**Accessibility Audit and Plan 2019/20**

An annual accessibility audit is completed to identify current provision and future requirements, including seeking and analysing stakeholder views and needs and utilising OCC guidance. This was completed in November 2018. Equality objectives are reviewed and updated annually and published on the school website. The full governing body is updated by the Equality and SEND Lead Governor by means of an annual report to ensure governors have an awareness of equality duty obligations in whole school governance. Staff training and awareness of updates to policies and objectives is also completed during staff meetings and information is displayed on the noticeboard in the staff room.

|  |  |
| --- | --- |
| **Observation** | **Observation & Action recommended** |
| ***Car parking*** | * All work on accessible parking space, including signage to wall and ground completed   **Action:**  Ground signage needs a refresh. |
| ***Mobility impaired/Wheelchair access on site*** | * Level routes to reception from road and car parking area * Level entry at main entrance * One step (Juniors’ building) but alternative access available. * There is a handle to assist any child with a mobility problem * The majority of other routes and entrances and access to curriculum areas are wheelchair or mobility friendly, including long ramped pathway to Junior building * Infant outdoor classroom area gate is wheelchair accessible * Small step/threshold at doorway between indoor/outdoor infant classroom – see below “Action” * Gazebo and playhouse require adaptation for wheelchair access – see below “Action”   **Action:**   * Address small step/threshold between indoor/outdoor infant classroom if/when required within pupil community or when budget permits * Address adaptation of gazebo and playhouse if/when required within pupil community or when budget permits |
| ***Doors on school premises*** | * All glass doors clearly visible with signage * Security protection speaker system within reach of wheelchair users * Seating for mobility impaired parents/carers available in bottom playground. * Door furniture accessible from standing or seated height – see below “Action”   **Action:**   * Door furniture accessibility may need to be reviewed for any wheelchair user with limited arm reach |
| ***Emergency Evacuation Plan*** | * No visual alarm system but Emergency Evacuation Plan includes a strategy for hearing impaired and other pupils, staff and visitors with disabilities, and regular staff training includes these protocols. * Emergency evacuation drills conducted once a term together with regular reviews of effectiveness of this strategy and associated protocols. These are recorded in the appropriate log. * New electronic sign in system asks visitors whether assistance is required in an emergency * New electronic sign in system can be transported easily in the event of a fire drill and visitor information accessed.   **Action:**   * Reviews undertaken following practice drills * PEPs to be updated September 2019 for new pupil intake/classes |
| ***Toilets*** | * All lavatories have non-slip floors, fittings are easily distinguished by colour contrast to walls, door fittings are easily operated (apart from Foundation Stage Unit, which have security locks) * Shower facilities suitable for disabled users are on site – for adults in the Foundation Stage Unit disabled toilet in the entrance lobby, and for children in the FSU children’s toilet area * Each building has a toilet suitable for wheelchair users that meets all required criteria   **Action:**   * Disabled toilets currently used for storage of a range of school related items. These would need to be removed in the event of a wheelchair user being a permanent member of the school community |
| ***Signage*** | * Sign at reception glass hatch provided information for emergency evacuation for visitors. |

**Access to learning**

|  |  |
| --- | --- |
| **Observation** | **Observation & Action recommended** |
| ***Differentiating the curriculum*** | * Targets included already as RAP priority to ensure learning and homework meets individual needs and for narrowing the gap for pupils on SEND register, with or without disability * Quiet areas (for staff room, rainbow room, group room between Infants and Foundation classrooms) provided for teaching children with hearing impairment or needs that are best provided in such an environment * There is a hearing loop in the new building (hall, reception, offices, staff room, FSU and Infant classrooms) – see below “Action” * Individual pupil progress monitoring and planning (three times a year) to ensure appropriate provision of teaching on an individual basis – outcomes reported to Performance Committee.   **Action:**   * Consider provision of hearing support system/technology in the old building (Upper and Lower Junior classrooms) when there is a specific requirement or when budget permits * Continue with pupil progress meetings 3 x a year |
| ***Access to learning resources*** | * Clicker 6 talking software word processing installed for children with SEND * Garden area close to the FSU designated as a quiet area was provided during the year, but has been adopted by the children for their own imaginative and creative play. Due to disrepair this was dismantled in Oct 2019 and will be developed into a planting area for the children to use. * Outdoor musical instruments and outdoor whiteboard provided * The majority of outdoor area is wheelchair or mobility friendly * The outdoor stage has a ramp for wheelchair users of those with mobility difficulties * The external goal posts for netball/basketball area are height adjustable for provide easier access for wheelchair users, if required   **Action:** |
| ***Safeguarding and Anti-Bullying*** | Inclusion of diversity awareness and tolerance in anti-bullying week and Pupil Voice discussion groups.  **Action:**   * Activities to take place during Anti-Bullying week * Pupil voice groups to meet once a term * Information to be sent home to parents on newsletter and on school website * Weekly safeguarding emails forwarded to all staff |
| ***Continuing professional development of staff*** | * Head teacher, responsible for the line management of staff, is on the SEAT group, where staff CPD has now become a standing item on the SEAT meeting agenda * Training opportunities identified and provided for staff working with pupils with impairment or other protected characteristics * Staff updated on equality matters via designated noticeboard in staff room * Training/staff discussion is specific to the current pupils in the school and evidenced via staff meeting minutes   **Action:**   * Investigate logging of training through Scholarpack |
| ***Well-being development*** | * Grant application successful for PeacePod to provide an area for nurture sessions/mental health sessions. * Mental health first aider trained * School signed up to National Online Schools   **Action:**   * Further funds to be raised for PeacePod project |
| ***Global Citizen Awareness*** | * Visits to other places of worship during One World Week * Awareness raised during PSHE lessons and One World Week. * HT assemblies   **Action:**   * Review future viability of One World Week based on low parental contributions * Maintain Monday focus in assemblies about how we are global citizens |
| ***Attendance*** | * Initiatives to raise attendance levels * Letters sent to parents regarding attendance * Parents invited to meet HT if attendance falls below required levels. * Attendance monitored by Performance Committee through ScholarPack   **Action:**   * Consider team attendance award such that we raise awareness of the importance of attendance but do not identify any individuals - to be reviewed and discussed by staff and governing body * Continue with letters and parental engagement |

**Access to information**

|  |  |
| --- | --- |
| **Observation** | **Observation & Action recommended** |
| ***Information availability*** | * Website content and policy documentation are updated regularly * Governor newsletters to parents/carers issued 3 times a year * School communications sent home through ParentPay * Information regarding accessing the building or requesting assistance to be added to the information leaflet given to visitors with special needs or other requirements   **Action:**   * Carry out impact assessment of 2019/20 Equality Objectives and Accessibility Plan and publish on school website in July 2020 |
| ***Stakeholder Views*** | * Regular input sought, and results reviewed, of pupil, parent, staff and other stakeholder views and needs * Parent/pupil survey questions include questions regarding pupil and/or parent/family impairments * Governor and staff RAP leads meet during the year to discuss progress against success criteria – usually in Terms 2, 4 & 6 – prior to presenting reports/updates to the FGB * Questions regarding respecting/valuing difference, global citizenship, friendliness towards others, understanding of the School’s Values and British Values were all included in parent, pupil and staff surveys for 2018/19.   **Action:**   * Continue to utilise the online collection of parental/pupil and staff views * Pupil voice groups on RAP issues established and maintained |