Worlingham CEVC Primary School

ACCESSIBILITY AUDIT/PLAN 2023

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Date Approved	Name of Committee	Chair of Committee Signature	Date of next review
21.03.24	Health and Safety Committee	*Matt Bodmer*	Spring 2025

Headteacher: Mrs Holly Marchand
School No. 935 3111

BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL: Worlingham CEVC Primary School   **CONTACT PERSON:**   Holly Marchand

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

	Section 1: DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1	Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?			x		Staff are all made aware of any disability issues as they arise.
2	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?	x				Staff are trained as necessary.

	Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? *(see guidance notes)*					
3	Do all staff seek to remove all barriers to learning and participation? *(see guidance notes)*	X				
4	Is teaching appropriately differentiated to meet individual needs so that all children and young people make good progress? *(see guidance notes)*	X				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	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?			x		Staff plan appropriately for any children with a disability.
7	Are reasonable adjustments made for all learners? *(see guidance notes)*	X				Reasonable adjustments are made for learners as and when necessary.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? *(see guidance notes)*	X				
9	Are staff aware of and make provision for exam access arrangements? (See guidance notes)	X				
10	Do you provide access to appropriate technology for those with disabilities?	X				As required.
11	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X				

Section 3:	HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR __ANYONE__ WHO NEEDS IT? *(see guidance notes)*					
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X				Visual timetables in use, would resource more if required.
13	Do you have the facilities such as ICT to produce written information in different formats?	X				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities in a range of media?	X				
15	Is furniture and equipment selected, adjusted and located appropriately?	X				
16	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	X				

Section 4:	IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
	___(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)___

NAME OF BLOCK see Asset Management Planning Data (AMP): _____

17A	Number of teaching spaces in block *(refer to AMP data)*	31		17B	Number of those teaching spaces which are accessible:	28
18A	Number of social spaces in block *(see guidance notes)*	-		18B	Number of those social spaces which are accessible:	-

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? *(both internal & external)*				X	Would put into place when necessary.
20	Do you have a clear evacuation plan for individuals with disabilities? *(see guidance notes)*	X				PEEPs used when required.
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	X				As required.
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	X				This would be considered as any needs arise.

| 23 | Are quiet rooms/calming rooms available to children who need this facility? *(see guidance notes)* | X | | | |
| 24 | Is the playground and outdoor recreational facilities made accessible to all? | X | | | |

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance? *(see guidance notes)*	X			Increased number of spaces.
26	Are there any barriers to easy movement around the site and to the main entrance? *(see guidance notes)*		X		
27	Are steps needed for access to the main entrance? *(see guidance notes)*		X		
28	Do all those steps have a contrasting colour edging?			X	
29	If there are steps, is a ramp provided to access the main entrance? *(see guidance notes)*			X	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			X	
31	Is it possible for a wheelchair user to get through the principal door unaided? *(see guidance notes)*	X			
32	If no, is an alternative wheelchair accessible entrance provided? *(see guidance notes)*			X	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? *(see guidance notes)*	X			
34	Do all internal doors allow a wheelchair user to get through unaided? *(see guidance notes)*	X			
35	Do all the corridors have a clear unobstructed width of 1.2m?	X			
36	Does the block have a wheelchair accessible toilet? *(see guidance notes)*	X			
37	Does the block have accessible changing rooms/shower facilities? *(see guidance notes)*	X			

4d	VERTICAL MOVEMENT				
38	How many storeys in the block? *Tick appropriate box:* **a** = single storey throughout **b** = single storey with some split level parts **c** = single storey with some 2/3 storey parts **d** = mainly 2 or 3 storey *(see guidance notes)*	a	b	c	d	a – Single storey throughout.
		Yes	No	N/A	Comments for school use
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? *(see guidance notes))*			X	
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners? *(see guidance notes)*			X	
41	Does the block have a lift that can be used by wheelchair users? *(see guidance notes)*			X	

42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state *(see guidance notes)* _____			X	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? *(see guidance notes)*	X			

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings? *(see guidance notes)*				x	Would be put in place when needed.
45	Could any of the décor be confusing or disorientating for pupils with disabilities?	X				Adjusted to needs of pupils or adults as required.
		Yes	No	N/A		Comments for school use
46	Is a hearing induction loop available (either fixed or portable) in the school? *(see guidance notes)*	X				
47	Does the block have a "Soundfield" sound reinforcement system?	x				
48	If there is a "Soundfield" system, in what area? *(please state here)*	Room 11				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No – Staff would alert any pupils with hearing impairment.				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

This is a checklist only for guidance
Completing this form does not constitute a full access audit of the premises.

ACCESSIBILITY PLAN   **SCHOOL NAME: Worlingham CEVC Primary School**   **DATE:**

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
Access to Curriculum (Learning and Social)					
Access to Information					

MARCH 2023 (2)

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.