CEDARS PARK PRIMARY SCHOOL

BASIC ACCESS AUDIT

Issue No	Author/Owner	Date Written	Reviewed by school on	Comments
01	Fiona Scarlett - SENDCo	February 2022		

BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL: Cedars Park Primary School   **CONTACT PERSON:**   Fiona Scarlett (SENDCo)

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Section 1:	DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1	Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?			✔		Staff working closely with those with disabilities receive appropriate training. Training not yet in place for all 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?	✔				Staff are provided with training when appropriate and there is forward planning as much as possible.

Section 2:	HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3	Do all staff seek to remove all barriers to learning and participation? *(see guidance notes)*	✔				
4	Is teaching appropriately differentiated to meet individual needs so that all children and young people make good progress?		✔			Through the use of SEN and awareness register, needs are highlighted and reasonable adjustments are made.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✔				In curriculum time and afterschool provision and trips
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?	✔				
7	Are reasonable adjustments made for all learners?		✔			Through the use of SEN and awareness register, needs are highlighted and reasonable adjustments are made.

#	Question					Comments
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?	✔				
9	Are staff aware of and make provision for exam access arrangements?	✔				
10	Do you provide access to appropriate technology for those with disabilities?		✔			Where this has been recommended by an external agency. School are beginning to use this more within curriculum time.
11	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✔				If staff are unsure if a trip will meet a learners need, family and school meet to determine how best to allow the learner to be involved in the trip.

Section 3:	HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?					
12	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?	✔				
13	Do you have the facilities such as ICT to produce written information in different formats?	✔				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities in a range of media?	✔				Note on website asking people to let us know if they need info in a different format.
15	Is furniture and equipment selected, adjusted and located appropriately?	✔				
16	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?			x		Only staff working closely with children with additional needs.

NAME OF BLOCK see Asset Management Planning Data (AMP):

17A	Number of teaching spaces in block	21	17B	Number of those teaching spaces which are accessible:	21
18A	Number of social spaces in block *(see guidance notes)*	2	18B	Number of those social spaces which are accessible: [Community Room/ Jigsaw]	2

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? *(both internal & external)*		✔			Need to establish if we need more external signage for partially sighted visitors.
20	Do you have a clear evacuation plan for individuals with disabilities?		✔			Yes, but these plans need to be more readily available, in case named members of staff are unavailable during the evacuation. Alarm is by audible means but not visual.
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✔				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?		✔			Some classrooms would be restricted with the size of room and number of pupils
23	Are quiet rooms/calming rooms available to children who need this facility? *(see guidance notes)*	✔				E.g. Jigsaw, Middle Rooms, Group Rooms
24	Is the playground and outdoor recreational facilities made accessible to all?	✔				Accessible for all current learners within the setting

4b	GETTING TO THE BUILDING	YES	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance?	✔			

26	Are there any barriers to easy movement around the site and to the main entrance?	✔			School gates to car park and main entrance (during school day)
27	Are steps needed for access to the main entrance?		✔		
28	Do all those steps have a contrasting colour edging?			✔	
29	If there are steps, is a ramp provided to access the main entrance?			✔	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	✔			
31	Is it possible for a wheelchair user to get through the principal door unaided?	✔			As long as the door is switched on and in working order.
32	If no, is an alternative wheelchair accessible entrance provided?			✔	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✔			
34	Do all internal doors allow a wheelchair user to get through unaided?	✔			
35	Do all the corridors have a clear unobstructed width of 1.2m?	✔			Remind staff to keep corridors uncluttered and free from additional furniture
36	Does the block have a wheelchair accessible toilet?	✔			
37	Does the block have accessible changing rooms/shower facilities?	✔			

4d	VERTICAL MOVEMENT				
38	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	
		Yes	No	N/A	Comments for school use
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? *(see guidance notes))*			✔	

				4	
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners?			✔	
41	Does the block have a lift that can be used by wheelchair users?			✔	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state			✔	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			✔	

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings?				✔	Support and advise needed on how to achieve this.
45	Could any of the décor be confusing or disorientating for pupils with disabilities?				✔	Unsure, would need advice and support on this.
		Yes	No	N/A		Comments for school use
46	Is a hearing induction loop available (either fixed or portable) in the school?		✔			
47	Does the block have a "Soundfield" sound reinforcement system?		✔			
48	If there is a "Soundfield" system, in what area? *(please state here)*					
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No. Fire Marshalls check areas of the school and a PEEP would be in place if needed.				
50	Does the school provide appropriate auxiliary aids to those who need them?	If needed				