

## Accessibility Audit and Plan



School:	Redwell Primary School
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Website:	<a href="https://www.redwellprimary.org.uk">Redwell Primary School - Home</a>
Phone number:	01933 676040
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Audit and plan date:	25.04.2023
New audit and plan due:	25.04.2026

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 Redwell Primary School took place on 25.04.2023. 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, Claire Head, SENDCo, Fiona Hoskins 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:

- New safety surface has been laid under the play equipment
- Boundaries have been added within the play areas to demarcate the sloping access
- Playground benches have been painted to increase visibility
- Pillars in corridors have been painted in a contrasting colour as part of the risk assessment conducted
- Disabled toilet facilities have been improved to provide colour contrasting fittings
- On-going training is in place with regards to supporting SEND pupils within the curriculum
- Training has been provided to increase staff awareness of Equality, Diversity and Inclusion

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 (April 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 25.04.2023
- discussion with the Principal and relevant staff

### **3. Constraints and Limitations to the audit**

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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.

Wellingborough is a market town in North Northamptonshire with a population of 56,564 (2021 census). Following the new North Northamptonshire unitary authority being formed in 2021, Wellingborough was established as a civil parish.

It is situated 11 miles (18 km) from Northampton and 65 miles from London. The A45 dual carriageway skirting to the south, links the town with the A14 and M1 which also allows links to the east and west of the country. The town is served by a bus network with local Wellingborough buses linking to the town centre and local suburbs and villages. There is also a train station within Wellingborough with Luton, East Midlands, Birmingham and Stanstead airports within a two-hour drive.

Redwell Primary School is large, 3 form entry primary school with 21 classes. In 2014, the previous infant and junior school were amalgamated with building works to join the two buildings together. The school is set within generous grounds providing ample playground and field space for the pupils. The building has three separate levels. There is no access to the first-floor accommodation for anyone with a severe mobility impairment. It is reported that although a lift was incorporated in the planning of the new build, this was not added due to cost saving. It is therefore assumed, that this decision is likely to have breached the Building Regulations, 2010 and planning consent. There are three disabled toilets available, however, these are all situated on the ground floor.

There is on-street parking outside of the school with an agreement that the leisure centre car park can also be used during drop off and pick up times. There is a disabled parking bay within the staff car park which visitors can use by agreement. The catchment area for the school is predominantly Wellingborough based.

There are 628 pupils on roll with a three-form entry system. There has been a steady increase in pupils since the amalgamation of the two schools so that it is now at full capacity (PAN: 630). There are 61 pupils with special educational needs which represents 10% of the school roll and 72 pupils registered for Pupil Premium (11%). 106 pupils have English as an additional language (17%).

The school is a high attaining values-led primary school situated on the northern edge of Wellingborough. Their vision statement is:

'Striving to achieve excellence in an outstanding, inclusive and nurturing community, through embedding values and effective partnerships'.

Simplified for the children as: 'Be the Best You Can Be'.

They use their values of: Friendship, Happiness, Patience, Respect, Responsibility, Kindness, Ambition, Independence, Self-Belief, Honesty and Bravery to support outstanding behaviour and learning attitudes from the pupils and the wellbeing of the whole school community.

They follow an enquiry-based curriculum which provides equal opportunities for all.

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. NET is the admission authority for the school who then hold SLAs with North Northamptonshire Council for the co-ordinated admissions scheme and admission appeals. Admissions are non-selective. The Ofsted rating of the school in 2019 was 'good'.

The SENDCo, Fiona Hoskins has been in post for three years and is also a member of the senior leadership team which allows her to promote the SEND vision of: Offering the right support, at the right time to remove barriers, empower and promote learning and wellbeing for all. The progress of SEND pupils is monitored carefully with action taken as needed where progress is slower than expected.

In regard to safeguarding, the latest Ofsted, 2019 found that:

There is a strong safeguarding culture within the school where staff are well trained. Staff know the pupils very well and are vigilant and aware of the signs of abuse and how to access help for pupils. They are tenacious in seeking and providing, support for families at the earliest possible stage. Leaders work well with a wide range of external agencies such as early help professionals and contribute to plans to support pupils who are on the child protection register or children looked after. Leaders' records of concern are well documented and thorough showing that leaders make timely and appropriate referrals for pupils and families at risk of harm, abuse or radicalisation. Leaders understand the local safeguarding issues well and support pupils and families affected by domestic violence.

Pupils feel safe in school and say that they can speak to an adult about their concerns and know who the designated lead for safeguarding is. Parents agree the school is a safe place for their children to learn.

## **5. Audit Findings**

### **5.1: Ratings:**

- 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. Additionally, all staff have a Certificate in Equality, Diversity and Inclusion from The National College (March 2023). Medical training, such as, autoinjector, diabetes training is sourced as needed. SEND CPD is offered termly for teachers and teaching assistants.. Trust training has been provided on the four areas of SEND for all teaching staff.	Compliant	Continue to ensure on-going training is built into the CPD cycle.	
Staff knowledge of technology and support strategies for assistance	Where specific technology and support strategies are required, staff working with the child are trained and knowledgeable e.g. individual hearing loops. Staff require training on more general assistive strategies which can be used support.	Improvement recommended	Complete CPD to support staff with general strategies that can be applied.	e.g. Using Assistive technology to support Pupils with SEND – The National College Assistive technology resources/ webinars – Whole School SEND

<p>Arrangements for providing adaptive materials e.g. large print, digital</p>	<p>Large print materials are provided as needed. An enlarged visitor safeguarding leaflet is available at the front office for visitors.</p>  <p>Alternative coloured paper is provided for pupils where this is identified to help. The website allows for enlargements through the accessibility tool and enlargements can be made using the IWB's which are available in all classrooms. There is no hearing loop installed to assist hearing aid users. Subtitles are used in all training to support hearing impaired staff.</p>	<p>Improvement recommended</p>	<p>Provide enlarged copies of any information visitors may need or use QR codes so users can enlarge the print via screen or access an audio version.</p> <p>Consider providing an induction loop to assist hearing aid users.</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 support</p>	<p>Compliant</p>	<p>To make social media more accessible, this could be linked to the school website with a feed to allow users to use the accessibility tool to view the feed.</p>	

	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).			
Complaints procedure	Information regarding what to do in the event of a complaint is summarised on the website with the up-to-date Trust complaints policy and complaint form attached as a link.	Compliant		

### 5.3: Access to Site and Facilities

Approach to the school site:

<b>Audit area:</b>	<b>Audit findings</b>	<b>Rating:</b>	<b>Suggestions to improve/ solve:</b>	<b>Example of good practice</b>
Access to the site e.g. public transport routes	<p>There is a bus stop situated a few metres from the school on Barnwell Road.</p>  <p>The road markings outside of the school are in good condition, including the zig-zag markings and zebra crossing. There is tactile paving at either side of the zebra crossing.</p>	Compliant	Consider adding information to the website on how to access the school via public transport and a google maps link.	



A barrier fence runs along the zig-zag markings on both sides of the school front gate to add additional safety.



The pavement leading into the school is uneven in parts but there is a width of good surface for safe wheelchair use.



The dropped kerb in front of the school gates is higher than the recommended amount (25mm). Contact can be made with the local council for this to be rectified.



Contact the council to assess the height of the dropped kerb in front of the school main entrance.

<p>Disabled parking facilities</p>	<p>There is a disabled parking bay within the school car park which can be used by arrangement.</p>  <p>The parking bay has a disabled sign on the road but no raised sign to indicate the space should the printed sign on the road be covered e.g. by snow</p>	<p>Improvement recommended</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 school is completely enclosed by secure fencing. Gates are locked during the school day and the automatic gate to access the school has to be opened by the front office within the school day.</p> 	<p>Compliant</p>		
<p>Signage</p>	<p>There is a clear school sign with an appropriate and clear font.</p>  <p>Some of the instructional signs on the entry gates are written in</p>	<p>Improvement recommended</p>		

	<p>capitals which limits accessibility.</p> 		<p>Replace upper case letter signage to make more accessible.</p>	
Entry to the school	<p>There are 4 pedestrian entrances to the school. All are of an accessible width with even surfaces. Other than the main entrance, these are not signed as pedestrian access routes.</p>  <p>The entrance to the back of the site has some overgrown shrubbery which limits the full access width.</p> 	Improvement recommended	<p>Add signage to the additional 3 entrances to show these are access routes into the school.</p> <p>Cut back shrubbery to open the width of the entrance width. Contact the council to support with this for shrubbery which is not owned by the school.</p>	

On the school site:

<b>Audit area:</b>	<b>Audit findings</b>	<b>Rating:</b>	<b>Suggestions to improve/ solve:</b>	<b>Example of good practice</b>
Signage into the school	There is an intercom which is visible to contact the main office but is at a height which would	Compliant		

	<p>be difficult for a wheelchair user to access. The screen on the intercom is also small but an accompany sign gives the school number to call if this is needed. The front office looks out onto the entrance gates so visitors arriving are likely to be seen.</p>  <p>Once through the gate, the entrance to the school is directly in front. There is a sign on the door to indicate it is an automatic door.</p> 			
<p>Movement around the site</p>	<p>There is full movement around the site with ramped access for all areas where there are also stairs.</p>  	<p>Improvement recommended</p>		

	<p>Signage shows which way to go for specific areas in the school and external building signage shows what the building is.</p>  <p>Although there is alternative routes around the school, there are some steps which only have one handrail. To ensure that ambulant users can use the steps, consideration should be given to adding a further handrail where there are more than 3 steps. Nosings should be clear and in a colour which is easily seen.</p> 		<p>Consider handrails to both sides of the steps where there are more than 3 steps.</p> <p>Reapply nosings on external steps.</p>	
<p>Ramps and entry doors</p>	<p>Most doors have a good contrast of colour against the wall and for the handle. Some doors (mostly the white ones) would benefit from a contrasting colour on the handle.</p>	<p>Improvement recommended</p>	<p>Add a contrasting colour to door handles where these are the same as the door colour.</p>	





There is a crack in the pathway surface near the sports hall which could cause a trip hazard.



Also in this area, due to poor drainage there is an area where mud and dirt have collected. Cones have been used to signal this and the width of the path is still wide enough for wheelchair to pass.



The drain should be identified by yellow markings as it is slightly dropped and on a walkway.



Repair tarmac where there is a crack.

Add additional drainage to stop the collection of mud.

Add yellow markings to clearly identify the drain.

<p>Outside space/ Recreational equipment</p>	<p>There is a large amount of outdoor space which is well utilised. Post have a protective covering and are a contrasting colour so can be easily seen. Benches have been painted a different colour so these are easily seen.</p>  <p>On entrance into the EYFS outdoor area, there is a drainage canal which could act as a trip hazard,</p>  <p>Where there are slopes within the site, the change in gradient should be identified by marking the top and bottom of the slope.</p> 	<p>Improvement recommended</p>	<p>Add yellow strip marking to identify the drainage canal.</p> <p>Add yellow markings at the top and bottom of a slope where there is a change in gradient.</p>	
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	<p>The replacement pathway following previous works has dropped to create an uneven surface on the access route.</p>  <p>There is a raised edge when entering the RHH uniform store which is not easily noticed.</p> 		<p>Repair the join in the pathway to allow for an even surface.</p> <p>Use yellow nosing to identify step.</p>	
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In the school building:

<b>Audit area:</b>	<b>Audit findings</b>	<b>Rating:</b>	<b>Suggestions to improve/ solve:</b>	<b>Example of good practice</b>
<p>Main reception facilities</p>	<p>The reception area window and shelf are at an accessible height.</p>  <p>There is a chair with arms for visitors to use.</p> 	<p>Compliant</p>		

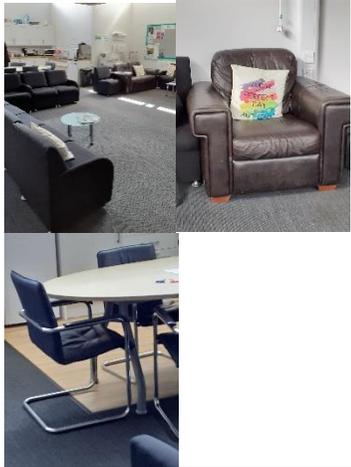
	<p>There is ample space for a wheelchair to wait and the area is secure with a fpc system to get into the school.</p>  <p>The sign in screen is not at an accessible height but the office staff would allow for manual sign in should this be needed.</p> 		<p>Consider lowering in the sign in screen to an accessible height so an a consistent approach can be used for all.</p>	
<p>Internal signage</p>	<p>Internal signage is of a consistent format throughout the school. Signs are in a contrasting colour to the doors so can be seen</p> 	<p>Compliant</p>	<p>Consider adding Braille to signage. As signage is high on the doors, if a wheelchair user also had a vision impairment, it would be difficult for them to see. Consider lowering signage.</p>	
<p>Accessible toilets, toilets &amp; changing facilities</p>	<p>Toilet facilities have slip resistant floors, push taps and suitable height toilets for the age ranges they serve.</p>	<p>Compliant</p>		

	 <p>There are 3 disabled toilets, all situated on the ground floor (the schools is on 3 levels but is only accessible via a staircase). The disabled toilet which is used for visitor access has supporting rails in a contrasting colour, an emergency pull cord and beacon light. The toilet is raised to the recommended height. All other facilities are positioned at the right height.</p> 		<p>Signage to alert visitors that there is an accessible toilet would be useful.</p>	 
<p>Medical facilities</p>	<p>There is a medical room which is clearly signed and has adequate space to support anyone requiring medical attention.</p>	<p>Compliant</p>		

	 <p>There is also a first aid area located in the Year 1 area and all classes have basic first aid kits to deal with minor injuries.</p> 		<p>Provide signage for the additional first aid area and ensure this is kept clear for easy access.</p>	
<p>Movement in the school building, including corridors, stairs, lifts, evacuation routes</p>	<p>There is easy movement around the school due to clear, uncluttered corridors. Corridor pillars are painted in a different colour to stand out.</p>  <p>The stairs within the school have double handrails and clear nosings.</p>	<p>Improvement recommended</p>		

	 <p>As mentioned in the body of the audit, when the additional building works were completed in 2014, a decision not to install a lift was made, this means that the school is not fully accessible. To combat this, the school would change the positioning of year groups if a pupil with accessibility needs was to be in a non-accessible classroom.</p>		<p>Install access lift to ensure accessibility to all areas of the school.</p>	
<p>Teaching spaces including furniture, equipment and decor</p>	<p>Classrooms are well organised and generally allow for free movement. Furniture is moveable so reconfiguration can happen if needed. Colours used compliment each other and are not overwhelming.</p> 	<p>Compliant</p>		

	<p>All classrooms are fitted with interactive white boards and are carpeted to absorb sound.</p>  <p>Visual schedules are displayed in classrooms.</p> 			
<p>Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces</p>	<p>There are break out areas within each year group as well as additional spaces such as the sensory room, calming are and library. All are accessible.</p>   	<p>Compliant</p>		

	<p>In some of the shared area sinks, the taps are twist rather than lever or push which are more accessible. There are alternative accessible sinks within the area.</p>  <p>The staff room is of a good size with it's own kitchenette, comfortable seating and also a table. Chairs with arms are provided for leverage if needed to push out of the chair.</p> 		<p>Replace remaining twist taps for push or level taps.</p>	
<p>Hall/ dining room and catering</p>	<p>School meals are cooked on site. There are two halls where the children eat. Food is served at an accessible height and help is</p>	<p>Compliant</p>		

	<p>available from the lunchtime supervisors if this is needed. Tables and chairs for eating are also of a suitable height.</p>  <p>The halls have a good floor surface and equipment is stored safely so it doesn't impede the space.</p> 			
Lighting	<p>LED lighting is installed through most of the school except for in Year 1, 5 and 6.</p>  <p>Blinds are fitted on all windows and provide effective shade when needed.</p>	Improvement recommended	Update lighting to LED lighting in the remaining areas.	

				
<p>Doors</p>	<p>Many of the doors already have contrasting coloured handles that are d-shaped. There are some doors (mainly the white doors) where handles need to be a contrasting colour and a few remaining handles which need upgrading.</p>  <p>Door guards are fitted and regularly maintained to ensure safety.</p> 	<p>Improvement recommended</p>	<p>Ensure all door handles are of a contrasting colour to stand out.</p> <p>Continue to replace the door handles so they are d-shaped on the rolling program.</p>	 
<p>Emergency Evacuation (PEEPs) and Lockdown procedures</p>	<p>Fire drills and evacuations are completed termly. Equipment is well maintained and appropriately located.</p>	<p>Improvement recommended</p>		

	 <p>Pupils who require PEEPs have these in place. There s an Evac chair available. Staff have completed a certificate in manual handling.</p>		<p>Arrange for training for the Evac chair so that this can be used safely in the event of an emergency.</p>	
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#### 5:4: Access to Education

<b>Audit area:</b>	<b>Audit findings</b>	<b>Rating:</b>	<b>Suggestions to improve/ solve:</b>	<b>Example of good practice</b>
Suitable qualifications of staff	The SENDCo is suitably qualified with 8 years of SEND experience. All staff receive termly SEND training. Additional training/ support is also provided for specific areas through 'SENDCo surgery'. Individual staff also receive training to support specific pupil needs where this is required.	Compliant		
School leadership and staffing	The SENDCo is part of the SLT who meet regularly. She is fully involved in decision making relating to SEND. There is an individual SEND development plan which is regularly reviewed – this sits alongside the main SDP.	Compliant		

	There are termly discussions with the link local committee member. SEND has a high priority within the school.			
Admission process including transition	Admissions information is available on the school website. Nene Education Trust is the admission authority who hold Compliant SLAs with NNC for the co-ordinated admissions scheme and admission appeals. Transition is fully supported for pupils with SEND. Additional visits are made, internal and external meetings held, including with wider professionals where appropriate. Social stories are provided to prepare in school and at home.	Compliant		
Safeguarding	In the last Ofsted, 2019, safeguarding was found to be effective. Continued safeguarding monitoring ensures that policies and processes are both compliant and effective. 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 wear a lanyard (green or red depending on DBS). The SCR is up to date and safer recruitment	Compliant		

	procedures are in place and led by the central Trust HR team.			
Pupils with temporary, emerging or sustained health needs	Individual health plans are in place for pupils who need them which outline the health and care needs. Staff working with pupils with health needs have appropriate training e.g. Allergy/ Epilepsy Awareness, Diabetes training, Gastrostomy PEG care. Risk assessments are in place to support where this is required and reviewed regularly to ensure they continue to be accurate.	Compliant		
Access to the curriculum	The school follow an enquiry-based curriculum which is designed to give equal opportunities to all. SEND pupils access a broad and balanced curriculum which is relevant and differentiated according to their individual needs. Opportunities for whole class, small group and individual teaching are provided.	Compliant		
Additional adjustments for pupils with SEN and/ or disabilities	Additional adjustments are made as needed for the individual pupils. This is done in conjunction with the pupil (where appropriate), parents and carers and external professionals, when needed.	Compliant		

	<p>Adaptive teaching is used ordinarily with scaffolds in place to support pupils who need this. Additional adults are also used to support individual and small groups of pupils to support their learning and provide specific support as needed.</p> <p>Regular reviews are help to ensure the adjustments in place remain suitable and effective for the pupil.</p>			
Educational trips and visits	<p>A variety of educational trips and visits take place which are inclusive for all e.g. Isle of Wight residential, Cadbury Word, Space Centre. Pre visits are completed to determine the suitability of the trip for all pupils and then a full risk assessment is completed.</p> <p>Additional adults may be allocated to specific trips to provide extra support.</p>	Compliant		
Pupil outcomes	<p>A graduated approach is used to supporting pupils with SEND. This identifies additional interventions and strategies that are needed to support. Regular Pupil Progress Review meetings and reviews of individual Learning Plans ensure that individual progress is being made for all SEND pupils.</p>	Compliant		

	Further data is gathered regarding attainment for SEND pupils to ensure their progress aligns with their personal learning path trajectory.			
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## 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

<b>Access to Information:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Staff knowledge of technology and support strategies for assistance	Complete CPD to support staff with general strategies that can be applied.	B	0	CPD cycle 23-24	FH	
Arrangements for providing adaptive materials e.g. large print, digital	Provide enlarged copies of any information visitors may need or use QR codes so users can enlarge the print via screen or access an audio version.	C	0	Sept 23	SG/ DS	
	Consider providing an induction loop to assist hearing aid users.	C	2	Review 23/24	KS/KK	

<b>Access to Site and Facilities:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Disabled parking facilities	Add a sign in front of the disabled bay for clear signage, for example, when snow covers the bay markings.	C	2	July 23	JM	
Signage	Replace upper case letter signage to make more accessible.	C	2	July 23	JM	
Entry to the school	Add signage to the additional 3 entrances to show these are access routes into the school.	C	2	July 23	JM	
	Cut back shrubbery to open the width of the entrance width. Contact the council	B	1	June 23 – completed	JM	

	to support with this for shrubbery which is not owned by the school.					
Movement around the site	Consider handrails to both sides of the steps where there are more than 3 steps.	C	3	Re-consider 23-24	Trust DOO	
	Reapply nosings on external steps.	B	1	July 23	JM	
Ramps and entry doors	Add a contrasting colour to door handles where these are the same as the door colour.	B	2	Sept 23	JM	
	Add a contrasting visible strip to ledges where this creates a change in height.	B	1	July 23	JM	
	Consider re-paving the slabbed area so this creates a smooth walkway.	C	2	Dec 23	JM	
Playground surfaces including drainage	Repair tarmac where there is a crack.	C	3	Re-consider 23-24	Trust DOO	
	Add additional drainage to stop the collection of mud.	C	3	Re-consider 23-24	Trust DOO	
	Add yellow markings to clearly identify the drain.	B	1	July 23	JM	
Outside space/ recreational equipment	Add yellow strip marking to identify the drainage canal.	B	1	July 23	JM	
	Add yellow markings at the top and bottom of a slope where there is a change in gradient.	B	1	July 23	JM	
	Repair the join in the pathway to allow for an even surface.	C	2	Yellow markings July 23	JM	
	Use yellow nosing to identify step.	B	1	July 23	JM	
Movement in the school building, including corridors, stairs, lifts, evacuation routes	Install access lift to ensure accessibility to all areas of the school.	D	5	Re-consider 23-24	Trust DOO	

Lighting	Update lighting to LED lighting in the remaining areas.	C	3	23-24	CH/JM	
Doors	Ensure all door handles are of a contrasting colour to stand out.	B	2	Dec 23	JM	
	Continue to replace the door handles so they are d-shaped on the rolling program.	C	2	Re-consider 23-24	CH/JM	
Emergency Evacuation (PEEPs) and Lockdown procedures	Arrange for training for the emergency chair so that this can be used safely in the event of an emergency.	A/B	2	2023-2024	VB/TH/KS	

<b>Access to Education:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
All areas audited as compliant.						