

### Flyford Flavell Primary School: Accessibility Audit

#### Accessibility Plan for Academic Year 2022 - 2025

- Respond to changing context of non mobile pupils.

<u>Area for Development Based on School Context</u>	<u>Implementation</u>
Provision for non mobile pupils.	Purchase/use of buggy to give full access to setting. Purchase/use of baby walker to develop gross motor skills. Purchase/use of highchair to support at lunchtime/snack time. Support/guidance from PSF accessed to support setting.
<u>Access to the Curriculum</u>	
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	Children may be seated in areas that are particularly near to the board. A yellow screen is used for ICT smart boards. Children may be given a different way to record their work, e.g. voice recordings or a laptop. Different coloured exercise books are used.
How does the school ensure that all pupils have access to extracurricular activities?	No child is excluded from our extracurricular clubs.
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	All children attend our trips. Additional one-to-one support is put in if required to ensure all children can attend.

Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	Yes. We use the Worcestershire admission policy.
How does the school ensure pupils with SEND have equal admission opportunities when undertaking statutory assessments?	Extra time is applied for, prompts and scribes where necessary.
How does the school enable all pupils to have access to the full curriculum without hindrance?	Resources are differentiated. One-to-one support is utilised. The curriculum is planned to be accessible for all learners.
What has the school put in place so that all pupils feel secure, make progress and reach their full potential?	Pastoral care is strong. Pupil voice is used to monitor pupil wellbeing.
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	If required, one-to-one support would be given to ensure full participation. Resources and equipment would be adapted to meet the needs of our children. Extra time is given for children who need to process instructions to change.
How does the school make use of its teaching assistants when supporting pupils with SEND?	Group work or one-to-one work may be facilitated. Teaching Assistants are skilled in monitoring and reviewing when a child needs support and when they need independence.

How does the school include all pupils in group work and class work?	Planning accessible curriculum, differentiated resources, teaching assistant support as above.
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	No child is excluded from our curriculum or clubs.
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	One-to-one or group support given. Children are encouraged to make decisions about joining in whole class presentations depending on their confidence level.
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	ICT curriculum and same access to software as non-SEND pupils. Some SEND pupils have access to additional software to help meet their specific needs.
What learning resources does the school provide for pupils with sensory impairments?	Calm, quiet and orderly environment which is conducive to learning. BSL signs and support work. Uncluttered floors. Adjustments to uniform for relevant pupils.
How does the school support pupils with disabilities that affect numeracy, literacy and speech?	Speech and language services are accessed. Individual provision maps and class provision maps detail support measures in place.

How are staff trained to meet the needs of all pupils?	Training is given when available. A qualified SENDco is in place to support colleagues.
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	Written communications are used including communication books. Teachers are present to engage with parents before and after school.
<b><u>Access to the Physical Environment</u></b>	
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?	Some of our Pre-school children wear nappies. Intimate care is given by their Key Worker in a private environment.
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	Non mobile pre-school children use pushchairs and baby walker to ensure access to the full curriculum.
How does the school make sure pupils with hearing impairments are notified when the school bell rings?	We do not use any bells in pre-school. Hearing impaired pupils are made aware of transition points by staff.

How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	Grounds are all accessible and on one level. When required a parking space will be made available for non-ambulant visitors.
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	Floors are kept clear and lighting is bright and well maintained.
What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?	BSL signs are displayed around the building. Ukarian welcome on Reception door
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to maneuver?	Yes
How does the school keep access routes from being misused?	Daily monitoring. If areas become cluttered they are cleared.
How does the school make sure access routes are free from obstructions?	Corridors are kept as clear as possible. Entry points are checked as staff arrive in the building.

How does the school make sure that access routes are adequately lit?	Staff switch on lights on arrival at work when needed.
How does the school keep access routes free from snow, ice, fallen leaves and litter?	Staff dig a safe path for access during snow. Leaves are collected by an external service. Litter is picked as and when needed.
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	Fixed
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	N/A
Do the ramps have handrails on one side, both sides, or none?	2/3
How does the school keep the surfaces of its ramps slip-resistant?	Yes, textured concrete

How does the school keep the ramps adequately lit?	External lighting
How does the school keep the ramps safe for use and in good working condition?	Grit is placed on ramps if they have ice on them. Ramps are visually monitored by HT using entrances or exits.
How has the school made building entrances clearly distinguishable from the façade?	Yes. The door is made of a different material so is easy to observe. When dark the entrance door is light by automatic lights.
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair maneuvering either side?	Double doors are located at the front of school.
How has the school made sure that entryway surfaces are slip-resistant, even when wet?	Yes. Entrance ramp is texture. Drive is graveled. Ice, snow and leaves are removed as and when required.
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	Yes – some tables from main corridor have been removed.

How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	Monitoring process. Staff vigilance.
How does the school use its lighting to help those with visual impairments or visual sensitivities?	School is adequately lit as/when required.
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?	Yes – fire exits are marked.
How has the school used tactile signs and information to help those with visual impairments find their way?	No. However we would adapt this provision if we were supporting visually impaired pupils, visitors or families.



