

## Accessibility Audit and Plan



School:	Windmill Primary School
Address:	Windmill Lane, Raunds, Wellingborough, NN9 6LA
Website:	<a href="#">Windmill Primary School - Home</a>
Phone number:	01933 623121
Principal:	Mr Rhys Penny <a href="mailto:rpenny@windmillprimary.net">rpenny@windmillprimary.net</a>
SENDCo:	Mrs Laura Giles <a href="mailto:lgiles@windmillprimary.net">lgiles@windmillprimary.net</a>
Site & Facilities:	Mr Rob Alexander <a href="mailto:ralexander@neneeducationtrust.org.uk">ralexander@neneeducationtrust.org.uk</a>

Audit completed by:	Karen Stevenson, Trust SEND Lead, <a href="mailto:kstevenson@neneeducationtrust.org.uk">kstevenson@neneeducationtrust.org.uk</a> Justin Maling, Estates Team <a href="mailto:JMaling@redwellprimary.co.uk">JMaling@redwellprimary.co.uk</a>
Audit and plan date:	09.03.2023
New audit and plan due:	09.03.2026

This report can be provided in large print on request or read with a ReaderPen.

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Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

## 1. Executive Summary

An Accessibility Audit of Windmill Primary School took place on 09.03.2023. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Principal, Rhys Penny and Justin Maling, Estates Team. Further information was obtained from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- The website has been updated to ensure relevant policies are available and an accessibility tool has been added.
- PEEPs are in place for a range of pupils.
- Internal signage has been made consistent with lower case lettering and clear colour contrast.
- More robust training is in place for staff around Equality, diversity, and inclusion.

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (March 2026) to identify additional progress made and next steps to further promote accessibility.

## 2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:

- the previous audit (2019)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 09.03.2023
- discussion with the Principal and relevant staff

### **3. Constraints and Limitations to the audit**

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No liability is accepted by the Nene Education Trust for any use of this report, other than for the purposes for which it was originally prepared and provided.

Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010/ Disability Discrimination Act (DDA) but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments" in order to achieve this in the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of 'best practice' and 'reasonable' will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sought for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

\*For this audit, it is important to note that, on the day of the audit, it was snowing so some surfaces were not fully viewed due to the snow covering e.g. full playground surface.

#### **4. Contextual Background to the school**

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Raunds is a small market town in rural Northamptonshire, England. It has a population of 9,379 (2021 census), is a civil parish, and is in the North

Northamptonshire district. Raunds is situated 21 miles (34 km) north-east of Northampton. The town is on the southern edge of the Nene Valley and surrounded by arable farming land. Nearest civilian airports are Luton 50 miles and East Midlands 65 miles. Raunds is adjacent to the A45 and close to the A14 jct 13. Access to the M1 and A1 is close and the A14 runs from Britain's largest container port at Felixstowe in Suffolk to join the M6. Bus services are limited, the X46 links the town with Wellingborough, Rushden and Northampton, running half-hourly.

The school sits in the heart of a large estate which consists of both private and council housing. The school attracts pupils, predominantly from Raunds and close surrounding areas.

Their vision is for all pupils, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners. This will be achieved through an inclusive, ambitious, and engaging curriculum enhanced through a wide range of enrichment opportunities. This is underpinned by their School Values: ambition, courage, resilience, compassion, honesty, respect, responsibility and unity.

Admissions are managed in accordance with the Schools Admission Code (September 2021), compliance with which is also required by virtue of NET's Funding Agreement with the Secretary of State for Education. NET is the admission authority for the school who then hold SLAs with North Northamptonshire Council for the co-ordinated admissions scheme and admission appeals. Admissions are non-selective. The Ofsted rating of the school in 2018 was 'good'.

The school was built in 1971. There are several buildings on the school site, including the KS1 and KS2 buildings, a separate library, the caretaker's building and a separately run pre-school. The school buildings are single storey, meaning there are no steps or lifts inside. The school has separate play areas for each stage of development as well as a large playing field.

There are 387 pupils on roll with a two-form entry system. With a PAN of 60, full capacity of the school is 420. There are 71 pupils on the SEND register which represents 18% of the school roll (18 children have EHC Plans) and 75 pupils registered for Pupil Premium (19%). 27 pupils have English as an additional language (7%).

The SENDCo, Laura Giles is a Vice Principal with responsibility for inclusion. She has been in post for 2 years. As a Vice Principal, Laura is part of the SLT so SEND remains a high priority. The support and progress of SEND pupils is regularly monitored through Pupil Progress and SLT meetings.

In regard to safeguarding, the latest Ofsted, 2018 found that:

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Pupils, parents and staff agree that the school is safe. In discussion, pupils said, 'There are so many people we can trust.' They confirmed that bullying is rare


and that if they have any worries, 'There is always a teacher around to have a word and a chat.' Checks on staff suitability meet statutory requirements and safeguarding training is up to date, for staff and also for those responsible for governance. You have strong systems in place for responding to any welfare concerns which may be raised. The records show clear actions which are followed through with persistence, to ensure that pupils are safe and well cared for. This includes regular and extensive partnership work with a range of outside agencies.

## **5. Audit Findings**


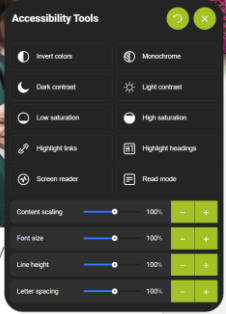
### **5.1: Ratings:**

- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.

## 5.2: Access to Information

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Staff training on equality and disability	<p>Trust staff training completed 2021-2022 on equality and diversity, provided by external trainer. Additionally, all staff have completed a certificate in Equality, Diversity and Inclusion from The National College (March 2023).</p> <p>Medical training, such as, autoinjector, diabetes training is sourced as needed. SEND CPD is offered through ongoing meetings with teaching staff and there is some whole staff SEND training. Trust training has been provided on the four areas of SEND for all teaching staff.</p>	Compliant	Continue to ensure on-going training is built into the CPD cycle.	 <p>Certificate in Equality, Diversity and Inclusion</p>
Staff knowledge of technology and support strategies for assistance	<p>Staff are trained to use specific technology as is required. Support strategies are reinforced through whole staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support if this was needed.</p>	Compliant		









<p>Arrangements for providing adaptive materials e.g. large print, digital</p>	<p>This is provided as required and would usually be an enlarged copy through the photocopier or text enlarged and then printed for paper copies. Multiple pupils use different coloured paper and are provided with resources with this colour base. The website allows for enlargements through the accessibility tool and enlargements can be made using the IWB in classrooms. Google translate is used to support visitors to the school with English as an additional language.</p>	<p>Improvement recommended</p>	<p>Keep an enlarged version of visitor information e.g. safeguarding information to provide if requested. Create a plan of how information would be made accessible if this was needed. Consider providing an induction loop to assist hearing aid users.</p>	 <p>HEARING LOOP INSTALLED Switch hearing aid to T-coil</p>
<p>Website and social media accessibility</p>	<p>The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems support accessibility. Colour has been used with care and forms have been designed for accessibility. There is an accessibility tool on the website (see good practice example).</p>	<p>Compliant</p>	<p>Investigate the use of QR codes to access relevant information and QR voice for important messages that you have displayed.</p>	 <p>Accessibility Tools</p> <ul style="list-style-type: none"> <li>Invert colors</li> <li>Dark contrast</li> <li>Low saturation</li> <li>Highlight links</li> <li>Screen reader</li> <li>Content scaling</li> <li>Font size</li> <li>Line height</li> <li>Letter spacing</li> <li>Monochrome</li> <li>Light contrast</li> <li>High saturation</li> <li>Highlight headings</li> <li>Read mode</li> </ul>




Complaints procedure	Up to date Trust complaints policy and complaint form uploaded to the school website	Compliant		
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### 5.3: Access to Site and Facilities

Approach to the school site:




Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
<p>Access to the site e.g. public transport routes</p>	<p>The nearest bus stop is on Marshalls Road which runs directly from Windmill Lane (0.1 miles).</p>  <p>The zig zag markings outside of school are in good condition and there is dropped kerbs onto the pavement. A full rail adds further protection from the road.</p> 	<p>Improvement recommended</p>	<p>Provide details of how to access the school via public transport. Add a google maps links.</p>	








	The walkways into school are smooth and in a good condition (as far as could be observed due to the snow)			
Disabled parking facilities	<p>There is no parental parking available on site, however, should disabled parking be needed, this can be arranged individually through the Principal.</p>  <p>The carpark has a disabled parking bay which is marked out correctly but there is no sign in front of it.</p>	Improvement recommended	Add a sign in front of the disabled bay for clear signage, for example, when snow covers the bay markings	
School perimeter e.g. gates, fences	 <p>The school is secured with robust fencing throughout the site. Entrance to the main school is through the reception area which is secured.</p>	Compliant		




	 <p>There is one additional space leading out from the Year 1 classroom fire exit which has a low fence.</p>		<p>Consider replacing the low fence to the school premier with the same height as around the rest of the school for additional safety.</p>	
<p>Signage</p>	 <p>School signage into the school is lower case, written in a clear font with good colour contrast. There is a Bee Tee alarms sign at the front entrance which is predominantly written in capital letters.</p>	<p>Compliant</p>	<p>Request for Bee Tee Alarms to provide a more accessible sign which can be displayed.</p>	
<p>Entry to the school</p>	 <p>There are two pedestrian entrances into the site which are separate from vehicle access with good surface condition. The entrances aren't signed which could be helpful for people new to the site.</p>	<p>Improvement recommended</p>	<p>Add signage to the two pedestrian entrances to make these clear.</p>	


	Parents are reminded about safe parking through e-mails and the school newsletter.			
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On the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Signage into the school	 <p>The reception sign is clear when entering the main school gate. The pathway leads directly to the main school site and the sign is at an appropriate height. The intercom system isn't working and there is no signage to know what to do when you arrive at the school e.g. pull the door to open</p>	Improvement recommended	Add signage so visitors know how to enter the school site e.g pull the door to enter	
Movement around the site	 <p>Movement into the site is accessible and clear with a</p>	Compliant		

	<p>slope leading to the main entrance doors.</p>			
<p>Ramps and entry doors</p>	 <p>The handles on the main door are the same colour as the frame making these harder to see for a person with a vision impairment.</p>  <p>There is a ramp as an additional entrance/ exit from the library for disabled access but without a handrail on both sides.</p>  <p>The ramp to the KS2 hall has two handrails and a smooth entrance into the doorway.</p>	<p>Improvement recommended</p>	<p>Paint the door handles so they are a contrasting colour. This applies to all doors.</p>   <p>Add a second handrail to the ramp from the library.</p>	 






	 <p>There is a ramp leading out of one of the current Year classes which has rails on both sides.</p>  <p>A ramp is in place for access into the staff room. All ramps should have continuous handrails on both sides.</p>		<p>Add continuous handrail on each side of the ramp to and from the staffroom.</p>	
<p>Playground surfaces including drainage</p>	 <p>The playground surfaces appeared to be smooth without any concerns over raised or dropped drains. *Due to the weather conditions and snow covering, visual inspection was limited.</p>	<p>Compliant</p>		






<p>Outside space/ Recreational equipment</p>	 <p>There are three large outdoor playgrounds which are used by the different age phases and a large field which gives a good amount of space for the children to play. Additionally, there are benches and a quiet, sheltered areas, play and exercise equipment which is all easily accessed.</p>	<p>Compliant</p>		
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In the school building:

<b>Audit area:</b>	<b>Audit findings</b>	<b>Rating:</b>	<b>Suggestions to improve/ solve:</b>	<b>Example of good practice</b>
<p>Main reception facilities</p>	 <p>The reception area is large for a wheelchair to wait. The hatch is at an accessible height.</p>	<p>Improvement recommended</p>		



	<p>There are automatic doors, controlled by the office for entrance into the school.</p>  <p>There is seating available in the entrance foyer but the seats do not have arms which would support visitors being able to get on and off the chair easily.</p>		<p>Add a seat with arms.</p>	
<p>Internal signage</p>	 <p>Internal signage throughout the school is clear and consistent.</p>	<p>Compliant</p>	<p>Adding Braille to signage would add additional accessibility.</p>	
<p>Accessible toilets, toilets &amp; changing facilities</p>	 <p>There is an ambulant toilet available in the KS1 area and also a shower in this area if this is needed.</p>	<p>Improvement recommended</p>		

	 <p>There is an accessible toilet in the KS2 area but this isn't full compliant.</p>  <p>The accessible toilet is gender neutral but has a ladies sign on it.</p>  <p>Toilet facilities for the children throughout the school are an appropriate layout with facilities at the right height, have slip resistant floor and lever or sensor taps.</p>		<p>Bring the accessible toilet to a full level of compliance: Sink, hand drying facility, mirror, coat hooks, shelf for belongings all to be provided and at an accessible height. Make rails a contrasting colour.</p> <p>Change door signage to be clear the accessible toilet is gender neutral.</p>	
<p>Medical facilities</p>		<p>Compliant</p>		

	<p>There is a medical room where supplies and medicines are kept securely.</p> <p>Additional portable first aid facilities are kept throughout the school for minor injuries.</p> <p>There are trained first aiders on site and a first aid policy on the school website.</p>			
<p>Movement in the school building, including corridors, stairs, lifts, evacuation routes</p>	<p>There are no stair flights or lifts within the school.</p>  <p>There are multiple exits which have steps out into the outside area (examples are shown, not exhaustive)</p>	<p>Improvement recommended</p>	<p>A further inspection of all of the exit doors should be completed and all steps should have a 2-inch yellow nosing strip added.</p> <p>As so many exits have steps, a portable ramp is recommended to be used as needed. A ramp for both buildings would be advisable to increase accessibility.</p>	



Where there are wide raised steps, there should be a handrail on both sides as well as nosings.



The EYFS area cannot be accessed without a step from any of the exit doors.

Additionally, the outside door is broken and could pose a safeguarding risk as it would allow easy access into the building out of school hours.



Clear corridors and tidy cloakroom areas allow good movement through the school.

A second handrail should be added coming out of the Y4 classroom.

Make one of the exits from the EYFS classroom to the outdoor area into a ramp to ensure this is accessible. A portable ramp could be used as an interim arrangement.

Replace or mend broken door.

Teaching spaces including furniture, equipment and decor



Classrooms generally allow for good movement around them. Where there is less space, furniture would be re-arranged if this was needed to allow greater access.




Classrooms are carpeted to help absorb sound and there is no obvious glare or shadows.







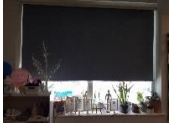





Once in the EYFS outdoor area (see note in previous section) movement around the area is accessible with a slope to the top area.



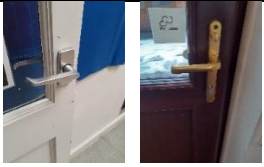

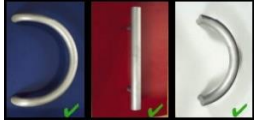

Improvement recommended

	<p>There is a playhouse which has steps only but an alternative accessible space is provided as well.</p>  <p>Classrooms have muted colours, all are equipped with IWBs and visual schedules are displayed.</p>		<p>Nosings to be added to playhouse steps in the EYFS outside area.</p>	
<p>Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces</p>	 <p>Within the school, there are multiple breakout areas and teaching spaces which are accessible and allow for calm, quiet time should this be required.</p>  <p>Outside classrooms there are wet areas with sinks. All sinks have</p>	<p>Improvement recommended</p>	<p>Exchange twist taps in wet areas so these are accessible e.g. lever or sensor.</p>	

	<p>twist taps rather than accessible ones.</p>  <p>Staff have a separate area to go with their own kitchenette facilities which children do not use. There is an accessible layout but no chairs with arms for ease of getting in and out of.</p>		<p>Add an arm with chairs for greater accessibility in the staff room.</p>	
<p>Hall/ dining room and catering</p>	 <p>There are two large accessible hall spaces (one in the KS1 building, one in KS2) which are used for PE, lunches and a variety of other activities.</p>  <p>Lunches are cooked off site and brought in. Tables are used to ensure they are at an accessible height for children to access their lunch options.</p>	<p>Compliant</p>		

<p>Lighting</p>	 <p>LED lighting is used throughout the KS1 building but fluorescent lighting is in place in the KS2 building.</p>  <p>Blinds are fitted in classrooms throughout.</p>	<p>Improvement recommended</p>	<p>Change lighting within the KS2 building to LED.</p> <p>Complete a check across the school to ensure all blinds are in good working order.</p>	
<p>Doors</p>	  <p>Doors should have contrasting colours to frames and handles.</p>  <p>Doors have vision panels but these should be left unobscured.</p>  <p>One door only has a handle on side.</p>	<p>Improvement recommended</p>	<p>Paint door handles a contrasting colour to the door.</p> <p>Check all vision panels and ensure they are left clear.</p> <p>Add a handle so the door can be opened from both sides.</p>	



	 <p>Some door handles are not of the recommended D-shape.</p>  <p>Some doors have guards on them but this is not consistent across the site.</p>		<p>Replace door handles on a rolling maintenance programme so they are all D-shaped.</p> <p>Complete a check of all doors and add door guards where these are needed.</p>	
<p>Emergency Evacuation (PEEPs) and Lockdown procedures</p>	<p>Fire drills and evacuations are completed once per term and there is a fire risk assessment in place.</p>  <p>Fire extinguishers are suitably wall mounted around the school and serviced annually. PEEPs are in place for SEND pupils who need these.</p>	<p>Compliant</p>		

#### 5:4: Access to Education

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Suitable qualifications of staff	The SENDCo is suitably qualified with the NA SENCo qualification and extensive experience. All staff receive on-going SEND training as part of the CPD calendar. Additional training for assistant teachers is also made available and is on-going. Individual staff also receive training to support specific pupil needs where this is required.	Compliant		
School leadership and staffing	SEND is part of the IAB action plan which is regularly reviewed and updated. The SENDCo is part of SLT who meet weekly. She is full involved in decision making regarding SEND matters such as staff deployment and funding. Additional staffing is in place to support pupils with SEND, including a school-led bespoke nurture provision. All pupils are equally valued.	Compliant		
Admission process including transition	Admissions information is available on the website as well as within the SEN information report. Nene Education Trust is the admission authority who hold	Compliant		

	<p>SLAs with NNC for the co-ordinated admissions scheme and admission appeals. Pre-admission meetings are held with pupils, parents and professionals as appropriate for children with SEND to ensure arrangements are in place. Visits to the school are encouraged. Transition meetings include supported visits and meetings to ensure a full handover of information. Nursery settling visits are encouraged with personalised transition as needed for each child.</p>			
Safeguarding	<p>In the last Ofsted, 2018, safeguarding was found to be effective. Continued safeguarding monitoring ensures that policies and processes are both compliant and effective. Policies are available on the website and all staff receive ongoing safeguarding training. The school site is safe and visitors to the school must sign in and wear a lanyard (green or red depending on DBS). The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team</p>	Compliant		

<p>Pupils with temporary, emerging or sustained health needs</p>	<p>Health plans are put into place for pupils who need them. They are co-produced with parents, pupils and staff using medical advice. Training is provided for staff as needed e.g. auto injector training, diabetes training. Risk assessments are in place to support where this is required and reviewed regularly to ensure they continue to be accurate.</p>	<p>Compliant</p>		
<p>Access to the curriculum</p>	<p>The schools aims to provide a broad and balanced curriculum which meets the needs of all children. A variety of teaching styles are used to support access for all learners and whole class, group and individual learning experiences are made available in all classes. The Early Years Curriculum is used followed by the national curriculum, supported by CUSP (Curriculum with Unity Schools Partnership).</p>	<p>Compliant</p>		
<p>Additional adjustments for pupils with SEN and/ or disabilities</p>	<p>Adjustments are made as needed and equipment is available to support this access; this may include support from an additional adult. Adaptive teaching is used and scaffolds are put in place to support pupils.</p>	<p>Compliant</p>		
<p>Educational trips and visits</p>	<p>The school have a yearly planner which outlines all of their trips and</p>	<p>Compliant</p>		

	visits. Risk assessments and adjustments are put into place to ensure all visits are inclusive.			
Pupil outcomes	<p>The school use 'Quality First Teaching', meaning that every teacher expects to assess, plan and teach all children at the level which allows them to make progress. They have high expectations and expect all their children on the SEND register to make progress which compares well with the progress made by other children in school, as well as all pupils nationally.</p> <p>The progress of SEND pupils is monitored carefully through Pupil Progress and SLT meetings.</p>	Compliant		

## 6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

### 6.1 Key

#### Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

#### Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

## 6.2 Action Plan

<b>Access to Information:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Arrangements for providing adaptive materials e.g. large print, digital	Keep an enlarged version of visitor information e.g. safeguarding information to provide if requested. Create a plan of how information would be made accessible if this was needed.	B	0	End of summer term	KS/SP then RP to personalise	
	Consider providing an induction loop to assist hearing aid users.	C	2	Review 2023/2024	KS/KK	

<b>Access to Site and Facilities:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Access to the site e.g. public transport routes	Provide details of how to access the school via public transport. Add a google maps links.	B	2	End of summer term	KS/RP	
Disabled parking facilities	Add a sign in front of the disabled bay for clear signage, for example, when snow covers the bay markings	C	2	Easter holidays	RP/RA	
Entry to the school	Add signage to the two pedestrian entrances to make these clear.	C	2	Review 2023-2024		
Signage into the school	Add signage so visitors know how to enter the school site e.g pull the door to enter	B	1	Term 5, 2023	RP	
Ramps and entry doors	Paint the door handles so they are a contrasting colour. This applies to all doors.	B	2	Summer holidays 2023	RA	

	Add a second handrail to the ramp from the library.	C	3	Review 2023-2024		
	Add continuous handrail on each side of the ramp to and from the staffroom.	C	3	End of Term 5	RA	
Main reception facilities	Add a seat with arms.	C	2	Review 2023-2024		
Accessible toilets, toilets & changing facilities	Bring the accessible toilet to a full level of compliance: sink, hand drying facility, mirror, coat hooks, shelf for belongings all to be provided and at an accessible height. Make rails a contrasting colour.	C	3	September 2023	RA	
	Change door signage to be clear the accessible toilet is gender neutral.	B	1	End of Term 5	RA/RP	
Movement in the school building, including corridors, stairs, lifts, evacuation routes	A further inspection of all of the exit doors should be completed and all steps should have a 2 inch yellow nosing strip added.	B	2	Easter holidays	RA	
	As so many exits have steps, a portable ramp is recommended to be used as needed. A ramp for both buildings would be advisable to increase accessibility.	B	2	2 large portable ramps available to use if needed. Consider smaller ramp 2023-2024		
	A second handrail should be added coming out of the Y4 classroom.	C	3	Review 2023-2024		
	Make one of the exits from the EYFS classroom to the outdoor area into a ramp to ensure this is accessible. A portable ramp could be used as an interim arrangement.	C	2	See above RE: portable ramp Review 2023-2024		
	Replace or mend broken door.	B	2/3	On estates plan		



Teaching spaces including furniture, equipment and decor	Nosings to be added to playhouse steps in the EYFS outside area.	B	1	Easter holidays	RA	
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	Exchange twist taps in wet areas so these are accessible e.g. lever or sensor.	C	3	Review 2023-2024		
	Add an arm with chairs for greater accessibility in the staff room.	C	2	Review 2023-2024		
Lighting	Change lighting within the KS2 building to LED.	C	3	Review 2023-2024		
	Complete a check across the school to ensure all blinds are in good working order.	B	2	Audit by end of summer term	RA	
Doors	Paint door handles a contrasting colour to the door.	B	2	Summer holidays 2023	RA	
	Check all vision panels and ensure they are left clear.	B	0	End of Term 5	RP	
	Add a handle so the door can be opened from both sides.	A	2	Easter holidays	RA	
	Replace door handles on a rolling maintenance programme so they are all D-shaped.	C	3	Review 2023-2024		
	Complete a check of all doors and add door guards where these are needed.	B	2	Complete audit 2023-2024	RA	

<b>Access to Education:</b>						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
All areas audited as compliant						