A love of learning
A desire for God

St Thérèse of Lisieux
Catholic Multi Academy Trust

St Mary's Catholic Primary Voluntary Academy
Accessibility Audit and Plan

Date agreed by governors:	April 27th 2020
To be reviewed:	3 yearly
Policy Holder	Head teacher

Question	RAG	Details
Physical access		
Is furniture and equipment selected, adjusted and located appropriately?		Furniture purchased is selected on appropriateness and size of the children using it.
Are pathways and routes logical and well signed?		Main pathways into school are signposted. Entrance sign posted.
Do you have emergency and evacuation procedures to alert all students?		We do have PEEPS in place for evacuation for individuals when required.
Is appropriate furniture and equipment provided to meet the needs of individual students?		As necessary.
Do furniture layouts allow easy movement for students with disabilities?		Some classrooms are better than others. Classrooms could be rearranged for better access if necessary.
Are quiet rooms/calming rooms available to children who need this facility?		Some children have quiet spaces if their behaviour plan/EHCP warrant it.
Are car parking spaces reserved for disabled people near the main entrance?		Yes
Are there any barriers to easy movement around the site and to the main entrance?		No – site is on one level with no steps.
Are steps needed for access to the main entrance?		No.
Do all steps have contrasting edging?	N/A	N/A
If there are steps, is a ramp provided to access the main entrance?	N/A	N/A
Is there a continuous handrail on each ramp and stair flight and landing.		Slight ramp on path to playground has a handrail.

Question	RAG	Details
Is it possible for a wheelchair user to get through the principal door unaided?	🟥	Door is wide enough, but there is no automatic opener on it. Door is heavy and opens outwards.
If no, is an alternative wheelchair accessible entrance provided?	🟥	No
Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	🟩	Door is wide enough for wheelchair access.
Do all internal doors allow a wheelchair user to get through unaided?	🟥	All doors have closers on them which would limit wheelchair user ability to open.
Do all the corridors have a clear, unobstructed width of 1.2m?	🟩	
Does each corridor/block/building have a wheelchair accessible toilet?	🟩	3 disabled toilets in school. 1 in main entrance. 1 male toilet. 1 in reception class.
Does the relevant block have accessible changing rooms?	🟩	Changing and cleaning facilities in the male staff toilet.
If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	N/A	Single storey only.
Does the building have a lift that can be used by wheelchair user to allow access to different	N/A	
Is there a continuous handrail on each internal stair flight?	N/A	
Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.	N/A	
Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	🟥	Classroom doors are fire exits but there is a step on the playground here.
Are non-visual guides used to assist people to use the buildings?	🟥	No – not needed at the moment.
Could any of the décor be confusing or disorientating for students with disabilities?	🟩	
Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	🟥	The fire alarm does not visually alert pupils in school.
Is a hearing induction loop available (either fixed or portable) in the school?	🟥	No

Question	RAG	Details
Learning access audit		
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	🟧	All staff must read the Equality policy and Supporting children with Medical Needs Policy on induction and there are opportunities to ask questions.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	🟩	Training is arranged on a 'needs' basis.
Do all staff seek to remove all barriers to learning and participation?	🟩	School is inclusive.

Question	Yes/No	Details
Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		Support from different agencies have been used to ensure that learning is being differentiated accordingly. (Ed Psych, ASET etc.)
Are all children and young people encouraged to take part in music, drama and physical activities?		All children are expected to take part in all lessons. Teachers are expected to include all pupils.
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?		Brain breaks etc. used.
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		Staff work collaboratively to ensure that all pupils have access and inclusivity in the curriculum.
Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?		This is planned for where necessary.
Do you provide access to appropriate technology for those with disabilities?		Have used laptops and word processors in past to support learning.

Question	Yes/No	Details
Information access and audit plan		
Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		Not at present. Not needed at present.
Do you have the facilities such as ICT to produce written information in different formats?		Not at present. Not needed at present.
Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?		Not at present.

Accessibility Plan 2020-2023

Physical access				
Target	Strategies	Timescale	Responsibility	Success Criteria
Do furniture layouts allow easy movement for students with disabilities?	Continually assess need for furniture/equipment in rooms. Reconfigure room layout if necessary.	Ongoing	Headteacher/SENDCO/Class teacher	Classrooms are accessible to all pupils/staff.
Are quiet rooms/calming rooms available to children who need this facility?	Quiet 'spaces' are used at the moment. These are allocated on pupil need. Tend to be corridors. Explore the capacity of 'green' and 'yellow' rooms for more extreme need.	2 years	SENDCO	A more appropriate space available for more extreme need.
Is it possible for a wheelchair user to get through the principal door unaided?	Most of the time there is a member of staff in the office that can support disabled access. Explore whether grants are available to install automatic door.	1 year - grant exploration. Work with CMAT estate manager to implement if possible 3 years.	Headteacher	Entrance hall is accessible without the need of staff support.
If no, is an alternative wheelchair accessible entrance provided?	See above	See above	See above	See above
Do all internal doors allow a wheelchair user to get through unaided?	Explore how to resolve this issue with CMAT estate manager.	1 year. 3 years for alterations. Sooner if required.	Headteacher	Wheelchair user can negotiate all doors in school unaided.
Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	As part of the playground development, look at possibility of ramps to doors. Purchase portable ramp for future use if necessary.	3 years. Sooner if required.	Headteacher	Wheelchair users will be able to egress from all fire doors.
Are non-visual guides used to assist people to use the buildings?	Explore possibilities to address.	Within 1 year discuss with CMAT estate manager. 3 years to implement suggestions. Sooner if necessary.	Headteacher	Visual guides are in place to improve accessibility.

Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	Explore installation possibility.	Within 1 year discuss with CMAT estate manager. 3 years to implement suggestions. Sooner if necessary.	Headteacher	Visual warning system is in place and can be used by hearing impaired.
Is a hearing induction loop available (either fixed or portable) in the school?	Explore installation possibility.	Within 1 year discuss with CMAT estate manager. 3 years to implement suggestions. Sooner if necessary.	Headteacher	Hearing induction loop is installed and used.

Learning access				
Target	Strategies	Timescale	Responsibility	Success Criteria
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	Explore training opportunity for all staff initially and then to complete on induction.	1 year for existing staff and then some refresher training. 3 years to include in induction process.	Headteacher/SENDCO	All staff have some sort of disability awareness. This is updated regularly.

Information access				
Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Not needed at present. Explore methods other schools use to provide this information.	Within 1 year.	SENDCO	School understands the Arrangements are in place to provide information in different formats.
Do you have the facilities such as ICT to produce written information in different formats?	Not needed at present. Explore methods other schools use to provide this information.	Within 3 years. Sooner if necessary.	SENDCO	School can produce own documents in different formats.
Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	Explore methods other schools use to provide this information.	Within 1 year.	SENDCO	People with disabilities have access to information that is user friendly for them.