



Worple Primary School

Accessibility Audit and Plan

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| This policy is called: | Accessibility Audit |
| It applies to: | All staff, pupils and visitors to Worple Primary School |
| Person responsible for its revision: | Executive Head Teacher |
| Status: | Statutory |
| Published on: | Available on Request |
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Introduction

The SEN & Disability ACT 2001 amended Part 4 of the Disability Discrimination Act 1995 and the Children and Families Bill 2013 and the Special Educational Needs Code of Practice places duties on Local Education Authorities (LAs) and schools in relation to pupils with disabilities and prospective pupils. A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The main duties under the legislation are not to treat pupils with disabilities less favourably and to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage. Every school must take reasonable steps under the 2004 Act to improve accessibility wherever possible and certainly whenever changes are made, for example Building Regulations will require improvements to be accessible to all.

LAs and schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled students.

In order to develop their Access Plans, schools are expected to carry out an access audit covering all three of the areas: **curriculum, physical environment** and **information**.

Preparing an Access Plan

In preparing this plan the Headteacher has taken into account the needs of SEN pupils whom they are aware of as they transition into the School and their anticipated the needs.

Within the planning duty is an anticipatory duty and requires schools to consider the needs of all prospective pupils, staff and visitors. For example, school lettings would need to give access to all, including use of a disabled toilet.

Worple Primary School

Queens Terrace, Isleworth, Middlesex, TW7 7DB

Access to the Curriculum: Part A

The planning includes increasing the extent to which disabled pupils can participate in the School's curriculum. This means the curriculum in the broadest sense, not just teaching and learning, but the wider curriculum of the School including after school clubs, sporting and cultural activities and school visits and trips.

Schools should always consider the needs of existing disabled pupils and prospective pupils.

The School has considered the general ethos of inclusion, how the School and classrooms are organised, delivery and differentiation of the curriculum, training needs, use of external support and participation by pupils in out of school activities.

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Part A: Access to the Curriculum

| | | Yes | Part-ially | No | Your Comments/ Action to be taken |
|----------|--|-----|------------|----|---|
| 1 | School Ethos | | | | |
| 1 . | Do staff, governors and pupils share a philosophy of inclusion? | Y | | | See inclusion policy, admissions policy & full governing board minutes |
| 1.2 | Do all members of the School take responsibility for making the School more inclusive? | Y | | | See inclusion policy, admissions policy & full governing body minutes |
| 1 . | Is the School welcoming to all pupils and parents/carers? | Y | | | The school ethos is welcoming to all, see parent code of conduct, staff & governor code of conduct |
| 1 . | Is the inclusion of all students from the local community publicised? | | Y | | See school prospectus, administration & SEND policy |
| 1.5 | Do all staff seek to remove barriers to learning and participation where these exist? | Y | | | Lesson planning, behaviour for learning & assessment strategies ensure barriers are removed, additional support is put in place where necessary eg, LAC pupils and pupils with EHCP |
| 1 . | Does the School have high expectations of all pupils? | Y | | | See prospectus, full governing body minutes, behaviour policy and school values |
| 1 . | Are there mechanisms in place to seek the views of pupils with SEN/disabilities? | Y | | | Regular pupil VOICE activities including annual reviews and pupil progress meetings where SEND pupils are asked their opinions |

| | | | | |
|-------------|--|---|--|----------------------|
| | | | | |
| 1 . 8 | <p>Does the School have regard to:</p> <ul style="list-style-type: none"> • The SEN Code of Practice 2001 • The SEN & Disability Act 2001 • The SEN Code of Practice 2014 • The Disability Rights Commission Code of Practice for Schools 2002 • DfEs Guidance on Inclusive Schooling 2001 Equalities Act 2010 | Y | | See various policies |

| | | Yes | Partially | No | Your Comments/ Action to be taken |
|--|--|-----|-----------|----|---|
| 2 School & Classroom Organisation | | | | | |
| 2 . 1 | Are your classrooms organised to take account of pupils' disabilities? | Y | | | Rooms are adapted accordingly |
| 2 . 2 | Are the Teaching Assistants used flexibly so that a range of children can benefit from their support? | Y | | | TAs support pupils with EHCP, Special Needs Support and medical needs |
| 2 . 3 | Is the School organised in such a way that Pupils with a disability have access to facilities such as library and specialist teaching rooms? | Y | | | All rooms are accessible |
| 3 Differentiation | | | | | |
| 3 . 1 | Are children over 5 who are working towards Level 1 assessed using aspect of engagement ? | Y | | | See assessment policy and pupil assessment level |
| 3 . 2 | Do lessons provide opportunities for all students to achieve? | Y | | | Activities are planned to meet the need of the pupils in class eg, scaffolding and other methods of differentiation. High expectations are set for all pupils |

| | | | | | |
|-------------|--|---|--|--|--|
| 3 . 3 | Does teaching allow for a range of learning styles? | Y | | | See Teaching & learning Policy |
| 3 . 4 | Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Y | | | See Teaching & learning policy, lesson observation & work scrutinies |
| 3 . 5 | Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Y | | | As and when necessary |
| 3 . 6 | Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of | Y | | | See lesson observation & lesson planning |

| | | Ye s | Part- ially taken | No | Your Comments/ Action to be |
|-------------|--|---------|-------------------------|----|------------------------------------|
| | exercise in physical education? | | | | |
| 3 . 7 | Do you provide access to computer technology appropriate for pupils with disabilities? | Y | | | If required |
| 3 . 8 | Do you provide equipment for pupils who need alternative methods of recording, e.g. lap top, dictaphone, braille. | Y | | | As required, laptops are available |
| 3 . 9 | Does the School have regard to: <ul style="list-style-type: none"> • The National Curriculum 2000 statement on inclusion • The QCA general and subject guidelines on planning, teaching and assessing the curriculum for pupils with learning disabilities • Supporting the Target Setting Process (March 2001) DfE/QCA | Y | | | |
| 4 . | Training | | | | |

| | | | | | |
|---------------|---|---|---|---|---|
| 4 . 1 | Do all staff in the School have the necessary skills and confidence in differentiating the curriculum? | | Y | | There are regular CPD opportunities and to be confirmed through lesson observation and performance management |
| 4 . 2 | Have staff received disability awareness training? | | | N | To be delivered in the 2020/2021 academic year |
| 4 . 3 | Have learning Support Assistants received specific training to enable them to support pupils with SEN/disabilities? | Y | | | There have been several CPD opportunities |
| 4 . 4 | Does the School use the National Standards for Special Education Needs Coordinators to audit the SENDCO's training needs? | Y | | | New SENCO awaiting |
| 5 . | Extra-Curricular Activities | | | | |
| 5 . 1 | Are School visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? | Y | | | See risk assessments |

| | | Y e s | Part- ially | N o | Your Comments/ Action to be taken |
|---------------|---|-------------|----------------|---|--|
| 5 . 2 | Are all pupils able to take part in part in after hours activities run by the school? | Y e s | | | Support is available as and when necessary |
| 6 . | Use of External Support | | | | |
| 6 . 1 | Does the School make full use of support services, including (as appropriate) <ul style="list-style-type: none"> • Education Psychology Service • Pre School Teachers/ Counsellors • SEN Support Team (including PD & ASD specialists) • Sensory Consortium Service • Special Schools Consultancy Service • Behaviour Support Service • Student Referral Units • Child & Adolescent Mental Health Service • Traveller Education • Equality Services | Y | | The school works with support services as appropriate | |

- Liaison Teacher for Children in Public Care
 - Home Education Service
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Access to Information: Part B

Information is essential to everyone. Under the legislation, schools have a duty to make written information normally provided by the school to its pupils available to disabled pupils in an appropriate format. The information should take account of students' disabilities, students' and parents' preferred formats and be made available within a reasonable time frame.

Examples of the information that might be included are handouts, timetables and information about school events.

Information should be provided in alternative formats for pupils and prospective pupils who may have difficulty with standard forms of printed information.

In some cases, well-designed printed information which follows clear print guidelines may be sufficient. Other people will need information in an alternative format.

Please refer to Part B Appendix for guidance on provision of information in alternative formats.

Part B: Access to Information

| | | Y e s | Parti- ally | N o | Your Comments/ Action to be taken |
|-----------------------------------|--|-------------|----------------|--------|---|
| 1 | | | | | |
| . Provision of Information | | | | | |
| 1 . 1 | Does the School follow clear print guidelines in the production of written materials? (See Appendix.) | | Y | | Audit to be completed Summer term 2020 |
| 1 . 2 | Does the School make use of symbols and pictures when presenting information? | | Y | | Audit to be completed Summer term 2020 |
| 1 . 3 | Does the School use large print when presenting information to Pupils who may have difficulty with standard print? | Y | | | When appropriate |
| 1 . 4 | Would you be able to get information transcribed into braille within a reasonable timescale if necessary? | Y | | | Through LA & BSFG |
| 1 . 5 | Do you make information available on | | | | To be assessed following audit |

| | | | | | | |
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| | audiotape/digital media for pupils who have difficulty accessing print (including visually impaired and dyslexic Pupils? | | Y | | | |
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Part B: Appendix

Guidance on Provision of Information in Alternative Formats

General Clear Print Guidelines

- Type size 12 point minimum (RNIB recommends 14 point).
- Type fonts - avoid highly stylised ones and as a general rule stick to familiar ones.
- Type weight – visually impaired people prefer medium or bold weights.
- Avoid italics and all capital letters. The human eye reads by recognising the shapes of words. If text is in italics or capitals it is usually harder to read.
- Underlining should be avoided as this makes it harder to recognise letter shapes.
- Spacing between one line and the next is important – should be at least 1.5 to 2 times the space between words on a line.
- Aligning text to the left margin makes it easier to find the start and finish of each line (RNIB recommended).
- Design and layout should be simple and uncluttered.
- There must be a good level of colour/tonal contrast between the text and background on which it is printed. Many visually impaired people have difficulty with colour perception, so it is important that there is good tonal contrast. To establish whether there is good level of tonal contrast is to photocopy it on a black and white copier.
- Avoid using glossy paper.
- Avoid setting text over images.
- Format when folding paper – avoid creases which obscure text.

Large Print Guidelines

- There is no standard definition of large print – however most people who use large print prefer their print between 16 and 22 point.
- A reader using large print will take longer to read the information so keep the document short and as clear as possible.
- Incorporate clear print guidelines (above) apart from type size.

Braille

Braille is an important means of accessing information for many visually impaired people.

Audio Tape

Audio tape has the benefit of being accessible to everyone except those with very poor hearing. Tape is not just useful for visually impaired people but for people who have difficulties with printed information, e.g. dyslexics.

UK organisation for those producing information on tape is COTIS tel: 01829 73 33 51. A checklist for tape production is available from COTIS.

Live Speakers

Children with a hearing impairment may have difficulty accessing audiotape information (frequently used in foreign language teaching/examinations). They will therefore require access to a live speaker in a quiet listening area.

Web Sites

People with very little or no vision may read web pages with the help of special computer software. Good design is essential for people accessing the web in these ways. Poor design can result in an inaccessible website.

Further information available from:

Directory of transcription organisations available from RNIB Transcription Service (Braille, tape, floppy disc and large print.) Tel: 01829 732115

The "See It Right" pack, RNIB £20. Tel: 020 7388 1266 www.rnib.org.uk

Improving the Physical Environment of Schools: Part C

This strand of the planning duty includes improvements to the physical environment of the school and the physical aids to access education. Much of the work in this area will involve improving access to existing buildings.

This part of the audit examines physical access in schools by taking a journey from the approach to the site, through the entrance, reception, horizontal and vertical circulation, and access to curriculum areas.

Please note that although this section covers some of the more technical aspects of the accessibility of physical access to buildings, it has been specifically designed to be completed by the lay person. If required, a specialist will visit the School once the questionnaire is completed to check through it with you.

Part C: Access to the Physical Environment

| | | Y es | Part ial | N o | Your Comments/ Action to be taken |
|--|--|---------|-------------|--------|---|
| Section 1 – External routes, approaches and parking | | | | | |
| 1.1 | <p>If there is visitor parking within the School site, does it include designated accessible bays for disabled use which will include clear signage and road markings?</p> <p>See illustration in appendix</p> <p>Dimensions of bay should be 4.8m x 2.4m with a 1.2m wide access zone between designated parking spaces</p> <p>Yes = adequate</p> <p>Partial = minor changes required</p> <p>No = substantial adaptation required</p> | | Y | | Allocation & signage to be carried out |
| 1.2 | <p>If there is no parking on site, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?</p> | Y | | | |
| 1.3 | <p>Is the route from the site entrance suitable for people with mobility impairments and wheelchair users?</p> <p>Designated footpath to entrance</p> <p>Approx. path width 1.2m</p> <p>Firm and even surface</p> <p>Drop kerbs</p> <p>Level or ramped approach</p> <p>Ramp edges clearly demarcated</p> | Y | | | |

| | | | | | |
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| | by handrails or colour. Please comment on areas for improvement. | | | | |
| 1.4 | If there are ramps/steep gradients on the route, are they suitable for wheelchair users? See appendix for further information Yes = adequate Partial = steep No = steps without a ramped alternative | Y | | | |

Section 2 – Main School Entrance and Reception

| | | Y e s | Parti al | No | Your Comments/ Action to be taken |
|---------|---|-------------|-------------|----|--------------------------------------|
| 2. 1 | Is there level access at the main School entrance? NB a small threshold not greater than 15mm can be considered level. Yes = level Partial = 1 step No = severe steps at entrance with no ramp alternative | Y | | | |
| 2. 2 | If there is a ramp, is it suitable for wheelchair users? See appendix for further information | Y | | | |

| | <p>Yes = adequate</p> <p>Partial = minor changes required</p> <p>No = substantial adaptation required</p> | | | | |
|-----|---|---|---|--|-----------------------|
| 2.3 | <p>If there are steps are they suitable for people with mobility and visual impairments?</p> <p>NB: handrails to both sides or central, contrasting step edges, even rise to each step</p> | | | | N/A |
| 2.4 | <p>Can a wheelchair user use the intercom and open the entrance door independently?</p> <ul style="list-style-type: none"> • 800mm clear opening width through a single door • handle within reach from seated position • a small threshold step not greater than 15mm, more than 5mm chamfered or rounded • door mat, firm and flush • intercom at a height between 750-1000mm from floor level close to latch side of door | Y | | | No intercom necessary |
| 2.5 | <p>Does reception counter have counter height no higher than 760mm, an induction loop for people with hearing impairment and seating with arm and back support?</p> | | Y | | No induction loop |
| | | | | | |

Section 3 – External Areas

| | | Y e s | Partia l | No | Your Comments/ Action to be taken |
|---------|---|-------------|-------------|----|--------------------------------------|
| 3. 1 | <p>Do routes between buildings provide independent access for people with mobility impairments and wheelchair users?</p> <p>(If 'partial' or 'no' please comment on areas for improvement)</p> | Y | | | |
| 3. 2 | <p>What proportion of building entrances have level access?</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> <p>Please comment on areas for improvement</p> | Y | | | |
| 3. 3 | <p>How easy is it to adapt entrances, which are not currently accessible?</p> <p>Yes = minor changes</p> <p>Partial = substantial changes</p> <p>No = impractical</p> | Y | | | |
| 3. 4 | <p>Is there level access to all unique outdoor areas? E.g. sports areas, tennis courts, playgrounds, seating areas</p> | Y | | | |

| | | | | | |
|--|---------------------------------|--|--|--|--|
| | Yes = all Partial = some | | | | |
| | No = none | | | | |
| | | | | | |

Accessible Toilets Guidance

A unisex accessible toilet should meet the following minimum criteria:

- Cubicle size 1500mm wide x 2000mm deep (preferred 2200mm)
- Outward opening door with minimum 850mm clear opening width
- Unobstructed space to at least one side of pan for transfer from a wheelchair
- A wash hand basin with lever type tap within reach of seated position on pan
- Easily distinguished emergency alarm pull cord extending to the floor

| | | Yes | Partial | No | Your Comments/ Action to be taken |
|-----|--|-----|---------|----|-----------------------------------|
| 4.1 | Does your school have a WC that meets the above criteria? Yes = all apply Partial = minor changes No = substantial adaptations, please give comments | Y | | | |
| 4.2 | If the School provides wider access to the community are there enough accessible WCs? Please comment on location and number of WC's | Y | | | One available in the main foyer |
| 4.3 | If the School has no accessible WC is there potential to create one by adaptation? Yes = easy Partial = minor changes No = substantial adaptations, please give comments | | | | N/A |
| 4.4 | Is there an accessible changing shower facility suitable for | | | | If necessary one is available |

| | | | | | |
|--|---|--|---|--|--|
| | <p>disabled users?</p> <p>E.g. level entry shower, lever type controls, drop down shower seat, and space for wheelchair manoeuvre? (see diagram below)</p> <p>Yes = all apply</p> <p>Partial = minor changes</p> <p>No = substantial adaptations</p> <p>Please comment</p> | | Y | | |
| | | | | | |

Section 5 – Emergency Evacuation Plan

| | | Yes | Partial | No | Your Comments/ Action to be taken |
|-----|--|-----|---------|----|--|
| 5.1 | <p>Does your Emergency Evacuation Plan include a strategy for evacuating disabled students, staff, visitors and community users?</p> <p>Yes = strategy in place</p> <p>Partial = minor changes required</p> <p>No = no strategy in place</p> | | Y | | Review personal care & evacuation plan |
| 5.2 | <p>What proportion of your building(s) is easy to evacuate by people with mobility impairments and wheelchair users?</p> <p>See appendix for more information</p> <p>Yes = more than 75%</p> <p>Partial = 25-75%</p> <p>No = less than 25%</p> | Y | | | |
| 5.3 | <p>Are there visual or vibrating alarms available for use in conjunction with proprietary or conventional alarm systems for hearing impaired students, staff or visitors?</p> <p>Yes = procedure/ equipment in place</p> <p>No = no procedure</p> | | Y | | Flashing alarms in class |
| 5.4 | <p>If there are upper floors are</p> | | | | N/A |

| | | | | | |
|--|--|--|--|--|--|
| | <p>there means to ensure the evacuation of people with mobility impairment and wheelchair users?</p> <p>Yes = adequate/single storey</p> <p>Partial = minor changes</p> <p>No = substantial adaptations, please give comments</p> | | | | |
| | | | | | |

Section 6 – Internal circulation and access to facilities within the School

| | | Yes | Partial | No | Your Comments/ Action to be taken |
|-----|--|-----|---------|----|-----------------------------------|
| 6.1 | <p>Are internal circulation routes adequate for people with mobility impairments and wheelchair users? (minimum corridor width 1200mm)</p> <p>Yes = all apply Partial = minor changes No = substantial adaptations, please comment</p> | Y | | | |
| 6.2 | <p>What proportion of all teaching areas including library, ICT, music, drama, hall and stage are accessible to people with mobility impairments and wheelchair users?</p> <p>Yes = more than 75% Partial = 25% - 75% No = less than 25%</p> <p>Please note section 7 covers curriculum access in more detail</p> | Y | | | |
| 6.3 | <p>How practical is it to adapt any existing level changes?</p> <p>Yes = easy to adapt Partial = e.g. by a ramp/platform lift No = substantial adaptation required, please specify</p> | Y | | | |
| 6.4 | <p>What proportion of doors into teaching areas are suitable for wheelchair users?</p> | Y | | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>N.B. clear opening widths minimum 750mm, level thresholds, level door handles, space to approach and open door</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> <p>Please comment on areas for improvement</p> | | | | |
| | | | | | |

Section 7 – Sensory and Communication facilities

| | | Yes or N/A | Parti al | No | Your Comments |
|---------|--|---------------|-------------|----|---|
| 7. 1 | <p>Is there any equipment for people with hearing impairments installed in the school hall? e.g. induction loop/infrared system/sound field system</p> <p>see appendix</p> <p>Is it regularly maintained?</p> <p>Yes = equipment + regular maintenance</p> <p>Partial = equipment without maintenance</p> <p>No = no equipment</p> | Y | | | |
| 7. 2 | <p>Is there any equipment for people/pupils with hearing impairments installed in any classrooms? e.g. induction loop/infrared system/sound field system</p> <p>Is it regularly maintained?</p> <p>If yes/partial please indicate how many classrooms in comments section</p> | Y | | | “microphone” is available for pupil with hearing impairment |
| 7. 3 | <p>Has the School taken action to reduce noise in teaching areas, particularly open plan areas, to assist pupils with hearing impairments, e.g. through</p> | Y | | | |

carpeting of teaching areas
use of curtains as dividers
across any open doorways
use of free standing display
boards
ensuring heating and lighting
systems are
quiet enough to enable good
listening
ensuring any other equipment

Yes = noise reduced to a
minimum in more than 75% of
teaching areas

| | | Yes or N/A | Partial | No | Your Comments |
|-----|---|---------------|---------|----|---------------|
| | <p>Partial = 25% to 75% of teaching areas</p> <p>No = less than 25% of teaching areas</p> | | | | |
| 7.4 | <p>What proportion of the signage in the School to facilities and lifts (external and internal) is both visual and tactile?</p> <p>For example, signs with embossed lettering, symbols and/or Braille</p> <p>See appendix</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> | | | N | N/A |
| 7.5 | <p>Is there good internal use of tonal and colour contrast to distinguish the boundaries of floors, wall, doors and ceilings?</p> <p>Are there contrasting step nosings on internal stairs/steps?</p> <p>See appendix</p> <p>For example, if the architrave is the same colour as the door but a different colour from the surrounding wall it may outline the door opening for some visually impaired users.</p> <p>Yes = good contrast throughout the building</p> | Y | | | |

| | | | | | |
|-----|--|---|--|--|--|
| | <p>Partial = some contrast within the building</p> <p>No = no contrast within the building</p> | | | | |
| 7.6 | <p>Is there good external use of tonal and colour contrast to distinguish entrances? Are there contrasting step nosings on external steps? Are speed bumps and bollards clearly visible to pedestrians, i.e. contrast markings?</p> | Y | | | |

| | | Yes or N/A | Partial | No | Your Comments |
|-----|--|---------------|---------|----|---------------|
| | <p>Yes = good contrast in all external areas</p> <p>Partial = some contrast in external areas</p> <p>No = no contrast externally</p> | | | | |
| 7.7 | <p>Is there a consistent good level of lighting around the School both internally and externally?</p> <p>Yes = good consistent lighting throughout the building and externally</p> <p>Partial = no external lighting but with good consistent lighting internally</p> <p>No = inconsistent lighting levels both internally and externally</p> | Y | | | |
| 7.8 | <p>What proportion of classrooms and teaching areas have blinds to reduce glare for visually impaired students?</p> <p>Yes = more than 75%</p> <p>Partial = 25% - 75%</p> <p>No = less than 25%</p> | Y | | | |
| | | | | | |

Part C: Summary

Has completing this self-audit questionnaire prompted any additional concerns on access issues in the School?

To mark disabled bay in the car park and educate staff re parking

To clear storage from disable toilet

To undertake audit re access to printed resources to ensure equal access for all

Review assessment policy

Place suitable chair in reception

Are there any plans for future extensions, adaptations to any buildings e.g. change of curriculum areas, or new community use, which might incorporate access improvements?

None are planned.

Appendix for consideration

1. Means of Escape

- Are there any barriers to means of escape for disabled people?

2. Signage Examples of embossed, symbol and Braille signage could be put in place

3.