

## Accessibility Audit and Plan November 2016- 2019

This audit and plan covers all three main strands of the planning duty:

### **1. Physical Access- Improving the extent to which disabled children are able to take advantage of education and intervention.**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, widened doorways, adapted toilet facilities, blinds and way-finding systems.

Physical aids to access education covers things such as ICT equipment, enlarged keyboards, specialist furniture and equipment.

Constraints – Cavendish Close Infant and Nursery School is a Local Authority Maintained Community School. The school was built in 1952 and has been developed and improved constantly over the years. We have secured funding from the second phase of the Priority Building for Schools Programme and we are expecting a rebuild in the near future. Planning is currently underway (November 2016). Accessibility will be given high priority during the planning stage.

We have a 39 place nursery unit, 9 classrooms, a large hall, a purpose built dining room, a central library area, staff rooms, offices and group rooms. Outside, we have 2 playgrounds, several well- developed outdoor learning areas and access to the Junior School's large field.

Our school site is vast and the buildings and playgrounds are at different levels with many sets of stairways. Our buildings and playgrounds are all accessible by using ramps or lifts.

### **2. Learning Access - Increase the extent to which disabled children can participate and achieve within the schools' curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, staff information and training.

Many adjustments to access will be dependent on individual needs.

### **3. Information Access - Improving the delivery of information to children with disabilities.**

Any children requiring additional support are clearly identified on entry to Cavendish Close Infant and Nursery School and throughout their time with us. Those requiring specific support are known by staff so their needs can be met in class and around school through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

**Physical Access Audit and Plan**

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Actions
1	Is furniture and equipment selected, adjusted and located appropriately?	√				Regular Health and Safety inspections are recorded. Well resourced classrooms. SEND reviews reflect on specialist furniture and equipment if appropriate.
2	Are pathways and routes logical and well signed?		√			Adequate signage around the site. Pathways and routes are logical. Start and end of the day routines are well organised to ensure safety.
3	Do you have emergency and evacuation procedures to alert all occupants?		√			Emergency and evacuation procedures are displayed around school. Electronic signing in and registration system. ⇒ Practice emergency and evacuation procedures regularly.
4	Is appropriate furniture & equipment provided to meet the needs of individual children?	√				Staff are proactive in approaching the SENDCo about specialist furniture and equipment. We have built up a bank of specialist equipment over the years, for example, toilet steps, pencil grips, sloping boards, ear defenders etc. We are quick to respond to the needs of individuals.
5	Do furniture layouts allow easy movement for children with disabilities?	√				Furniture layouts are flexible. Classrooms are not overcrowded, each classroom has a spacious stock cupboard. Access is considered during Health and Safety inspections.
6	Are quiet rooms/calming rooms available to children who need this facility?		√			We have limited number of 'additional rooms' that children can access, however, we make good use of all available space. All classrooms have quiet/calm areas. We have a newly developed sensory room.
7	Are car park spaces reserved for disabled people near the main entrance?			√		There is a roundabout near the main entrance with a drop off area that is always clear. We can make provision for disabled visitors upon request.
8	Are there any barriers to easy movement around the site and to the main entrance?		√			Our school site is vast and the buildings and playgrounds are at different levels with many sets of stairways. Our buildings and playgrounds are all accessible by using ramps or lifts.

						The main entrance is easily accessible.
9	Are steps needed for access to the main entrance?				√	No.
10	Is it possible for a wheelchair user to get through the principal door unaided?			√		The door at the main entrance is easily wide enough for wheelchair users, although it is not electronic and requires pulling to open fully. The door is often open during warmer months.
11	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		√			Once in the lobby at the principal entrance, office staff can release the lock on the internal door and it can be pulled open easily. There is sufficient space for wheelchair users to negotiate the doors
12	Do all internal doors allow a wheelchair user to get through unaided?	√				Yes. Internal doors have all been replaced in the last 5 years. They are easy to use and all contain glass panels.
13	Do all the corridors have a clear unobstructed width of 1.2m?	√				Yes. Corridors are spacious and fully compliant with Health and Safety expectations.
14	Does the school have a wheelchair accessible toilet?	√				Yes, in both of our buildings.
15	Does the school have accessible changing rooms/shower facilities?				√	No. This is not a requirement in an Infant and Nursery School. Derby City Intimate Care Policy is implemented. Spacious toilet facilities.
16	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		√			Yes for the majority of identified fire exits. For wheelchair users, we would have a Personal Evacuation Plan in place. ⇒ Consider creating a ramp from the main playground into the main building. ⇒ Discuss the use of high 'thumb locks' on doors. Wheelchair users could not leave the building without assistance. However, the buildings are secure and children cannot exit external doors.
17	Are non-visual guides used to assist people to use the buildings?				√	We do not currently have non-visual guides in place. We would explore this in response to need. We have painted steps with bright yellow paint in response to a VI child.
18	Could any of the décor be confusing					No. Classrooms are well organised with clear signage.

	or disorientating for students with disabilities?				√	Commitment to creating communication friendly spaces.
19	Is a hearing induction loop available (either fixed or portable) in the school?				√	We do not currently have a hearing induction loop in place. We would explore this in response to need. We have used specialist HI equipment to support individuals.
20	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	√				Flashing lights are in key places in both buildings.

### Learning Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Actions
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√				We are quick to respond to emerging needs. We plan thoroughly for transition. Ongoing SEND programme of CPD for all staff. Commitment to working with parents and professionals.
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?	√				We make good use of LA resources. Well established relationships with LA and health professionals. We buy in quality support as and when required. SENDCo is the Deputy Headteacher. Strong SEND systems and structures in place, for example, needs analysis and provision mapping.
3	Do all staff seek to remove all barriers to learning and participation?	√				SENDCo supports all staff in removing barriers to learning and participation. Ongoing professional dialogue. SENDCo provides challenge and support to all staff.
4	Is teaching appropriately differentiated to meet individual needs so that pupils make good progress?	√				SENDCo conducts regular monitoring activities. Half-termly Pupil Progress Meetings focus on the achievement of SEND children.
5	Are all children encouraged to take part in music, drama and physical activities?	√				Absolutely. Each class has a weekly drama lesson taught by a qualified drama

					teacher. All children have equal access to physical activities, including clubs. We have provided additional support in after school clubs to enable SEND children to attend.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	√			Inclusion is a high priority in school. We are fully inclusive at all times. Staff are creative in their approach to differentiation and inclusion. All children are taught about similarities, difference and acceptance.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	√			SENDCo is proactive and monitors the inclusion of SEND children thoroughly.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	√			Timings are flexible and all children are given adequate time to achieve success. Additional time can be found if necessary.
9	Do you provide access to appropriate technology for those with disabilities?	√			We have a range of specialist ICT equipment in school, for example, an enlarged mouse, a keyboard with enlarged and clearly defined keys. We make good use of specialist 'apps' on iPads. We have a Go Talk 20 to support early communication. We have talking devices for selectively mute children.
10	Are school visits made accessible to all pupils irrespective of attainment or disability?	√			School visits are carefully planned in collaboration with school leaders. They are planned with SEND children in mind. During 2016/17, we will need to take two wheelchairs on school visits to support PI children.
11	Do you ensure that all school staff are familiar with technology and practices	√			School leaders are committed to keeping up to date with technology and practices to support SEND children.

	developed to assist people with disabilities?					We work in close partnership with our Educational Psychologist.
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### Information Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for children and prospective children who may have difficulty with standard forms of printed information?		√			We are highly skilled supporting children with speech, language and communication needs. We are able to use signs and symbols to aid communication. We work in close partnership with our Speech and Language Therapist. We are able to enlarge print easily. We would contact the LA HI / VI teams for support with presenting information on audiotape or in Braille.
2	Do you have the facilities such as ICT to produce written information in different formats?	√				We are experienced using signs and symbols to aid communication. We create overlays for our Go Talk 20 to aid communication. We can create resources such as communication books.
3	Do you ensure that information is available to staff, children and parents in a way that is user friendly for all people with disabilities?	√				Deputy Headteacher / SENDCo works closely with parents/carers with additional needs. We are able to adjust communication to meet the needs of children and parents/carers.

This audit and action plan was reviewed in October 2016 by Mrs C Diffin (Deputy Headteacher/SENDCo) and Ms J Huddleston (School Business Manager).

The findings of the review were shared with Mrs AJ Brandon (Headteacher) and the Full Governing Body in November 2016.