



# WIRKSWORTH JUNIOR SCHOOL

## Accessibility Audit: a checklist for governors

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

### How to use this audit

This audit is designed to be used by governors and will be carried out every **year in January**. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – **recommendations** – provides space for governors to write any recommendations that should be carried over to the school's **accessibility access plan**. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school (e.g. early years programmes attached to a primary school) are being audited separately.

### An audit for all types of disability

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
Wirksworth Junior School	10.1.21

Audit completed by	Role	Signature
Isabel Webb, Helen Taylor, Barbara Southam and John Greenough	Headteacher, SENDCO, SBO and Governor	
Isabel Webb and Resources Governors	Headteacher and Resources Governors	

## The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
<p>What changes to accessibility has the school made since creating its most recent accessibility plan?</p>	<p>The staff have improved its IT equipment. The school has used the funding form the DFE and additional funding form the budget to have more laptops and ipads across the school to support accessibility to the curriculum.</p> <p>The carpark has been resurfaced and accessibility markings repainted.</p> <p>Repairs have been carried out to the access to top block and Medway.</p>	<p>Governors minutes.</p>
<p>If any changes outlined in the accessibility plan have been denied or rejected, why is this?</p>	<p>Improvements to the top block disabled toilet have been suggested, however we are unsure if this building will be viable in the future.</p> <p>Suggestions for painting the steps up to the carpark and walking into school. This would require planning permission because of the listed status of the building.</p> <p>The rearrangement of the main block disabled toilet is not a priority for the outcomes at this moment in time- to be reviewed if the restructure of the school building would be considered.</p>	<p>See the Accessibility Plan</p>

<p>How does the school keep to the recommended timeframes outlined in its accessibility plan?</p>	<p><b>New time frames have been put on the most updated Accessibility Plan. This will be brought to the Governors' Resources Meeting once a year for review and governor to check regularly with the headteacher. <i>Completed</i></b></p>	<p>See the Accessibility Plan</p>
<p>If any timeframes outlined in the accessibility plan have been changed or extended, why is this?</p>	<p><b>An external review of Accessibility plan was produced in September 2018 with no timeframes. The current plan now includes time frames.</b></p>	<p>See the Accessibility Plan</p>

## Access to the curriculum

Question	Comments	Evidenced by
<p>How do staff adapt lesson plans so that all pupils can participate and reach their full potential?</p>	<p>Yes, scaffolded support is given, such as: work printed on different coloured sheets, text enlarged, partially solved sums, manipulatives given to support a tactile approach, prompt sheets, knowledge organisers to reduce short term memory overload, voice activated learning, read aloud accessibility on Microsoft 365 resources, spelling and grammar checkers as well as teacher/teaching assistant support when needed for targeted support.</p>	<p>See planning.</p>
<p>How does the school ensure that all pupils have access to extracurricular activities?</p>	<p>When planning trips or extra curricula activities staff complete an EVOLVE form which asks questions on how they are given access to activity and how it can be adapted to fit their accessibility to this in some ways. This maybe transport if walking is an obstacle. Teachers enquiry why the pupil is not engaging is this money reasons which the school could support with, not having access to equipment such as bikes, concerns that can be alleviated by discussions to resolve anxieties.</p>	
<p>How does the school make sure all pupils with SEND are able to participate in school trips and activities?</p>	<p>See above</p>	
<p>Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?</p>	<p>Yes. This is a DCC model policy.</p>	

<p>How does the school enable all pupils to have access to the full curriculum without hinderance?</p>	<p><b>The school adapts the lessons to the needs of the pupils by scaffolding the access such as text in larger prints, a reader of text, manipulatives etc. Teachers understand the end of year expectations and help pupils have access to these expectations by support the barriers they have. For some these scaffolds will be slowly removed to help improve memory for others the scaffold may always be needed, such as larger font for partially sighted pupils/staff.</b></p> <p><b>Teachers/ teaching assistants were trained on these approaches in the Autumn term 2021</b></p> <p><b>The school uses outside agencies to support the school in assessing the access. Evidence can be provided from SENDCO for this.</b></p>	<p>Lesson observations.</p> <p>Scaffolding notes taken as evidence of ways we use scaffolding to support pupils' access to the curriculum in school.</p>
<p>What has the school put in place so that all pupils feel secure, make progress and reach their full potential?</p>	<p><b>School holds an Antibullying week in school annually. During this week children are asked where they feel safe and where they don't. This is reviewed and actions taken make the children feel safer in school.</b></p> <p><b>We have i-vengers to keep children safe online.</b></p> <p><b>We have child friendly policies: IT Acceptable use and the Child Complaints policy.</b></p> <p><b>All staff have been trained on Restorative Practice to listen to the children when behaviour does not match what is expected in school.</b></p>	<p>See planning and discussions with children.</p>

	<p>Yearly, we take part in the NSPCC Child Safety and how to keep themselves safe at home and school.</p> <p>Yearly we take part in E-safety day in school.</p> <p>The PSHCE curriculum covers how to keep themselves safe from cyber-crime, abuse from others and supporting children to be assertive to speak out if a relationship is not safe and healthy.</p> <p>Scaffolded support is given to all pupils where necessary after teachers and teaching assistants use formative assessment to adapt planning to support learning in the classroom.</p> <p>SLT monitor outcomes and hold teachers/ teaching assistants to account through progress meetings and performance management.</p> <p>All children have access to Nurture at dinnertime.</p>	
<p>How does the school make sure pupils with SEND can participate in physical activities in the curriculum?</p>	<p>Pupils are given 1:1 support in PE lessons when they have physical barriers. The outcomes may be different but they all take part in physical activities.</p> <p>Ear defenders are provided if needed so they can access louder parts of lessons.</p>	

Question	Comments	Evidenced by
<p>How does the school make use of its teaching assistants when supporting pupils with SEND?</p>	<p>Teaching assistants can guide the learning in the class room. They are given time to discuss work with the teacher so they know the expectations and what the outcome is needed from the child.</p> <p><b>SENDCO to monitor the use of teaching assistants in GRIPs funding.</b></p>	
<p>How does the school include all pupils in group work and class work?</p>	<p>Pupils are given scaffolded support to access the same curriculum content. This could be work on different coloured sheets, text enlarged, partially solved sums, manipulatives given to support a tactile approach, prompt sheets, knowledge organisers to reduce short term memory overload, voice activated learning, read aloud accessibility on Microsoft 365 resources. spelling and grammar checkers.</p>	<p>Notes from staff meeting in Autumn term 2021</p>
<p>How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?</p>	<p>All pupils have access to all subjects; however, some pupils may have to be given scaffolded support as listed above. Other options would be differing outcomes such as less work produced or work present verbally rather than written</p>	

<p>How does the school involve and support pupils with SEND when participating in discussions and giving presentations?</p>	<p><b>Pupils are shown how to use the voice activation on the laptop or ipad to write onto word or type up ideas.</b></p> <p><b>This was discussed as part of the PSQM which was discussed in Summer term 2021 and evidenced.</b></p>	<p>Seen in lesson observations.</p>
<p>How does the school ensure that pupils with SEND have access to online learning materials/ IT lessons and remote learning?</p>	<p><b>Extra Teams sessions were given to SEND pupils to ensure they understood the tasks they needed to complete. The school is aware of tools to support pupils with reading and writing as barriers such as Assisted reader/Writer in Office 365. Text can also be enlarged on the screens to help pupils learning and backgrounds changed to meet Dyslexia needs.</b></p>	<p>Remote learning reviews from parents.</p>
<p>How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons and remote learning?</p>	<p><b>The school staff have been supported by St. Elizabeth's School in Leicester- which is an EdTech school. They have provided support on using Padlets, Loom videos and using Microsoft Teams. Staff have been shown how to sue the accessibility tools on Office 365 and Word.</b></p>	<p>St. Elizabeth's Ed Tech School learning blogs and videos.</p>

Question	Comments	Evidenced by
<p>What learning resources does the school provide for pupils with sensory impairments?</p>	<p>Fidget toys. Wobble cushions. Magic room with sensory items. Ear defenders, Makaton, IEPs are written with support from the parents and SENDCo to ensure we have a bespoke plan in place for them. This needs to be monitored by the SENDCo through a MSR and feedback given to governors.</p>	<p>Audit of SEND resources. <i>Completed</i></p>
<p>How does the school support pupils with disabilities that affect numeracy, literacy and speech?</p>	<p>Scaffolded support is given to pupils to access the curriculum. Staff have been trained on differing scaffolded approaches in the Autumn term 2021.</p> <p>Pupils with reading difficulties are given readers for exams throughout the school.</p>	<p>Notes of evidence we use in school to scaffold support to pupils.</p>
<p>How are staff trained to meet the needs of all pupils?</p>	<p>Training given on scaffolding support to pupils. IEPs are written to support pupils, and where appropriate using support from outside agencies such as ED psychologist and Behaviour Support. SENDCO leads train when differing needs from pupils are presented at the school.</p> <p>All staff trained on restorative practice in school and how to deescalate a situation and listen to the pupils; resolving the situations.</p>	<p>Staff meeting logs and minutes.</p>

<p>How does the school ensure it communicates effectively with pupils and parents with sensory impairments?</p>	<p>All pupils with SEND receive an extra parents' evening meeting. SENDCO is currently working on improving communication with parents with SEND pupils.</p>	<p>Included on the SIP 22/23. <b><i>Parents are getting extra parents' meetings to discuss IEPS since June 22.</i></b></p>
<p>How does the school seek feedback about accessibility from pupils, parents and staff?</p>	<p>SENDCO has surveyed parents. The complaints policy is used for parents to make complaints so we can improve our service to them.</p>	<p><b><i>SENDCO has asked parents to complete a survey on how we are supporting their SEND child in school. Responds show parents would like more support. SENDCo is currently accessing support from EMBARK to lead sessions for parents.</i></b></p>

## Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?	<b>A disabled toilet with a shower screen to pull across so they can be support with changing of clothing.</b>	
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	<b>Currently, there is no staff member or pupil needing wheel chair access. However, we would complete and Individual PEP which would be written to ensure they are at the front of lines when walking into class and onto the playground and meet the individuals needs.</b>	
How does the school make sure pupils with hearing impairments are notified when the school bell rings?	<b>We do not use a school bell in school to signal the end of lessons. We do use a bell at break and dinner times and staff are around to remind children to stand still and would inform pupils with hearing impairments to stand still and follow instructions to line up. The fire alarm would signal the teacher to tell the children to evacuate the building. A fire evacuation or lockdown is practised in school to ensure pupil/ staff understand the procedures.</b>	
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	<b>Most of the school is on one level with ramps. The staff room and the SEND room is accessed through steep stairs with hand rails. This is not accessible by wheel chair users. If needed the resources could be moved to other areas in</b>	

	<p>the school. There would be no other means of accessing these areas for wheelchair users.</p> <p>Handrails are placed to support those with ambulant disabilities some areas need more hand rails which are coloured contrasted with nylon paint.</p>	
<p>How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?</p>	<p>Actions needed- please see Accessibility Action Plan</p>	
<p>What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?</p>	<p>Signage needs to be in braille and larger font. The office will look at costings of this in Spring term 2022.</p> <p>Actions needed- please see Accessibility Action Plan</p>	

## Car park and school grounds

Question	Comments	Evidenced by
How does the school ensure car parks and access and egress routes are clearly identified?	<p>Signage needs to be improved on the outside wall for carpark. <b>Planning permission is needed for this</b></p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	<p>Grit is placed down on the carpark/egress routes to prevent slipping. No obstructions are placed around doors. Pupils have been given hooks to hang up coats.</p> <p><b>Sign to be placed next to the gat on the carpark to ensure access is kept at all times if needed. Actions needed- please see Accessibility Action Plan</b></p>	
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	<p>All fire exits are more than 85cm wide to allow wheel chair access</p>	
How does the school keep access routes from being misused?	<p>These are checked by the caretaker</p>	
How does the school make sure access routes are free from obstructions?	<p>These are checked by the caretaker and inform SLT if not able to move the obstruction.</p>	
How does the school make sure that access routes are adequately lit?	<p>Lighting is by all access routes. Caretaker informs office staff if this is not working</p>	

How does the school keep access routes free from snow, ice, fallen leaves and litter?

**Caretaker will put down grit if needed on ice to give access route for pupils entering school. A path is made from the gates to the classrooms.**

## External ramps and steps

Question	Comments	Evidenced by
<p>Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?</p>	<p>Yes, Medway has a fixed ramp.</p> <p>There is a ramp up to top block and one which leads into Jupiter class</p> <p>At top block there is no access around to Pluto and Neptune class. <b>Could the fire exit route to Neptune be tarmacked, can decking be placed so access to Pluto be made from the fire door. From September 2023 we will no longer be using top block.</b></p>	<p>See External Accessibility Plan</p>
<p>If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?</p>	<p>There is access to all rooms, however to get to Pluto and Neptune they must enter through the fire exit doors and ramps which is more difficult across grass.</p>	<p>See External Accessibility Plan</p>
<p>Do the ramps have handrails on one side, both sides, or none?</p>	<p>To Medway yes</p> <p>Ramp up to top block yes</p> <p>Access to the main building yes.</p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	<p>See External Accessibility Plan</p>
<p>If the school does not have handrails on its ramps, why is this?</p>	<p><b>Actions needed- please see Accessibility Action Plan</b></p>	<p>See External Accessibility Plan</p>

How does the school keep the surfaces of its ramps slip-resistant?	The ramp to Medway has no slip material which has is nailed to the wooden surface. These was updated in October half term 2021.	
How does the school keep the ramps adequately lit?	There is security lighting on all ramps to ensure access is well lit. This lighting is on a timer.	Caretaker monitors this.
How does the school ensure the ramps are clearly identifiable?	<b>Actions needed- please see Accessibility Action Plan</b>	
How does the school keep the ramps safe for use and in good working condition?	These are checked by the caretaker daily and inform the office where repair work is needed.  Repairs were completed October half term 2021	Governors H and S report.

## Entrances

Question	Comments	Evidenced by
How has the school made building entrances clearly distinguishable from the façade?	<b>The doors are in different colour to the walls so they can stand out.</b>	
If any doors are made of glass, how has the school made them identifiable?	<b>Doors with glass are surrounding by wood which stands out from the walls.</b>	
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	<b>All doors are more than 85cms wide, which allows access for wheel chairs. All doors have access either side for manoeuvring.</b>	
How has the school ensured that doors can be used at both seating and standing height?	<p><b>Most door handles have been fitted at seating height.</b></p> <p><b>Padlock door locks are at standing height. Check if these can be moved to seating height.</b></p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	
How has the school made sure that all door handles can be grasped and operated easily?	<p><b>Yes.</b></p> <p><b>The door off the reception area needs checking as two handles are needed to open the door. Can one be removed</b></p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	
How has the school made power-operated doors identifiable?	<b>There are none</b>	

How has the school made sure that entryway surfaces are slip-resistant, even when wet?

Entrance ways have carpet fitted in most areas, where there is vinyl this is slip resistant.

## Corridors

Question	Comments	Evidenced by
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	<b>All corridors are wider than 85cm which is the width of a wheel chair.</b>	Caretaker's daily monitoring
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	<b>These are checked by all staff daily and obstacles are removed. Storage is given for children to place in PE kits. Teachers remind staff to put these away tidily. Corridors have carpets so they are not slippery.</b>	Caretaker's daily monitoring
How does the school use its lighting to help those with visual impairments or visual sensitivities?	<b>These are not needed in school, currently.</b> <b>Look to see if we could implement these.</b>	
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?	<b>Door frames are different colours to the doors. Hand rails are different colours to stand out from the backgrounds.</b>	
How has the school used tactile signs and information to help those with visual impairments find their way?	<b>These are not needed in school, currently.</b> <b>Look to see if we could implement these.</b> <b>Actions needed- please see Accessibility Action Plan</b>	
Has the school considered the travel distances of those with ambulatory disabilities?	<b>PEPs and accessibility plans are written for individual pupils where needed.</b>	PI accessibility plan has been written for one pupil in school.

Has the school used induction loops and couplers in its corridors, assembly halls and telephones?	<b>None installed. Look to see if these are needed.</b> <b>Actions needed- please see Accessibility Action Plan</b>	
How are these systems maintained?	<b>See above.</b> <b>N/A</b>	

## Doors

Question	Comments	Evidenced by
How has the school ensured its doors are clearly distinguishable?	They have different coloured door frames so the doors stand out from the rest of the walls. Fire exits are labelled clearly.	
How has the school made sure that people at seated height can be seen through glass panes in doors?	<p><b>All glass panels in doors are at seated height.</b></p> <p><b>Doors in top block have no glass in them look to have these updated with glass. Actions needed- please see Accessibility Action Plan</b></p>	
How has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?	<b>All doors are wider than 85 cm needed for wheel chair access.</b>	
How has the school made door handles accessible to, and easily operated by, seated and standing users?	<b>All handles are at seated height and are stainless steel on different coloured backgrounds.</b>	
How has the school made door handles clearly identifiable?	<b>Yes, they are stainless steel on different coloured backgrounds.</b>	
Has the school fitted any power assisted doors?	<b>No</b>	
If the school has not fitted any power assisted doors, why is this?	<b>None are needed.</b>	
If the school has fitted power assisted doors, how are these maintained?	<b>N/A</b>	

## Lavatories

Question	Comments	Evidenced by
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities?	<b>We have a disabled toilet in top block and the main building.</b>	
How has the school made lavatory and disabled lavatory facilities clearly identifiable?	<b>White signs on blue doors.</b>	
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?	<b>White railings next to cream backgrounds.</b>	
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?	<b>Locks and toilet handles are at seating height.</b>	
How has the school made sure lavatories and disabled lavatories are appropriately lit?	<b>All have lighting inside the disabled toilets and natural light feeds through a translucent window in all toilets.</b>	
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	<b>Yes</b>	Checked in the H and S report to Governors Autumn 2021
How does the school maintain the emergency call system?	<b>Not in place- will include in the H and S training in 26.1.22</b> <b>Actions needed- please see Accessibility Action Plan</b>	
If the school has not fitted an emergency call system, why is this?	<b>Not in place- will include in the H and S training in 26.1.22</b> <b>Actions needed- please see Accessibility Action Plan</b>	

## Lavatories (continued)

Question	Comments	Evidenced by
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?	The alarm has been tested in the disabled toilet. Training is needed on what would happen if this was pulled- include in the H and S training on 26.1.22 <b>Actions needed- please see Accessibility Action Plan</b>	<b>Completed.</b>
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	It was designed for wheel chairs and has enough space for a wheel chair to move around. <b>(List the measurements)</b>	
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Sink basins are at height for children in the toilets and the disabled toilets have sinks at seating height.	
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?	Mixer taps to be upgraded in the toilets Spring 2022	<b>Completed</b>
How has the school made sure lavatory signage is suitable for those with visual impairments?	There is white sign on the blue background of the toilet.	
How does the school ensure that disabled lavatories are not being misused?	Cleaners and Caretaker check and clean these daily.	
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	Cleaners and Caretakers check these daily and any hazards/spills are removed. All surfaces are non-slip.	

## Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	When purchasing tables heights are checked that they are accessible for both standing and seating height. Tables in the community room and Medway can be adjusted for height, so adult wheel chairs could for under these.	
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?	There is no fixed seating in the dinner hall. If there was a wheel chair user they would be placed at the end of tables to make it easier for them to get around to the table	
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	The water foundation is situated in a corridor that is accessible to all. It is a height where all pupils and staff can access this.	
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?	<b>Actions needed- please see Accessibility Action Plan</b>	
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	Interactive whiteboards are placed in the middle of the classrooms. Teachers ensure that all pupils can see these when they set up their classroom seating plans.	
How do staff ensure those with visual impairments have access to information on display boards?	Update the environment policy to ensure displays are large enough for people with visual impairments. <b>Actions needed- please see Accessibility Action Plan</b>	

How has the school made sure bookshelves are accessible to everyone?

**The library and all classroom reading areas have bookshelves which are no higher than a metre tall so all pupils can access the resources needed.**

## Fixtures and fittings (continued)

Question	Comments	Evidenced by
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	The hall can be accessible to wheel chair users and the wheel chair could be placed at the end of a table. Tables could be moved further away from the servicing hatch so there is room for a wheel chair user to have access. Food is served to all pupils.	
<del>What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?</del>	<b>Access to the Neptune and Pluto is not accessible currently to wheel chair users. Look to provide a ramp into Pluto class for this</b>	From September 2023 top block will no longer being used.
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Currently this is not needed. Staff room is upstairs. If needed staff room facilities could be used in Medway where there is a cooker, kettle and microwave. Disabled toilet is in the main building. There is a ramp for wheel chair access.	
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?	Pupils given a tour when they arrive in school. Part of the staff induction means a tour of the school.	
How has the school ensured classrooms are clearly identifiable?	Names on the classrooms. Pupils given a tour when they arrive in school. Part of the staff induction means a tour of the school	Staff induction forms.

<p>How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?</p>	<p><b>These are labelled but clearer signs could be made or purchased.</b></p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	
<p>If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?</p>	<p><b>N/A</b></p>	

## Means of escape

Question	Comments	Evidenced by
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?	This has been tested whilst the fire alarms are tested- <b>Completed.</b>	
How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	Fire evacuation plan has been completed by DCC and explained that the exits are wide enough for wheel chairs. There have been recommendations for fire doors to be placed in the hall after the replacement of the hall floor.	Fire evacuation plan updated by DCC on March 2023- Completed
What arrangements has the school made for those with disabilities when evacuating from upper floors?	Children are never on the upper floors without a member of staff present. Teaching can be completed on the lower floor classrooms to avoid these hazards.	
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?	Tactile signs need to be looked to be purchased. <b>Actions needed- please see Accessibility Action Plan</b>	
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Regular practise of fire evacuations. Lockdown procedures are being put in place- staff to discuss these in the staff meeting on 2.2.22. this will be shared with parents and then implemented before the February half term. This will be noted in the fire evacuation folder.	Fire evacuation folder of evacuations taken place.  Lockdown procedures updated, shared with parents and practised with staff and children. Completed and practised annually.

<p>How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?</p>	<p><b>Staff are reminded of using PEPs for all children. These have been emailed to staff and saved on share-point for all to access.</b></p>	<p>Briefing in December 2021 for all staff to read and staff understand their expectations to complete a PEP.</p> <p>Parents informed of their expectations to report all injurers or accidents should escort their child to school so a PEP can be completed. <b>Completed</b></p>
<p>How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?</p>	<p><b>Fire evacuations regularly take place and recorded.</b></p> <p><b>Caretaker checks daily for emergency exit being kept free from obstacles.</b></p>	<p>Fire safety folder records of fire evacuations.</p>
<p>What does the school have in place to check warning devices and detectors regularly?</p>	<p><b>Checks taken out by the caretaker.</b></p> <p><b>H and S audit completed by the headteacher, governor and caretaker annually.</b></p> <p><b>All staff aware it is there responsibility to report devices/detectors that are not working</b></p>	<p>H and S report taken to the governors' resources meeting in Autumn 2021.</p>

## Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are equipped with hearing assistance?	<p>Sound dampers have been placed in the hall.</p> <p><b>School to look into have hearing equipment to support staff and pupils with hearing aids.</b></p> <p><b>Actions needed- please see Accessibility Action Plan</b></p>	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	<p>Teachers will photocopy on different coloured paper and enlarge work on the photocopier/ interactive white board.</p>	
Has the school arranged for audio versions of information? If not, why is this?	<p>We can use Office 365 accessibility tools to read out work where required.</p> <p>Audio visuals are used in the classrooms for timetables.</p>	
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	<p>Teaching assistants that work with pupils with sensory needs will read their IEPs and ensure the children are aware of the situations and the expectations. Pupils with these needs may need to be placed in areas of less disruption during open days, bespoke plans are put in place</p>	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	<p>Currently, we have no children or adults with these needs, however we are aware when we have new fire doors to include clear signage which stands out on the white backgrounds with door frames in different colours.</p>	

	<b>Actions needed- please see Accessibility Action Plan</b>	
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	<b>SENDCO is looking into to use an Autism App to support moving around school</b>	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	<b>On Google Chrome there are extension services include Accessibility Menu, Select to Speak, Switch Access, and Talk Back. The Chrome browser supports screen readers and magnifiers and offers people with low vision full-page zoom, high-contrast colour, and extensions.</b>	