

ACCESSIBILITY AUDIT – The Wickford C of E SCHOOL, Little Teds Pre-School and the Victorian building

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				Teachers & LSAs are all aware of the family's needs in their own classes, who school training is actioned promptly when necessary and this prepares staff.
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x				Yes. Care plans are also in place for individual children. These are updated regularly and supported by medical professionals.

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? <i>(see guidance notes)</i>					
3. Do all staff seek to remove all barriers to learning and participation? <i>(see guidance notes)</i>	x				Yes. Planning is always inclusive. Visiting sports staff are always kept informed of individual needs of pupils and equipment/support is provided accordingly.
4. Is teaching appropriately differentiated to meet individual needs so that children make good	x				

progress?					
5. Are all children encouraged to take part in music, drama and physical activities?	x				
6. Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x				
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	x				
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				
9. Do you provide access to appropriate technology for those with disabilities?	x				
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X	x			

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?

<p>11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p>	<p>X</p>	<p>x</p>		<p>We can enlarge print and we make arrangements for translation of documents for parents new to the English language if we do not have access to a translator when they visit.</p> <p>Additional access procedures are put in place.</p>
<p>12. Do you have the facilities such as ICT to produce written information in different formats?</p>	<p>x</p>			<p>Yes. It is now easy to find reliable packages online to product written information in alternative formats if necessary.</p>
<p>13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?</p>		<p>x</p>		<p>Parents need to be consulted regularly to ensure information is delivered to all without exception. We should consider this in our next parent survey.</p> <p>Text messaging and emails is currently their most favoured communication method.</p>
<p>14. Is furniture and equipment selected, adjusted and located appropriately?</p>	<p>x</p>			<p>We constantly review the provision for pupils whose needs change and provide accordingly.</p> <p>Tables can be adjusted in height as needed in most rooms.</p>
<p>15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?</p>	<p>X</p>			<p>This training or additional information is shared when necessary.</p>

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

Little Teds is accessible for all for gaining entry to the main building.

The old building can only be accessed via the Year 1 doors. The old building is difficult to move around in and full consideration will need to be given to this when considering staff and pupil needs/care plans.

The main building can be accessed by all; the corridor door opens to be wider if needed.

NAME OF BLOCK (see AMP Data): Little Teds Pre-School

Number of teaching spaces in block	1	Number of those teaching spaces which are accessible:	1
Number of social spaces in block	0	Number of those social spaces which are accessible:	0

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? <i>(both internal & external)</i>	x				Need to establish if we need more external signage for partially sighted visitors.

19 Do you have emergency and evacuation procedures to alert ALL pupils?		x			Currently, we do not have signs in larger print or other languages but if we have pupils who need these, we will put in place immediately. Staff know emergency procedures. This is covered during induction for new staff.
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				If individual needs mean we need to cater in an additional way advice will be sort immediately and implemented.
21 Do furniture layouts allow easy movement for pupils with disabilities?	X				Yes, the room is spacious and accessible.
22 Are quiet rooms/calming rooms available to children who need this facility?	x				Within the main building. Disabled access toilets, shower room. Sofa in quiet library area. Several quiet spaces/rooms across the school but not in Little Teds itself.

4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance?		x		If specific arrangements were needed this provision would be put in place within the staff car park. There are no facilities for parent parking on the school grounds.
24 Are there any barriers to easy movement around the site and to the main entrance?	x			All are accessible.
25 Are steps needed for access to the main entrance?		x		A ramp is in place.

				Accessible is possible from many points around the school.
26 Do all those steps have a contrasting colour edging?			n/a	
27 If there are steps, is a ramp provided to access the main entrance?			n/a	There is a proper ramp to the main entrance to the building.
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X			Yes, there are fixed handrails.
29 Is it possible for a wheelchair user to get through the principal door unaided?	x			
30 If no, is an alternative wheelchair accessible entrance provided?			n/a	

4c INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			n/a	
32 Do all internal doors allow a wheelchair user to	x			If held open, they are all wide enough. Fire doors cannot be

get through unaided?				kept hooked open.
33 Do all the corridors have a clear unobstructed width of 1.2m?	x		n/a	
34 Does the block have a wheelchair accessible toilet?		x		One in main building.
35 Does the block have accessible changing rooms/shower facilities?		x		One in main building

4d VERTICAL MOVEMENT					
36 How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)	A	b	c	d	
	x				
	Yes	No	N/A	Comments for school use	
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			x		

38 Is there a continuous handrail on each internal stair flight and landing?				x	
39 Does the block have a lift that can be used by wheelchair users?				x	
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state				x	
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x				Ramps from one entrance/ exit on one side of the building.

4e SENSORY IMPAIRMENT	1	2	3	4	
42 Are non-visual guides used to assist people to use the buildings?				x	Needs to be addressed.
43 Could any of the décor be confusing or disorientating for pupils with disabilities?				x	Need advice
	Yes		No	N/A	Comments for school use

44 Is a hearing induction loop available (either fixed or portable) in the school?		x		
45 Does the block have a "Soundfield" sound reinforcement system?		x		
46 If there is a "Soundfield" system, in what area? <i>(please state here)</i>				
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	- No flashing lights			

NAME OF BLOCK (see AMP Data): The Victorian Building

Number of teaching spaces in block	3
Number of social spaces in block	0

Number of those teaching spaces which are accessible:	2, 2 have a step up.
Number of those social spaces which are accessible:	0

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? <i>(both internal & external)</i>	x				Need to establish if we need more external signage for partially sighted visitors.

19 Do you have emergency and evacuation procedures to alert ALL pupils?		x			Currently, we do not have signs in larger print or other languages but if we have pupils who need these, we will put in place immediately. Staff know emergency procedures. This is covered during induction for new staff.
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				If individual needs mean we need to cater in an additional way, advice will be sort immediately and implemented where possible.
21 Do furniture layouts allow easy movement for pupils with disabilities?				X	No, this is a Victorian building designed for a very different teaching and learning style. Space is very limited. Where provision needs to be made to cater for all needs, we will ensure this is in place to the best of our abilities, using all available room options in the school to provide the best service.
22 Are quiet rooms/calming rooms available to children who need this facility?	x				Within the main building. Disabled access toilets, shower room. Sofa in quiet library area. Several quiet spaces/rooms across the school but not in the Victorian building itself.

4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance?		x		If specific arrangements were needed this provision would be put in place within the staff car park or Paddington House driveway. There are no facilities for parent parking on the school grounds.
24 Are there any barriers to easy movement around the site and to the main entrance?	x			All are accessible. There is a ramp raising the ground from the playground to one

				entrance pathway. This is clearly marked in contrasting paint.
25 Are steps needed for access to the main entrance?		x		Accessible is possible from 2/4 points around the building.
26 Do all those steps have a contrasting colour edging?		X		Paint to be added to main Victorian building step/classroom entrance.
27 If there are steps, is a ramp provided to access the main entrance?		X		
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			X	
29 Is it possible for a wheelchair user to get through the principal door unaided?			X	
30 If no, is an alternative wheelchair accessible entrance provided?			x	

4c INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is			n/a	

it possible for a wheelchair user to negotiate the doors?				
32 Do all internal doors allow a wheelchair user to get through unaided?		x		
33 Do all the corridors have a clear unobstructed width of 1.2m?		X		
34 Does the block have a wheelchair accessible toilet?		x		One in main building.
35 Does the block have accessible changing rooms/shower facilities?		x		One in main building

4d VERTICAL MOVEMENT				
36 How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)	A	b	c	d
	x			

	Yes	No	N/A	Comments for school use
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			x	
38 Is there a continuous handrail on each internal stair flight and landing?			x	
39 Does the block have a lift that can be used by wheelchair users?			x	
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state			x	
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		X		

4e SENSORY IMPAIRMENT	1	2	3	4	
42 Are non-visual guides used to assist people to use the buildings?				x	Needs to be addressed.
43 Could any of the décor be confusing or				x	Need advice

disorientating for pupils with disabilities?				
	Yes	No	N/A	Comments for school use
44 Is a hearing induction loop available (either fixed or portable) in the school?		x		
45 Does the block have a "Soundfield" sound reinforcement system?		x		
46 If there is a "Soundfield" system, in what area? <i>(please state here)</i>				
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	- No flashing lights			