety of formats including <ul style="list-style-type: none"> <li>- 'easy read'</li> <li>- large print</li> <li>- symbols</li> <li>- audio?</li> </ul>	✓	Available on request		
8	Are staff familiar with IT used to share information with people with disabilities?	✓			
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓			

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)	✓	Located in reception area and given by SENDCo to parents as required.		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓			
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓	Weekly update is read and relevant information shared.		

## APPENDIX A

### Detailed Physical Access Check List (as used by the Capital Strategy team)

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?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		

8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?	✓		<b>No audible or tactile information currently.</b>
11	Is there car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		<b>Only one allocated space.</b>
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking are suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	✓		

## **2 of 9 Routes and external level change including ramps and steps**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?	✓		
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?			n/a
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?	✓		No tactile information.
8	Are there handrails to one or both sides?	✓		

9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are all nosings marked and/or readily identifiable?			n/a
12	Are landings of adequate size and are they provided at intermediate levels in long flights?			n/a

### **3 of 9 Entrances – including Reception**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
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 mat well?	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"> <li>• Delayed closure action?</li> <li>• Slow-action closer?</li> <li>• Minimal closure pressure?</li> </ul>	Y		
10	If the door is power-operated does it have visual and tactile information?	Y		
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?	Y		
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"> <li>• Slip resistant, even when wet?</li> <li>• Of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>	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?	Y		

#### **4 of 9 Horizontal Movement and Assembly**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
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"> <li>• Allow ease of movement for wheelchair users?</li> <li>• Avoid light reflection and sound reverberation?</li> </ul>	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?		N	Consider for building redevelopment
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?	Y		

## 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"> <li>• security linkage?</li> <li>• delay-action closure?</li> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>	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, e.g. 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**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
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1	Is any server/counter accessible to all users, including those with hearing impairments?	Y		
2	Is it possible for people with disabilities to serve as volunteers?	Y		
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	To be made available if requested
4	Is there braille information available for people with visual disabilities?		N	If needed would be made available

### 9 of 9 Means of Escape

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a visible as well as audible fire alarm system?	Y		
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		

Audit completed on 02.05.18