

Access Audit

BASIC ACCESS AUDIT FOR SCHOOLS

17.04.15

NAME OF SCHOOL:	Bressingham Primary	CONTACT PERSON:	G King
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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 disability awareness training to enable all staff to understand and recognise disability issues?			x		Plans to improve provision for MSAs, reviews for TAs and teachers
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				
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 children and young people make good progress? <i>(see guidance notes)</i>	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				
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>(see guidance notes)</i>	x				
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? <i>(see guidance notes)</i>	x				
9. Do you provide access to appropriate technology for those with disabilities?	x				
10. 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)*

11. 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			
12. Do you have the facilities such as ICT to produce written information in different formats? <i>(see guidance notes)</i>	x				
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? <i>(see guidance notes)</i>		x			Parents need to be consulted regularly to ensure information is delivered to all without exception
14. Is furniture and equipment selected, adjusted and located appropriately?	x				We constantly review the provision for pupils whose needs change and provide accordingly
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Not all but those with specific contact.

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)

Main School

16A Number of teaching spaces in block <i>(refer to AMP data)</i>	4		16B Number of those teaching spaces which are accessible:	4	
17A Number of social spaces in block <i>(see guidance notes)</i>	2		17B Number of those social spaces which are accessible:	2	
4a GENERAL	1	2	3	4	Comments for school use

18 Are pathways and routes logical and well signed? <i>(both internal & external)</i>	x				
19 Do you have emergency and evacuation procedures to alert ALL pupils? <i>(see guidance notes)</i>	x				
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				
21 Do furniture layouts allow easy movement for pupils with disabilities?		x			But some classrooms would be restrictive with size or room & large pupil numbers

22 Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>	x				Disabled access toilet, spare classroom is used, space outside staffroom available to be developed with this purpose in mind.
4b GETTING TO THE BUILDING					
	Yes	No	N/A	Comments for school use	
23 Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>		x		Allocate from £9000 Capital Funding	
24 Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		x		Access to outside from Class 1 and Class 2 needs to be improved for wheelchair access. Access from car park needs to be improved.	
25 Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		x			
26 Do all those steps have a contrasting colour edging?			x		

27 If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>	x			A portable ramp is available, but this would not meet the needs of a full time pupil in a wheelchair.
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		x		Ramps need to be installed with hand rails from Class 1 and Class 2 to the outside areas.
29 Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	x			
30 If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>				
4c INTERNAL FACILITIES				
	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>	x			
32 Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	x			
33 Do all the corridors have a clear unobstructed width of 1.2m?	x			

34 Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	x				
35 Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>	x				Individual facilities in disabled toilet.
4d VERTICAL MOVEMENT					
36 How many storeys in the block? <i>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)</i>	A x	b	c	d	
	Yes	No	N/A	Comments for school use	
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			x		
38 Is there a continuous handrail on each internal stair flight and landing? <i>(see guidance notes)</i>					
39 Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>					
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____					
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>					Fire Exit from Class 1 and Class 2 have no

					ramp as mentioned earlier.
4e SENSORY IMPAIRMENT	1	2	3	4	
42 Are non-visual guides used to assist people to use the buildings? (<i>see guidance notes</i>)				x	Needs addressing
43 Could any of the décor be confusing or disorientating for pupils with disabilities?				x	Don't know - Need advice
	Yes	No	N/A		Comments for school use
44 Is a hearing induction loop available (either fixed or portable) in the school? (<i>see guidance notes</i>)		x			
45 Does the block have a "Soundfield" sound reinforcement system?		x			
46 If there is a "Soundfield" system, in what area? (<i>please state here</i>)					
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	- No flashing lights				