

Accessibility Audit Tool for school and pre-school settings

School Bodringallt Primary School	Date of completion 17.07.22
Name of person who completed audit S Howells	Role Headteacher

1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	Evidence?	No ✓	Action to be taken
1	Do you have an Accessibility Plan?	x	Policy updated JULY 2022		
2	Was your accessibility plan coproduced with children/young people with ALN, their families and other stakeholders?	✓			
3	Is everyone in your setting aware of the Equality Act 2010?	✓			Shared at Team Meeting 05.09.22
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	x	Vision Mission Statement Accessibility Plan Health Care Needs Policy Equality Policy Disability Policy Safeguarding Policy		

			Wellbeing Policy UNRC Docs		
5	Do you have evidence that your school community endeavours to see the child/young person with ALN first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	x	Pupil Progress Reviews ALN Provision Map 1 Page Profiles ALN Audit TAC Meetings SIP 21 + 22 Statementing/IDPs/ PCP minutes CLA Reviews etc Multi Agency Meetings		
6	Have you published your ALN information report?	x	LA Audits / SIP Reviews / ALN Reviews - Reports - Updates to CSC Governing Body		
7	Is your ALN information report linked to local provision?	x	Local, regional and national		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	x	Yes. Progress of ALN pupils from baseline testifies – Progress / Boxall / Thrive		
9	Do you have inclusive, whole school policies, processes and practices?	x	Yes - Pupil Voice/Networks / School to School Working /Partnerships/PL		

10	Do you proactively include pupils/students with ALN, and their families, in all enrichment activities?	x	Pupil Voice/Networks / School to School Working /Partnerships/PL		
11	Do you celebrate the strengths of pupils/students with ALN and focus on building on what they can do rather than what they find difficult?	x	Pupil Voice 1 Page Profiles TAC Meetings Pupil Progress / Review Meetings / Successful Reintegration		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	x	Pupils interviewed Headteacher		

2. Is your setting physically accessible?

	Question	Yes ✓	Evidence ?	No ✓	Action to be taken
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?			x	LA have been aware of this for some time: Upper Building is only accessible through side entrance on FP area only Lower Building is not accessible
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?			x	Classrooms are fine in upper building – access very poor due to steps at main entrance / rear entrances of both buildings
3	Are pathways around the setting and parking arrangements safe,		Mostly		

	easily accessible and well signed?	x	Lots of gates though		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	x			
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	x	Upper building ok Mostly accessible – though steps to main entrance only Disabled access at side of school through Nursery	x	No changing facilities in lower building
6	Are calm low sensory areas available in the setting?			x	Mostly – through school adjustments and new SEBD Class Provision + C3 completed + continuing through Class 2 + Cubs from Sep 22
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	x			Mostly – students with physical disabilities access areas presently with no issues – wheelchairs would be more difficult but we would adjust tables spaces and / or move classrooms if needed.
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter	x			Settees / comfortable seating in all classes + new learner areas like 'Bod Pod' (Class 3 learners – next

	to ensure safe access?				repainting and redecoration use softer / neutral tones – carpet tiles in all areas Some new lighting in 2 learning areas – 2/6 have had them in Summer 22.
9	Is furniture and equipment selected, adjusted and located appropriately?	x			Absolutely – regularly adjusted dependent on high levels of ALN , Sensory needs of pupils.
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?			x	Some partitions in classes – to help traumatised / ASD / ADHD learners
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?			x	Not needed at present
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			x	Not yet but we will be adding signage (hopefully Makaton too) in all classes for those with speech, language and communication difficulties
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	x	Hand rails put in place also.		
14	Do you consult with pupils/students with ALN regarding the accessibility of classrooms, toilets and changing facilities etc?	x			

3. Is your setting inclusive?

	Question	Yes ✓	Evidence?	No ✓	Action to be taken
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	x			Need more signage to accommodate pupils with Speech and Language / ASD
2	Are pupils/students with ALN included in pupil/student forums e.g. school councils?	x	See opportunities / clubs / councils / FB + Twitter etc. We are a very inclusive school		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	x	Listen to Learners. Twitter.		Completely inclusive – adjustments and staffing ensure pending RA's for high tariff / flight risk pupils
4	Do you ensure that financial difficulties do not prevent pupils/students with ALN being included in activities and events?	x	PDG spends Subsidising activities, events, trips, residential		As far as we can.
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with ALN?	x	Plans Visits Home Visits Emails Review Meetings documents		
6	Do you find creative and flexible solutions to ensure that pupils/students with ALN can move easily between classrooms?	x			As far as is affordable and practicable. Engage LA for support too.
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social	x	1 Page Profiles		All approaches

	skills?		Rainbow Mornings - Attendance Rainbow Afternoons Universal Provision Provision Map		
8	Do you work closely with families (and the Attendance and Wellbeing Service if appropriate) to improve attendance?	x	Referrals Correspondence Calls Teams Open Door (pending CoVid) TAC Meetings		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	x	Transparent Restorative Approaches with pupils/ staff / families Clear guidelines on complaints for parents if not happy with school approach		
10	Are pupils/students with ALN and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	x	Saving Plans Fund raising to subsidise / lower costs Links to Charities Dates		

4. Is the curriculum accessible?

	Question	Yes ✓	Evidence ?	No ✓	Action to be taken
1	Do staff have high aspirations and expectations of pupils/students with ALN?	x	Vision Mission Advocacy Learning Walks		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	x	ALN Network – Cluster ALN networks LA Nurture UK Accreditation ELKLAN, PCP, Differentiation, ADHD, ASD, PDA training Half Termly Cluster meetings + School updates		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	x	Twitter Listening to Learners Learning Walks		
4	Do classteachers/PE staff know how to include pupils/students with disabilities in PE?	x			
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	x	Invitation letters TAC Review Records		

			Parent Meetings – though some parents do not engage despite repeated attempts of contact		
6	Do you use a graduated approach when meeting the needs of pupils/students with ALN?	x	Examples from ALN pupils TAC meetings Statement / CLA Reviews		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	x			
8	Is the attainment gap between pupils/students with ALN and those without ALN being reduced over time (whilst ensuring the high achievement of the most able)?	x	Our focus is on progress and not attainment – we have excellent rates of progress from baseline – however due to Covid pandemic – massive impact		
9	Is the progress made by your pupils/students at SA/SA+ support and with a Statement of SEN as good as that made by pupils/students with ALN nationally?	x	Or better – look at disaggregated data 2019 - 2020 – + Personalised Assessment Date (SER 2022) accurate comparisons between		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons,	x	Seesaw /HWB		

	putting it online (and giving it to families in hard copy who do not have access to the internet)?				
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	x			
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	x	Additional time given when needed / requested to make necessary adjustments		
13	Do pupils/students with ALN have access to appropriate information technology?	x			
14	Do all additional adults, including teaching assistants, build positive relationships, support flexibly and facilitating independent learning?	x	Observations Learning Walks INSET		
15	Are auxiliary aids used to ensure that pupils/students with ALN are included in the curriculum?		?		

5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your ALN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	x	Policy will be updated		

2	Do you promote Access and Inclusion Service Webpage for information, advice and guidance? www.rctcbc.gov.uk	✓			
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	x			Very difficult to make time to undertake this – School Council / Senedd have been involved
4	Do you hold review meetings, etc. at times when parents are able to attend?	x	We are extremely flexible – speak to parents		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	x	Open Door Policy TAC meetings TEAMS		
6	Is information available in a variety of languages?	x			On request
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?			x	
8	Are staff familiar with IT used to share information with people with disabilities?			X	
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	x	As far as is practicable – Primary setting Links for Wellbeing, Safety etc shared always via Twitter / Facebook / Letters and		

			Texts		
10	Do you give children/Young people and their families information about SNAP Cymru? www.snapcymru.org	x	Leaflets in Reception Encourage this if parent / carers are in doubt		