

**DONINGTON COWLEY ENDOWED PRIMARY SCHOOL
ACCESSIBILITY PLAN**

SECTION A

ACCESSIBILITY AUDIT

Questions Asked	Answers/Issues Identified	Barrier to access: Yes/No	What sort of issue is it? E.g. training, policy, documentation, physical environment, communication	Should this transfer to the accessibility plan? Yes/No
1 CULTURE ETHOS POLICIES PRACTICES				
1.1 Is everyone made to feel welcome including those with physical disabilities or sensory impairments?	No issues identified	No	N/A	No
1.2 Are there high expectations of all pupils?	Yes, very high/No issues identified	No	N/A	No
1.3 Do staff, governors and pupils share a philosophy of inclusion?	Yes/No issues	No	N/A	No
1.4 Are pupils equally valued?	Yes/No issues	No	N/A	No
1.5 Do staff seek to remove all barriers to learning and participation?	Yes, actively/No issues	No	N/A	No
1.6 Are lessons made accessible to all students?	Yes/No issues	No	N/A	No



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1.7 Do you make the best use of Teaching Assistants (TAs)?	Yes/No issues identified	No	N/A	No
2. STAFF TRAINING				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes/No issues identified	No	N/A	No
2.2 Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?	Yes/No issues identified	No	N/A	No
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?	Yes/No issues identified	No	N/A	No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes/Continuation of training	No	N/A	No
3. PROVISION OF WRITTEN INFORMATION				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Appropriate communications made to staff, pupils, parents/carers, governors and visitors to the school	No	N/A	No
3.3 Do you provide access to computer technology appropriate for students with disabilities?	Yes	No	N/A	No

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3.4 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision e.g. by reading aloud overhead projections and describing diagrams?	Yes	No	No	No
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes	No	N/A	No
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from 105 Judd Street, London WC1H 9NE or www.rnib.org.uk)	No, because we have no pupils with visual impairments/Need to consider use of RNIB guidelines in the future	Yes	Physical environment Training	Not yet
4. THE PHYSICAL ENVIRONMENT (Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	Yes/Narrow corridors and some narrow doorways	Yes, but not seen as a major issue	Physical environment	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes – toilet facilities	No	N/A	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes/No issues identified	No	N/A	No
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, for example floors and walls which are the same colour?	Not as far as we are aware, but at present we have no pupils with visual impairments, who might therefore be affected by such issues/None at present	Possibly in the future	Physical environment	No

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4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No/No issues identified	No	N/A	No
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	Yes/No issues identified	No	N/A	No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	No/No issues identified	No	Physical environment	Yes
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No, but not seen as a need at the moment/None	No	N/A	No
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes	No	N/A	No

SECTION B

ACCESSIBILITY PLAN

SCHOOL NAME: DONINGTON COWLEY ENDOWED PRIMARY SCHOOL

DATE: 28th September 2016

DATE LAST REVIEWED: 13th October 2014

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To ensure that before a child with a disability is due to start school, meetings have taken place to establish and plan for meeting the child's needs.	The child's needs will be regularly reviewed with parents/carers and health professionals as appropriate.			
	To ensure that if a child enters school with a specific medical need, appropriate training for staff is accessed through school nursing or specialist nursing teams	To contact the school nursing team or specialist nursing team to arrange training			
	Where a child is prescribed an epi-pen, to ensure that staff receive immediate training which is then repeated on an annual basis.	To contact school nursing team and set date(s) for training	All staff confident in use of EpiPen		
Medium Term	To update staff training on Autistic spectrum	SENDCO to deliver training during staff meetings	Increased awareness of needs of children		
	To enable staff to differentiate the curriculum to take account of a range of disabilities	Staff to undergo training as appropriate	Ongoing development of teachers' ability to meet disabled pupils' needs with regard to accessing the curriculum		
Long Term	To improve access through each entrance and exit in priority order through the fitting of ramps and handrails	To use devolved capital resources as and when available to make necessary improvements	Increased accessibility for disabled adults and children throughout the school		