

## Accessibility Audit and Plan 2017

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled pupils are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – Canon Pyon CE Academy is a relatively old building with changes in floor levels, steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to pupils with disabilities. Any students requiring additional support are clearly identified on entry to the school and throughout their career.

Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

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### PHYSICAL ACCESS AUDIT AND PLAN

Item	Issue	RAG rating	Comments	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?		<i>No current issues. Staff will consider needs of individual children where specific difficulties are identified and appropriate equipment to be purchased where necessary.</i>	
2	Are pathways and routes logical and well signed?		<i>Pathways are logical although routes are not necessarily well signposted.</i>	<i>Consider additional signage to direct adults and children to certain areas of the school.</i>
3	Do you have emergency and evacuation procedures to alert all pupils?		<i>Fire drills are held at least termly and all pupils are made aware of the necessary procedures.</i>	<i>Consideration should be made for pupils with visual or hearing impairments. There are no children with such difficulties at present but this should be addressed should the need arise.</i>
4	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		<i>Where needs are identified, additional equipment is purchased, e.g. magnifying and additional ICT equipment was purchased for a child with a visual impairment, as advised by the Local Authority's Specialist T Teacher for VI Children.</i>	
5	Do furniture layouts allow easy movement for pupils with disabilities?		<i>Classrooms are large enough for pupils of all abilities to move around freely.</i>	
6	Are quiet rooms/calming rooms available to children who need this facility?		<i>The room adjacent to the school hall is currently not in use as a classroom, therefore this could be adapted for use as a quiet/calming room if necessary. Part of this room is currently used for small group/intervention work however the furniture and equipment could be easily moved or changed according to need.</i>	

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7	Are car park spaces reserved for disabled people near the main entrance?		<i>There are currently no designated car parking spaces for disabled people – this is an area which could be easily improved.</i>	<i>Consider adding designated disabled space close to the rear entrance of the school, in the car park.</i>
8	Are there any barriers to easy movement around the site and to the main entrance?		<i>Although the main entrance is not easily accessible due to steps the rest of the site is accessible due to slopes which have been put in places where steps occur.</i>	<i>Consider ways in which access to main entrance could be improved.</i>
9	Are steps needed for access to the main entrance?		<i>There are steps to the main entrance to the building but access can also be achieved through the rear entrance.</i>	
10	Do all those steps have a contrasting colour edging?		<i>A single step into the main entrance has some colour edging but this has now almost entirely rubbed off. The steps up to the main entrance do not have contrasting colour edging.</i>	<i>Paint should be reapplied to the single front step at the main entrance. Step edgings in front of the main entrance should also be painted in a high contrast colour to aid adults and/or children with visual impairment.</i>
11	If there are steps, is a ramp provided to access the main entrance?		<i>No, not to the main entrance, however access is available through the rear entrance of the building.</i>	<i>See action point 8.</i>
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		<i>Yes</i>	
13	Is it possible for a wheelchair user to get through the principal door unaided?		<i>The door is wide enough for wheelchair access but the single step may cause some difficulty.</i>	<i>Considering placing a small ramp over the step.</i>
14	If no, is an alternative wheelchair accessible entrance provided?		<i>Access is available through the rear of the building although two of the doors may be too narrow for wheelchair access.</i>	<i>See action point 8. Alternatively, consider widening access via the rear entrance.</i>
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		<i>See point 13. There is enough distance between the principle door and the second door to easily manoeuvre a wheelchair.</i>	<i>See action point 13.</i>
16	Do all internal doors allow a wheelchair user to get through unaided?		<i>Two of the doors in the Victorian part of the building are too narrow for wheelchair users, therefore making access to the</i>	<i>Consider widening relevant doorways to a minimum of 1.2m</i>

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			<i>lunch hall and the school office, difficult.</i>	
17	Do all the corridors have a clear unobstructed width of 1.2m?		<i>Access around the original Victorian school building is restricted due to the close proximity of two doors from the playground and into the lunch hall. Access around the rest of the site is unrestricted.</i>	<i>Consider altering access to the lunch hall to accommodate wheelchair users.</i>
18	Does each block have a wheelchair accessible toilet?		<i>The main building has a wheelchair accessible toilet but there are no others on site. Space does not easily allow for additional toilets to be constructed however the current facilities are easily and quickly accessible due to the size of the site.</i>	
19	Does the relevant block have accessible changing rooms/shower facilities?		<i>No, however there is currently not a need for such facilities.</i>	<i>Consider where such facilities could be constructed should the need arise.</i>
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		<i>Yes.</i>	
21	Is there a continuous handrail on each internal stair flight and landing?		<i>Yes.</i>	
22	Does the block have a lift that can be used by wheelchair users?		<i>Not applicable.</i>	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		<i>Not applicable.</i>	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		<i>Yes</i>	
25	Are non-visual guides used to assist people to use the buildings?		<i>There are no such guides currently available in the setting however there are currently no children or adults who would require this type of assistance. This aspect would be considered as the need arose.</i>	
26	Could any of the décor be confusing or disorientating for pupils with disabilities?		<i>Much of the décor is of neutral tone and there is limited high contrast between different areas, however there are currently no adults or children with VI who would be affected by this issue.</i>	
27	Is a hearing induction loop available (either fixed or portable) in the school?		<i>No hearing loop is available at present.</i>	<i>Investigate the implementation of a hearing loop to support</i>

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				<i>visitors to the school.</i>
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		<i>Not currently, although there are no pupils or staff with a hearing impairment in the school. Again, this would be considered as the need arose.</i>	

### LEARNING ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		<i>Some training has been delivered regarding specific disabilities, e.g. autism and related difficulties.</i>	<i>Provide training on general disability awareness and accessibility issues.</i>
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?		<i>Staff are able to access training through ActivateCPD, Hoople or Local Authority channels in addition to in-house training from the SENCo, Educational Psychologist or Speech and Language Therapist,</i>	
3	Do all staff seek to remove all barriers to learning and participation?		<i>Yes, all children of all abilities are able to access all elements of curricular and extra-curricular activities.</i>	
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		<i>Yes, children with SEND make excellent progress at this setting.</i>	
5	Are all children and young people encouraged to take part in music, drama and physical activities?		<i>Yes – please see point 3, above.</i>	
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?		<i>Yes, for example when we had a VI child at the school he was able to participate in all elements of PE using specialist equipment, e.g. large or brightly-coloured balls.</i>	
7	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?		<i>Work is always differentiated and additional resources/equipment used where necessary.</i>	
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?		<i>Additional support is often implemented in these situations to enable the child to successfully and safely participate in practical activities.</i>	

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9	Do you provide access to appropriate technology for those with disabilities?		<i>Where necessary we have used technology as recommended by specialist teachers or other professionals.</i>	
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		<i>All children's needs are catered for and they are all given the opportunity to participate, regardless of any SEND.</i>	
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		<i>Staff are offered training as and when the need arises.</i>	<i>Consider implementing a cycle of training specifically around SEND.</i>

### INFORMATION ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	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?		<i>We have the Communicate in Print software installed on a single computer for a particular child who has difficulty in understanding standard forms of printed information.</i>	<i>Consider using this software on a more extensive basis, e.g. on signage around the school site. Also consider producing documents in other formats, e.g. large print or audio.</i>
2	Do you have the facilities such as ICT to produce written information in different formats?		<i>See point 1, above.</i>	
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)		<i>Although we use the Communicate in Print software for pupils we do not extend this to providing information to adults.</i>	<i>Consider making specific documents available in a range of formats.</i>

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### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

#### SHORT TERM

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To make staff aware of the technology available to ensure full access to the curriculum for all pupils.	Create guidance and share with staff/offer specific training sessions on relevant apps/software programmes	6 months	Zayla Beecham	Staff are fully aware and confident in using appropriate technology within the learning environment.

#### MEDIUM TERM

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To provide information on disability awareness issues to all staff.	Share guidance or offer suitable training sessions.	12 months	Zayla Beecham	All staff have a raised awareness of issues surrounding disability.

#### LONG TERM

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Ensure all children with HI/VI or PI are able to successfully access all elements of the school curriculum, using the appropriate resources to do so.	Consider purchase of additional equipment and resources.	As need arises – if pupils with such difficulties join the school.	Zayla Beecham/Gail Simpson	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

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**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

### SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure steps to the main entrance are accessible to adults and children with a visual impairment	Apply high-contrast paint to edging of steps towards main entrance and single step into main entrance doorway	6 months	Stuart Morehead	Paint is applied and steps are easily visible.
To ensure disabled drivers have easy access to the school.	Create a disabled parking space on the school car park, close to the rear entrance to the playground.	6 months	Stuart Morehead	Disabled parking bay is available to those with an appropriate badge.

### MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To make the school office fully accessible to those with a hearing impairment	Purchase a portable hearing loop system (approximately £100).	18 months	Stuart Morehead/ Gail Simpson	Hearing loop is successfully installed and in full working order.
Improve signage around the building to direct adults and children to certain areas of the school.	Consider relevant areas for signposting and identify appropriate signage.	18 months	Stuart Morehead/ Gail Simpson	Specific areas of the school site are well signed and accessible to those with disabilities.

### LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To make all areas of the school fully accessible to	Consider the width of the two main doors leading into the school hall and	5 years	Stuart Morehead/ Gail Simpson	All doorways have a width of 1.2m and all areas of the

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wheelchair users.	alter if possible			school are fully accessible to wheelchair users.
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**Aim 3: To improve the delivery of information to disabled pupils and parents.**

### SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that important information is available in a range of formats and is accessible to all.	Produce large print/easy read copies of school policies and documents.  Consider braille or audio versions of information if the need arises.	12 months  As need arises.	Zayla Beecham/ Gail Simpson	Information is accessible to all

### MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To extend provision of information to students to a wider range of formats.	Consider braille or audio versions of information if the need arises.	As need arises.	Zayla Beecham	Information for students is fully accessible regardless of need.

### LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria