

Accessibility Audit Tool for Schools



Setting details			
School	Cefn Glas Infant School	Date Completed	19.01.2023
Headteacher signature	<i>S. L. Johns</i>	Chair of governor's signature	<i>G. Clifford</i>

Under paragraph 2(4) of schedule 10 of 'The Equality Act 2010' local authorities and responsible bodies have a duty to prepare, implement, review and update a written accessible strategy and the responsible body for a school must prepare, implement, review and update written accessibility plans.

This audit tool has been designed to support schools in creating their accessibility plan. Consider the accessibility statements and RAYG rate for your school. Actions can then be used to formulate the Accessibility plan for your school using the template at the end of this document.

Rating	Description
G	In place/available/effective
Y	On track improvements in progress
O	Improvements required
R	Not in place/Plan required

Is your educational setting compliant with the Equality Act 2010?

	Statement	Rating	Comments/action
1.1	There is an Accessibility Plan in place	O	Needs updating
1.2	The accessibility plan was co-produced with Children & young people (CYP) with Additional Learning needs (ALN), their families and other stakeholders	O	Needs updating
1.3	Everyone in school is aware of the Equality Act 2010	Y	Reminder to be emailed to all staff
1.4	There is evidence that our school does not treat CYP less favourably and takes reasonable steps to avoid putting disabled CYP at a disadvantage in comparison to their peers	G	Equity for all learners.
1.5	There is evidence that our school community endeavours to see the CYP with ALN first and their disability second (e.g. disability awareness training, pupil plans which build on a child/young person's strengths as well as addressing their difficulties)	G	Regular updates for all staff

	Statement	Rating	Comments/action
1.6	All staff understand the needs of the pupils/students and support them accordingly		PCPs, 1PPs, risk assessments, etc are shared with all staff.
1.7	We have inclusive, whole school policies, processes and practices		Some policies need updating
1.8	CYP with ALN are proactively included in all enrichment activities		All activities are inclusive
1.9	We celebrate the strengths of CYP with ALN and focus on building on what they can do rather than what they find difficult		Achievements of all are celebrated
1.10	CYP are involved in the recruitment of teaching assistants and other school staff		No recruitment has taken place since covid

Is your setting inclusive?

	Statement	Rating	Comments/action
2.1	Accessible signage is used, throughout the school's environment, at all activities and events		From the front entrance, school is accessible to all
2.2	CYP with ALN/disabilities are included in forums e.g. school councils?		All pupil voice groups are open to all learners
2.3	Personalised and creative support is arranged so that CYP can access all activities including trips /visits and afterschool and break time activities		Extra member of staff taken on trips if necessary. Specific risk assessments take place for trips
2.4	We ensure that financial difficulties do not prevent pupils/students with ALN/disabilities being included in activities and events		
2.5	CYP with ALN/Disabilities and their families are given explicit information about trips and activities well in advance so that preparations can be made by their families		
2.6	We ensure that transition from setting to setting is carefully planned and personalised for CYP with ALN		
2.7	School finds creative and flexible solutions to ensure that CYP with ALN/Disabilities can move easily between classrooms		School is a single storey building, so access between classes is not a problem
2.8	Targeted, small group and/or individual activities are used to improve self-esteem, confidence and social skills		
2.9	School works closely with families to improve attendance		Attendance of all learners is under review

	Statement	Rating	Comments/action
2.10	School takes proactive measures to overcome bullying by implementing anti-bullying policies and approaches		Behaviour Policy to be updated

Is the curriculum accessible?

	Statement	Rating	Comments/action
3.1	Staff have high aspirations and expectations of pupils/students with ALN/disabilities		
3.2	Staff have regular and updated training re: additional needs and how the needs can be met		ALN on agenda at every staff meeting. ALNCo updates all staff at every INSET and more regularly if necessary.
3.3	Pupils with disabilities are encouraged to take part in music, drama and physical activities		
3.4	Class teachers/PE staff know how to include pupils/students with disabilities in PE		
3.5	CYP and their families are fully involved in the review of individual plans regarding curriculum access		
3.6	A graduated approach when meeting the needs of pupils/students with ALN		
3.7	The 'assess, plan, do review' cycle is used to inform the graduated approach		ALNCo to produce a review cycle
3.8	The attainment gap between CYP with ALN and those without ALN is being reduced over time	N/A	Attainment is not currently measured
3.9	The progress made by CYP is as good as that made by CYP with ALN/disabilities nationally	N/A	No national data available
3.10	Homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?		
3.11	Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs		Other staff in the year group will inform agency staff of all individual learner needs. Planned teacher absence – teacher will leave relevant information
3.12	Staff given time to plan for CYP who need a highly differentiated/individualised curriculum		Planning is differentiated accordingly. Weekly planning time for all teams

	Statement	Rating	Comments/action
3.13	CYP with ALN/disabilities have access to appropriate information technology		All learners have the same access to technology. ALN learners offered technology to assist with learning
3.14	All additional adults, including teaching assistants, build positive relationships, support flexibly and facilitate independent learning		
3.15	Auxiliary aids are used to ensure that CYP with disabilities are included in the curriculum		

Is your setting physically accessible?

	Statement	Rating	Comments/action
4.1	Buildings are adapted to ensure that the majority of areas are physically accessible for people with disabilities		The building was built in 1969 and is in its original state. It is a single storey building, so is accessible
4.2	Where adaptations are not possible we have found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms		No changing facilities for complex medical needs
4.3	Pathways around the school and parking arrangements are safe, easily accessible and well signed		New pathway has accessible ramp. Ramp in situ at front entrance.
4.4	Emergency and evacuation systems are accessible to all e.g. do alarms have both visual and auditory components		Fire alarm flashes red when activated. Staff to highlight this to learners during routine testing.
4.5	Accessible toilets and changing facilities are located appropriately and not used for other purposes		No changing facilities. Toilets are on same level as the rest of the school; no steps to access.
4.6	Calm low sensory areas are available in the school		Check all classes
4.7	Rooms (excluding classrooms) are optimally organised for CYP with a physical disability	N/A	No rooms available
4.8	Classroom interiors are adapted to ensure access to all areas for CYP with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access		When necessary
4.9	Furniture and equipment is selected, adjusted and located appropriately		

	Statement	Rating	Comments/action
4.10	If needed, and possible, classroom partitions are installed in open plan areas to ensure access for CYP with sensory difficulties	N/A	
4.11	Where intercom messages are used are they always relayed to pupils/students with hearing impairments	N/A	
4.12	All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties		No Braille as currently not required
4.13	Highly visible markings are used to ensure the safety of CYP with a visual impairment		Ensure all outdoor steps are marked
4.14	CYP are consulted with regarding the accessibility of classrooms, toilets and changing facilities etc		Pupil voice group to be consulted when toilets are next updated.

How accessible is information, advice and guidance?

	Statement	Rating	Comments/action
5.1	The Accessibility Plan is online and in hard copy (for those families who do not have internet access)		
5.2	We work with parent/carers and young people to ensure that the website is presented in a family friendly way		Pupil voice groups consulted about contents of website.
5.3	We hold review meetings etc. at times when parents are able to attend		
5.4	We have developed communication channels and review processes that enable two-way information sharing with families		
5.5	Information available in a variety of languages		Google translate is used to communicate electronically with parents who are EAL
5.6	Information is available in a variety of formats including - 'easy read' - large print - symbols - audio		Will be made available if needed
5.7	Staff use technology to support the inclusion of disabled pupils (When required)		

	Statement	Rating	Comments/action
5.8	CYP know exactly who they can contact for information, advice and support		Wellbeing survey, class circle time, assemblies
5.9	We work with parent/carers and young people to ensure that the website is presented in a family friendly way	See 5.2	

Further guidance

<https://gov.wales/sites/default/files/publications/2018-04/planning-to-increase-access-to-schools-for-disabled-pupils.pdf>

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10?view=plain>

[Link to website to check colour contrast accessibility](#)

[Link to Microsoft guidance on accessibility checking documents](#)

Introduction
Approach to developing the plan
Increasing access to the curriculum <u>Short term priorities</u> 3.11 Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs – Class profiles to be available for agency staff. <u>Medium term priorities</u> 3.12 Staff given time to plan for CYP who need a highly differentiated/individualised curriculum – ALNCo and SLT to monitor planning and intervention activities to ensure needs of all learners are catered for.
Improving access to the physical environment <u>Short term priorities</u> 4.6 Calm low sensory areas are available in the school – Discuss calm corners with all staff to ensure these are available in all classes. <u>Medium term priorities</u> 4.12 All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties – ALNCo to research and locate an appropriate company to facilitate this. <u>Long term priorities</u>
Improving communication and access to school information <u>Short term priorities</u> <u>Medium term priorities</u> 5.1 The Accessibility Plan is online and in hard copy (for those families who do not have internet access)– Once approved by the Governing Body, this plan will be put on the website and a copy kept in the office for reference. <u>Long term priorities</u>
Other issues
Conclusions Identified issues have been addressed in the plan to improve the school's accessibility.

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
Increasing Access to the Curriculum				
3.11 Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs Class profiles to be available for agency staff – Target 4 SDP - To ensure we are fully compliant with the requirements of the Additional Learning Needs Bill	SLT Class teachers	PPA time	Spring 2023	3.11 An overview is in place and understood by all agency / cover staff
3.12 Staff given time to plan for CYP who need a highly differentiated/individualised curriculum - ALNCo and SLT to monitor planning and intervention activities to ensure needs of all learners are catered for. Target 4 SDP - To ensure we are fully compliant with the requirements of the Additional Learning Needs Bill	ALNCo / SLT Class teachers	- Release time for ALNCo - SLT meeting	Summer 2023	3.12 Planning meet the needs of all learners.
Improving access to the physical environment				
4.6 Calm low sensory areas are available in the school – Discuss calm corners with all staff to ensure these are available in all	SLT Class teachers	- Staff meeting - Relevant resources to produce calm corners	Spring 2023	4.6 All classes have a calm area that is easily accessible to all learners.

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
classes. Target 1 SDP - To further embed the new Curriculum for Wales 2022, ensuring all mandatory elements are met. <u>Health and Well-Being</u> - Continue to ensure learner and staff wellbeing needs are met. - Continue to ensure we safeguard the whole school community effectively. 4.12 All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties – ALNCo to research and locate an appropriate company to facilitate this. Target 4 SDP - To ensure we are fully compliant with the requirements of the Additional Learning Needs Bill	ALNCo	- Release time - Signage	Autumn 2023	4.12 Signs and symbols available in Braille

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
Improving communication and access to school information				
5.1 The Accessibility Plan is online and in hard copy (for those families who do not have internet access)– Once approved by the Governing Body, this plan will be put on the website and a copy kept in the office for reference. Target 4 SDP - To ensure we are fully compliant with the requirements of the Additional Learning Needs Bill	ALNCo HT	• Release time • Accessibility Plan • Website	Summer 2023	5.1 Accessibility Plan available for all

Date	Review Date	Reviewed by the Headteacher	Signed by Chair of Governors
March 2023	March 2025	Mrs. S. Johns 	Mr. G. Clifford 