

**ACCESSIBILITY AUDIT – BRISCOE PRIMARY SCHOOL &
NURSERY – MAIN 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 but whole school training with regard to visitors or short term disability actions/awareness would be preferable. |
| 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. |

| Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? | 1 | 2 | 3 | 4 | Comments for school use |
|--|---|---|---|---|---|
| 3. Do all staff seek to remove all barriers to learning and participation? | 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 progress? | x | | | | |
| 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 | | | Yr2 sleepover was too difficult for one child to manage this year. He visited for the evening to join in with activities and went home to sleep. |

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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></p> | <p>Our Inclusion manager can use BSL. 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>12. Do you have the facilities such as ICT to produce written information in different formats?</p> | <p>x</p> | <p></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></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> |

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| | | | |
|---|---|---|---|
| 14. Is furniture and equipment selected, adjusted and located appropriately? | x | | We constantly review the provision for pupils whose needs change and provide accordingly. |
| 15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | x | Not all but those with specific contact. |

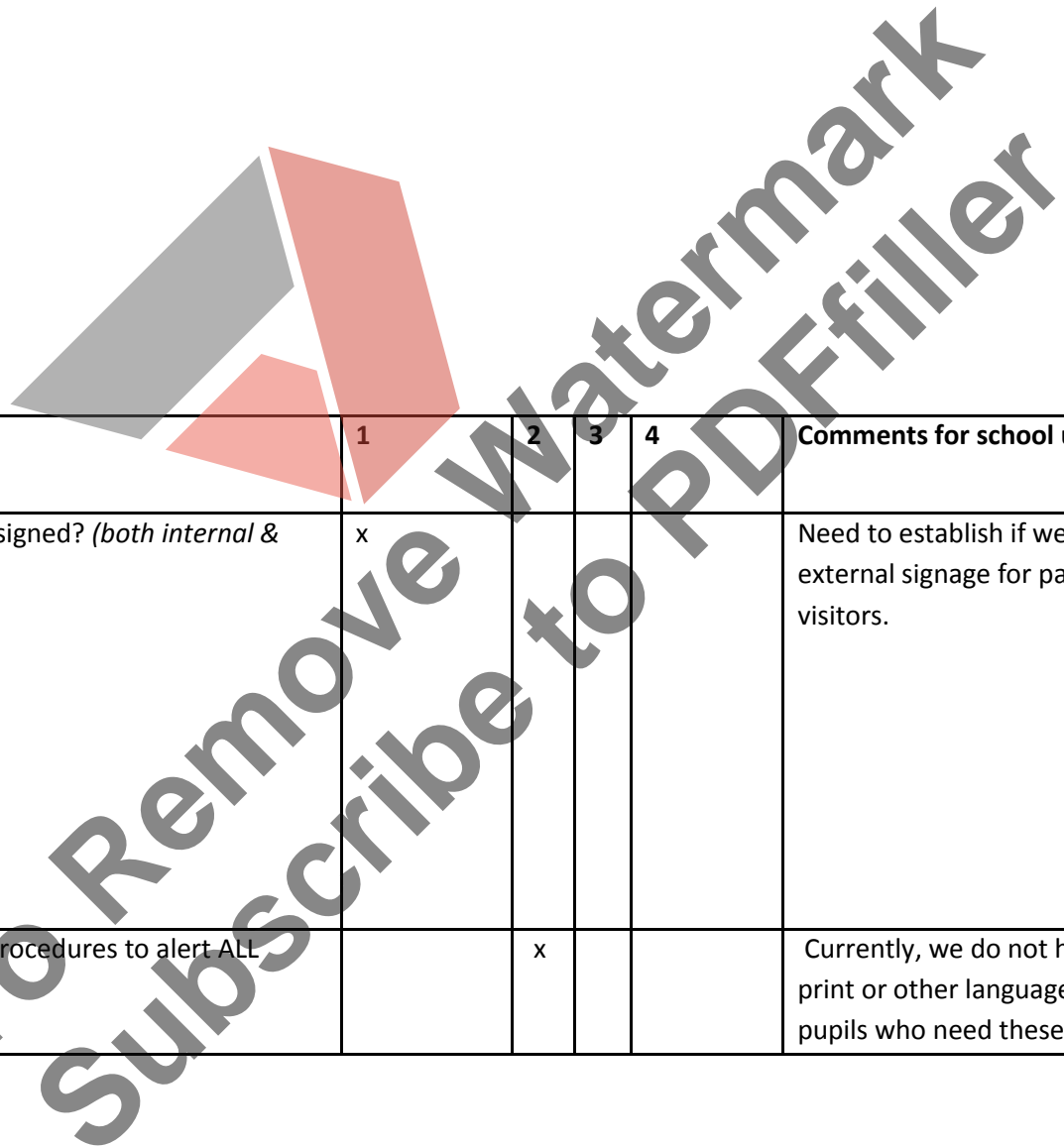
Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

(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)

NAME OF BLOCK (see AMP Data): _____ Main School Building _____

| | |
|------------------------------------|----|
| Number of teaching spaces in block | 14 |
| Number of social spaces in block | 2 |

| | |
|---|----|
| Number of those teaching spaces which are accessible: | 14 |
| Number of those social spaces which are accessible: | 2 |



| 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. |
| 20 Is appropriate furniture & equipment provided to meet the needs of individual pupils? | x | | | | |
| 21 Do furniture layouts allow easy movement for pupils with disabilities? | | x | | | But some classrooms would be restrictive if there was a need for walking frames or wheelchairs. However, class numbers are relatively small and there is no issue at present. |
| 22 Are quiet rooms/calming rooms available to children who need this facility? | x | | | | Disabled access toilets, shower room with adult sized changing/resting bed. Sofa in quiet library area. Several quiet spaces/rooms across the school. |

| 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 | | Our car park is across a public path. We have specific arrangements for one particular family to park before and after school in the staff car park and children |

| | | | | |
|--|---|---|-----|--|
| | | | | are collected and delivered to parent who has a disability. |
| 24 Are there any barriers to easy movement around the site and to the main entrance? | x | | | We have access all around the school because we are on one level with many doors to the outside. All are accessible. |
| 25 Are steps needed for access to the main entrance? <i>(see guidance notes)</i> | | x | | |
| 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? <i>(see guidance notes)</i> | | | n/a | |
| 28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | | n/a | |
| 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 | |

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| 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? | x | | | With assistance to open security lock. All visitors would need this. |
| 32 Do all internal doors allow a wheelchair user to get through unaided? | x | | | If held open, they are all wide enough. Fire doors cannot be kept hooked open. |
| 33 Do all the corridors have a clear unobstructed width of 1.2m? | x | | | KS1 corridor has coat hooks but corridor is wide enough. |
| 34 Does the block have a wheelchair accessible toilet? | x | | | Yes, two. |
| 35 Does the block have accessible changing rooms/shower facilities? | x | | | |

| 4d VERTICAL MOVEMENT | | | | |
|---|---|---|---|---|
| 36 How many storeys in the block? Tick appropriate box: <i>a</i> = single storey throughout <i>b</i> = single storey with some split level parts <i>c</i> = single storey with some 2/3 storey parts <i>d</i> = 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 | | | From the New Hall exit, there is a small step and assistance or a ramp would be needed. |

| 4e SENSORY IMPAIRMENT | 1 | 2 | 3 | 4 | |
|--|----------|----------|----------|----------|--------------------------|
| 42 Are non-visual guides used to assist people to use the buildings? | | | | x | Needs addressing |
| 43 Could any of the décor be confusing or disorientating for pupils with disabilities? | | | | x | Don't know - 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 |

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