

Lord Street Primary School Accessibility Audit 2026/27

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

This audit is designed to be used by governors and will be carried out on an annual basis. It comprises three sections: access to the curriculum, access to the physical environment, and access to information. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – recommendations – provides space for governors to write any recommendations that should be carried over to the school's accessibility access plan. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school, e.g. early years programmes attached to a primary school, are being audited separately.

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Accessibility audit checklist

Name of school	Lord Street Primary School – Apex Collaboration Trust
Date of audit	August 2026
Audit completed	Michelle Iddon

Role	SENCo/Inclusion Lead
Signature	

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?	The Accessibility plan has been updated annually with evidence cited and identified next steps. It shows what progress has been made and what is still required	Reading the Accessibility plan documentation on the school website and in the school's National college hub
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	non	
How does the school keep to the recommended timeframes outlined in its accessibility plan?	It is overseen by the SENCo and is reviewed regularly to ensure that the short term and long-term goals have been reviewed with written evidence clear in the documentation	Reading the Accessibility plan documentation on the school website and in the school's National college hub – notes made on the documentation at each review point
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	On reviewing tasks, it has been identified that the action may not have been completed and then further time is specified on the document	Reading the Accessibility plan documentation on the school website and in the school's National college hub – notes made on the documentation at each review point

Access to the curriculum

Question	Comments	Evidenced by
----------	----------	--------------

How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	Teachers differentiate learning objectives, activities and outcomes to meet a range of abilities and needs. A variety of teaching approaches are used, including visual, auditory and practical learning activities. Learning materials are adapted where required, for example through large print, coloured overlays, simplified language, symbols or assistive technology. Teachers provide appropriate levels of support, challenge and scaffolded learning. Alternative methods of recording work are available, including laptops, speech-to-text software, scribes or practical demonstrations. Seating plans are carefully considered to support access, concentration, communication and mobility needs. Additional adults are deployed effectively to support participation and independence. Assessment methods are adapted where appropriate to enable pupils to demonstrate their understanding. Teachers regularly check understanding and adjust teaching in response to pupils' progress and needs. Supporting pupils with SEND and disabilities Opportunities for participation in practical, group and enrichment activities are designed to be inclusive. How effectiveness is monitored	Lesson plans and differentiated resources. SEND Support Plans and EHCPs. Examples of adapted learning materials. Lesson observation records. Learning walk reports. Staff training records. Pupil progress data. SEND review documentation. Accessibility Plan. Lessons are planned in accordance with pupils' SEND Support Plans, EHCPs, medical needs and other identified requirements. Teachers provide appropriate levels of support, challenge and scaffolded learning. Alternative methods of recording work are available, including laptops, speech-to-text software, scribes or practical demonstrations. Seating plans are carefully considered to support access, concentration, communication and mobility needs. Additional adults are deployed effectively to support participation and independence. Assessment methods are adapted where appropriate to enable pupils to demonstrate their understanding
---	---	--

	Progress data is analysed for different groups of pupils, including those with SEND. Lesson observations and learning walks consider the effectiveness of inclusive teaching practices. Feedback from pupils, parents, staff and external professionals is used to refine provision. Staff receive ongoing training in inclusive teaching and adaptive practice.	Teachers regularly check understanding and adjust teaching in response to pupils' progress and needs. Reasonable adjustments are made to remove barriers to learning. Specialist advice from external agencies is incorporated into planning where appropriate. Resources and activities are adapted to accommodate sensory, physical, communication or cognitive needs. High expectations are maintained for all pupils while recognising individual starting points and needs. Reviews of SEND support plans and EHCPs inform future planning.
How does the school ensure that all pupils have access to extracurricular activities?	Wide range on offer – that cover all interests Performing arts Sport Scouting Arts Cooking Key stage specific Develop opportunities that they may not have at home Computing	Data collated about the number of SEND and PP children access each club and shared with Governors and Trust List of clubs on offer Evidence collated as part of personal development Extracurricular activity registers. Educational visit risk assessments. SEND Support Plans and EHCP reviews. Accessibility Plan documentation. Records of reasonable adjustments. Participation data.

	Blogging How this is achieved Clubs, sports, trips and enrichment activities are publicised in formats accessible to all pupils and families. Reasonable adjustments are made to enable pupils with disabilities and SEND to participate. Specialist equipment, resources or assistive technology are provided where appropriate. Transport arrangements are adapted where necessary to support participation. Physical activities are modified to enable pupils with differing abilities to take part. Participation is encouraged regardless of a pupil's disability, medical condition, background or learning need. Supporting pupils with SEND and disabilities Parents, carers and relevant professionals are consulted when planning adjustments. Alternative methods of participation are offered where a standard activity presents barriers. Sensory, communication and behavioural needs are considered when organising activities and events. Educational visits and residential trips Accessibility is considered during the planning of visits and residential experiences.	Parent and pupil feedback. Staff training records. Extracurricular activities are planned with accessibility and inclusion in mind from the outset. Risk assessments consider accessibility requirements and individual pupil needs. Staffing arrangements are adapted where additional support is required. Venues used for extracurricular activities are assessed for accessibility. Staff leading activities receive appropriate guidance and training on inclusive practice. Individual needs identified through EHCPs, SEND Support Plans, healthcare plans and risk assessments are taken into account. Additional adult support may be provided to facilitate inclusion. The school evaluates whether reasonable adjustments have been effective. Accessibility and inclusion are considered as part of ongoing extracurricular provision reviews.
--	---	--

	Reasonable adjustments are made to allow pupils with disabilities to participate wherever possible. Venues, accommodation and transport providers are assessed for suitability. Individual risk assessments are completed when required. How effectiveness is monitored Participation levels are reviewed to identify whether any groups of pupils are underrepresented. Feedback is gathered from pupils, parents, staff and activity leaders.	
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	Inclusive Planning Accessibility and inclusion are considered from the earliest stages of planning. Visit leaders consult with the SENCO and relevant staff before activities take place. The needs of pupils with SEND are considered when selecting venues, transport and activities. Educational visits are planned to maximise participation rather than exclude pupils because of additional needs. Individual Assessment and Support SEND Support Plans, EHCPs, healthcare plans and risk assessments inform planning. Parents and carers are consulted regarding any adjustments or support required.	Educational visit risk assessments. SEND Support Plans and EHCPs. Individual healthcare plans. Records of reasonable adjustments. Trip planning documentation. Participation data. Parent and pupil feedback. Accessibility Plan. SEND Policy and SEND Information Report.

	Individual needs relating to mobility, communication, sensory processing, behaviour, medical conditions and learning are taken into account. Appropriate staffing ratios and support arrangements are provided where required. Reasonable Adjustments Activities are adapted to enable meaningful participation. Accessible transport and venues are used wherever possible. Specialist equipment, mobility aids or assistive technology are provided when necessary. Alternative methods of participation are considered if aspects of an activity cannot be fully adapted. Timetables, instructions and resources are presented in accessible formats where appropriate. Supporting Different Areas of Need Communication and Interaction Visual supports, social stories and pre-visit information may be provided. Staff use clear communication strategies and communication aids where needed. Familiar adults may provide support to reduce anxiety and aid understanding. Cognition and Learning Instructions are broken into manageable steps.	
--	---	--

	Additional preparation and rehearsal opportunities are provided where beneficial. Activities are differentiated while maintaining high expectations. Social, Emotional and Mental Health Staff identify potential anxieties and put supportive measures in place. Quiet spaces, rest breaks and flexible arrangements are considered where appropriate. Pupils are supported to develop confidence and independence during activities. Sensory and Physical Needs Accessibility of venues and facilities is assessed in advance. Reasonable adjustments are made for wheelchair users and pupils with mobility difficulties. Sensory needs relating to noise, lighting and crowding are considered. Specialist advice is followed where appropriate. Educational Visits and Residentials Comprehensive risk assessments identify barriers and necessary adjustments. Accommodation and facilities are checked for suitability and accessibility. The school works with venue providers to ensure pupils' needs can be met.	
--	--	--

	The aim is always to facilitate participation wherever reasonable adjustments can make this possible. Monitoring and Review Participation rates for pupils with SEND are monitored. Feedback from pupils, parents and staff is used to evaluate provision. Any barriers encountered are reviewed and used to improve future planning. Inclusion is monitored through SEND reviews, annual reviews and the Accessibility Plan.	
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	Fair and Transparent Admissions Arrangements The school's Admissions Policy is published and readily available to parents and carers. Admission criteria are clear, objective and applied consistently. The admissions process complies with the School Admissions Code and relevant equality legislation. Information about admissions is provided in accessible formats upon request. Parents and carers are able to discuss individual accessibility requirements with the school. Equality and Non-Discrimination The school does not discriminate against applicants on the basis of disability, SEND or other protected characteristics.	Published Admissions Policy. Equality Policy. Accessibility Plan. SEND Policy and SEND Information Report. Governor meeting minutes approving admissions arrangements. Examples of accessible admissions information. Records of reasonable adjustments made during admissions and transition processes.

	Reasonable adjustments are considered to support disabled pupils throughout the admissions process. Applications from pupils with SEND are considered fairly and in accordance with statutory requirements. Admissions decisions are based on published criteria and not on a pupil's disability or additional needs. Support for Pupils with SEND and Disabilities The school works with parents, previous settings, the Local Authority and other professionals to identify support requirements at an early stage. Transition arrangements are tailored to meet individual needs. Accessibility requirements are considered before admission to ensure appropriate support can be planned. Pupils with Education, Health and Care Plans (EHCPs) are admitted in accordance with statutory processes. Accessible Information Admissions information can be provided in alternative formats where required. The school responds to requests for additional support during visits, meetings and induction events. Open events and admissions meetings are planned to be accessible to prospective pupils and families. Monitoring and Review	
--	--	--

	The Admissions Policy is reviewed regularly to ensure ongoing compliance with legislation and guidance. Governors monitor admissions arrangements as part of their oversight responsibilities. Any complaints relating to admissions are dealt with through established procedures. The school's Accessibility Plan and Equality Objectives are considered when reviewing admissions arrangements.	
How does the school enable all pupils to have access to the full curriculum without hinderance?	Inclusive Curriculum Design All pupils are entitled to access a broad, balanced and ambitious curriculum. Curriculum planning takes account of the diverse needs of learners. Learning objectives remain aspirational while pathways to achieving them may be adapted. Equality, inclusion and accessibility are considered when developing schemes of work and learning activities. Adaptive Teaching Additional processing time is provided when needed. Learning is broken down into manageable steps to support understanding and success. Support for SEND and Disabilities SEND Support Plans, EHCPs and healthcare plans inform teaching and support arrangements.	Accessibility Plan. SEND Policy and SEND Information Report. Curriculum policies and schemes of work. SEND Support Plans and EHCPs. Records of reasonable adjustments. Lesson observation records. Staff training records. Pupil progress data. Educational visit and extracurricular participation records. Pupil and parent feedback. Teachers adapt lessons to meet a range of learning needs and abilities.

	Specialist equipment and assistive technology are provided where required. Advice from external professionals is incorporated into classroom practice. Teaching assistants support access to learning while promoting independence. Accessible Learning Resources Resources are adapted into accessible formats where required. Large print, visual supports, symbols, audio materials and digital resources are available when appropriate. Online learning platforms and classroom technology are used to enhance accessibility. Alternative methods of recording and presenting work are offered where necessary. Participation in All Curriculum Areas Pupils are supported to access practical, creative and academic subjects. Reasonable adjustments enable participation in PE, art, music, drama, science and technology lessons. Educational visits, enrichment activities and extracurricular opportunities are planned inclusively. Classroom layouts and learning environments are organised to maximise access and participation. Emotional and Pastoral Support	Information is presented using a variety of methods, including visual, verbal and practical approaches. Tasks are differentiated and scaffolded where appropriate. Reasonable adjustments are implemented to remove barriers to participation.
--	---	--

	Pupils are supported through effective pastoral systems and wellbeing provision. Positive relationships help pupils feel safe, valued and confident to engage in learning. Barriers related to anxiety, confidence or emotional wellbeing are identified and addressed. Staff work closely with families to support attendance, engagement and achievement. Partnership Working Parents and carers are involved in identifying needs and reviewing support. Pupils are encouraged to contribute their views and participate in decisions affecting them. The school works with external agencies and specialist professionals when additional expertise is needed. Provision is reviewed regularly to ensure support remains appropriate and effective. Monitoring and Review The school monitors curriculum access through: Pupil progress and attainment data. SEND reviews and EHCP annual reviews. Lesson observations and learning walks. Accessibility audits.	
--	---	--

	Pupil and parent feedback. Participation rates in curriculum and enrichment activities. School improvement and accessibility planning processes.	
What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential?	Creating a Safe and Inclusive Environment The school promotes a culture of respect, inclusion and belonging. Clear behaviour expectations help create a calm and positive learning environment. Robust safeguarding procedures protect pupils' welfare. Anti-bullying policies and practices help ensure pupils feel safe and respected. Positive relationships between pupils and staff are actively encouraged. Diversity, equality and inclusion are promoted throughout school life. High-Quality Teaching and Learning Adaptive teaching and differentiation support access to learning. Regular assessment helps identify strengths, needs and barriers to progress. Pupils are encouraged to take an active role in their learning and development. Support for SEND and Vulnerable Pupils	School Improvement Plan. Accessibility Plan. SEND Policy and SEND Information Report. Safeguarding and Behaviour Policies. Pupil progress and attainment data. Attendance and behaviour records. Pupil and parent survey results. SEND review documentation. Records of interventions and support programmes. Governor meeting minutes and monitoring reports. Teachers maintain high expectations for all pupils. Lessons are planned to meet a wide range of learning needs and abilities. Reasonable adjustments are made to remove barriers to learning and participation.

	Early identification processes help ensure additional needs are recognised promptly. Individual support is informed by SEND Support Plans, EHCPs and professional advice. Teaching assistants and specialist staff provide targeted support where appropriate. External agencies are involved when additional expertise is required. Promoting Wellbeing and Emotional Development Pastoral support systems help pupils feel safe, supported and listened to. Staff monitor attendance, wellbeing and engagement. Mental health and wellbeing are actively promoted. Pupils know who they can speak to if they have concerns or need support. Social, emotional and behavioural needs are addressed through appropriate interventions and support programmes. Monitoring Progress and Achievement Pupil progress is tracked regularly. Data is used to identify pupils who may require additional support or challenge. Interventions are reviewed to ensure they are having a positive impact.	
--	---	--

	Parents and carers are kept informed about progress and development. Achievement is recognised and celebrated across academic, creative, sporting and personal development areas. Encouraging Participation and Aspiration All pupils are encouraged to participate in lessons, clubs, trips and enrichment activities. Leadership opportunities are available for pupils across the school. Careers education and preparation for future learning and employment support ambitious aspirations. Pupils are encouraged to develop confidence, resilience and independence. Successes and achievements are celebrated to raise self-esteem and motivation. How the School Monitors Effectiveness Progress and attainment data are reviewed regularly. Attendance and behaviour information is monitored. Pupil voice is gathered through surveys, councils and consultation activities. Parent and staff feedback contributes to school improvement. SEND reviews, safeguarding processes and wellbeing monitoring inform decision-making.	
--	---	--

	Governors and senior leaders evaluate the effectiveness of provision through regular review and challenge.	
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	Inclusive Planning PE lessons are planned to be inclusive from the outset. Teachers consider individual needs when designing activities and learning outcomes. SEND Support Plans, EHCPs, healthcare plans and risk assessments inform lesson planning. High expectations are maintained while recognising individual abilities and starting points. Adapting Activities Activities may be broken down into smaller steps to support learning and confidence. Additional practice and demonstration opportunities are provided where beneficial. Supporting Physical and Sensory Needs Adapted equipment is used where appropriate, such as larger balls, lighter equipment, visual markers or specialist sports equipment. Consideration is given to mobility, balance, coordination and fatigue. Support for Communication and Learning Needs Instructions are clear, concise and supported with demonstrations.	PE curriculum documentation. SEND Support Plans and EHCPs. Individual healthcare plans. Risk assessments. Records of adaptive equipment and reasonable adjustments. Staff training records. Accessibility Plan. Participation data and pupil feedback. Activities are adapted to enable meaningful participation by all pupils. Rules, equipment, space and teaching approaches are modified where necessary. Alternative methods of participation are offered when required. Tasks can be differentiated to provide appropriate challenge and success for all pupils. Visual, auditory and tactile cues are used to support participation. Specialist equipment recommended by therapists or external professionals is utilised when required.

	Key vocabulary and routines are reinforced consistently. Additional processing time is provided when needed. Support for Medical Needs Healthcare plans are reviewed before participation in physical activities. Staff are aware of any medical conditions that may affect participation. Appropriate medication and emergency procedures are available where required. Activities are adapted to ensure pupils can participate safely. Participation and Inclusion Pupils with SEND are encouraged to take part alongside their peers wherever possible. Inclusive teamwork and cooperation are promoted. Participation, effort and personal achievement are recognised and celebrated. Opportunities are provided for all pupils to experience success and develop confidence in physical activity. Monitoring and Review Participation in PE and physical activities is monitored. Progress is assessed against individual starting points and curriculum expectations. Feedback is sought from pupils, parents and staff.	Visual timetables, symbols and visual prompts are used where appropriate. Teaching assistants support access while promoting independence.
--	--	--

	Advice from external professionals, such as physiotherapists, occupational therapists and specialist teachers, is incorporated where appropriate. Provision is reviewed regularly through SEND reviews, EHCP reviews and accessibility planning.	
How does the school make use of its teaching assistants when supporting pupils with SEND?	Supporting Access to Learning Teaching assistants help pupils understand and engage with lesson content. They reinforce teacher explanations and provide clarification where needed. They support pupils in accessing adapted resources, assistive technology and specialist equipment. They help pupils develop the skills needed to participate in classroom activities alongside their peers. They encourage pupils to contribute to discussions, group work and practical activities. Promoting Independence Support is gradually reduced where appropriate to encourage self-confidence and resilience. Pupils are encouraged to make choices, solve problems and use support strategies independently. TAs promote peer interaction and collaborative learning. Delivering Interventions	Teaching Assistant deployment plans. SEND Policy and SEND Information Report. SEND Support Plans and EHCPs. TA training records. Intervention records and progress data. Lesson observation and learning walk reports. SENCO monitoring records. Accessibility Plan documentation. Teaching assistants are trained to develop pupils' independence rather than complete tasks on their behalf. Promote positive relationships and inclusion. The impact of TA support is reviewed through pupil progress data and SEND reviews.

	Teaching assistants may deliver evidence-based interventions under the direction of teachers and the SENCO. Interventions may support: Literacy and reading Numeracy Speech and language development Social communication skills Emotional regulation and wellbeing Study and organisational skills Progress within interventions is monitored and reported to teaching staff. Supporting Specific Needs Communication and Interaction Use visual supports, communication aids and structured language strategies. Reinforce recommendations from Speech and Language Therapists. Support pupils to participate confidently in classroom discussions. Cognition and Learning Break tasks into manageable steps. Reinforce key concepts and vocabulary. Support access to differentiated learning materials. Social, Emotional and Mental Health	
--	---	--

	Help pupils develop self-regulation and coping strategies. Support engagement and participation in learning. Sensory and Physical Needs Support the safe use of specialist equipment and assistive technology. Help pupils access classrooms, activities and resources. Implement advice from therapists and specialist services where appropriate. Working with Teachers and the SENCO Teaching assistants work under the direction of teachers, who retain responsibility for pupil progress. Regular communication takes place between teachers, TAs and the SENCO. Support strategies are informed by SEND Support Plans, EHCPs, healthcare plans and professional advice. TAs contribute observations and feedback to reviews and planning processes. Training and Development Teaching assistants receive regular training in SEND, inclusion and adaptive practice. Specialist training is provided where required, for example in autism, speech and language, sensory impairment, medical needs or assistive technology.	
--	--	--

	Professional development is reviewed regularly to ensure support remains effective and responsive to pupil needs. Monitoring Effectiveness The impact of TA support is reviewed through pupil progress data and SEND reviews. Lesson observations and learning walks evaluate how effectively support promotes learning and independence. Feedback from pupils, parents, teachers and external professionals is considered. Intervention outcomes are monitored and evaluated regularly.	
How does the school include all pupils in group work and class work?	Inclusive Teaching Practices Teachers plan lessons that are accessible to a wide range of learning needs and abilities. Learning objectives are ambitious but adapted where necessary to enable all pupils to achieve success. Instructions are delivered clearly and supported by visual prompts where appropriate. Participation in Group Work Group activities are structured to ensure all pupils have a meaningful role. Teachers carefully consider group composition to promote inclusion and positive peer relationships.	Curriculum policies and schemes of work. SEND Policy and SEND Information Report. Accessibility Plan. Participation data for clubs, trips and enrichment activities. SEND Support Plans and EHCP reviews. Educational visit and activity risk assessments. Examples of adapted learning resources. Pupil voice and parent feedback. Records of performances, exhibitions and enrichment opportunities.

	Tasks are adapted to allow pupils to contribute according to their strengths and needs. Additional support is provided where necessary to facilitate participation rather than create dependency. Pupils are encouraged to share ideas, take responsibility and contribute to collective outcomes. Support for Pupils with SEND SEND Support Plans, EHCPs and professional recommendations inform classroom practice. Visual timetables, communication aids, writing frames and assistive technology are used where appropriate. Additional processing time is provided when required. Teaching assistants support learning while promoting independence and pupil voice. Support for Communication and Language Needs Key vocabulary is pre-taught where necessary. Sentence starters, discussion prompts and visual supports are provided. Staff check understanding regularly and encourage participation in ways that build confidence. Support for Physical and Sensory Needs Classroom layouts provide accessible seating and clear circulation routes.	Tasks are differentiated or scaffolded to support participation A variety of teaching approaches are used, including visual, auditory, practical and collaborative activities. Group activities are structured to ensure all pupils have a meaningful role. Resources are adapted to remove barriers to participation. Alternative methods of recording and presenting work are available. Pupils may rehearse responses before sharing ideas with larger groups. Assistive technology and specialist equipment are provided where required. Reasonable adjustments are made to ensure pupils can participate in practical and collaborative tasks.
--	--	---

	Resources and equipment are positioned so they can be accessed by all pupils. Reasonable adjustments are made to ensure pupils can participate in practical and collaborative tasks. Promoting Independence and Belonging Pupils are encouraged to work collaboratively with their peers. Staff foster a classroom culture based on respect, inclusion and high expectations. Differences are valued and celebrated. Pupils are supported to become confident learners who contribute to class discussions and activities. Participation is monitored to ensure no pupil becomes isolated or excluded. Monitoring and Review Teachers monitor engagement and participation during lessons. SEND reviews and pupil progress meetings consider access to classroom learning. Pupil voice is used to understand how inclusive pupils find lessons and group activities. Lesson observations and learning walks evaluate inclusive teaching practices. Feedback from parents, pupils and staff informs ongoing improvements.	
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities	Broad and Ambitious Curriculum	Curriculum policies and schemes of work. SEND Policy and SEND Information Report.

which are aspirational and include creative subjects such as art, drama and music?	All pupils have access to the full curriculum wherever possible. High expectations are maintained for all learners, regardless of need or disability. Curriculum planning is designed to be inclusive and accessible. Reasonable adjustments are made to remove barriers to participation. SEND support plans and EHCPs inform curriculum access arrangements. The curriculum promotes independence, confidence and preparation for adulthood. Access to Creative Subjects The school ensures that pupils with SEND can participate fully in creative subjects, including: Art Adapted equipment and materials are provided where required. Activities are differentiated to meet individual needs and abilities. Alternative methods of recording and creating work are available. Additional adult support is provided when appropriate. Drama	Accessibility Plan. Participation data for clubs, trips and enrichment activities. SEND Support Plans and EHCP reviews. Educational visit and activity risk assessments. Examples of adapted learning resources. Pupil voice and parent feedback. Records of performances, exhibitions and enrichment opportunities. High expectations are maintained for all learners, regardless of need or disability. Teachers use adaptive teaching strategies to ensure pupils can engage with learning at an appropriate level.
---	---	---

	Activities are adapted to support communication, sensory and physical needs. Alternative ways of participating are available where necessary. Pupils are encouraged to contribute at a level appropriate to their confidence and abilities. Visual supports and structured activities help pupils engage successfully. Music A range of instruments and musical activities is offered. Adapted instruments or technology may be used where appropriate. Visual, auditory and practical teaching approaches support engagement. Performance opportunities are inclusive and accessible. Access to Extracurricular Activities Clubs, sports teams, performing arts opportunities and enrichment activities are open to all pupils. Participation barriers are considered when planning activities. Reasonable adjustments are made to support inclusion. Additional staffing and specialist equipment are provided where required. Activities are held in accessible locations.	
--	--	--

	Transport and accessibility requirements are considered for educational visits and events. Pupils with SEND are actively encouraged to participate and develop their interests and talents. Personalisation and Support Individual needs are identified through assessment and regular review. Staff work with parents, carers and external professionals to plan appropriate support. Teaching assistants support participation while promoting independence. Specialist advice is incorporated into curriculum and activity planning. Adjustments are reviewed regularly to ensure continued effectiveness. Developing Aspirations Pupils are encouraged to explore a wide range of academic, creative, sporting and personal development opportunities. Success and achievement are celebrated across all areas of school life. Pupils are supported to develop confidence, resilience and self-advocacy skills. Careers education and preparation for adulthood are tailored to individual strengths and aspirations. Opportunities are provided for leadership, performance, creativity and community involvement.	
--	---	--

	Monitoring and Review Participation rates in curriculum and extracurricular activities are monitored. Progress and achievement data are reviewed regularly. SEND reviews and annual reviews consider access to the wider curriculum. Feedback from pupils, parents and staff informs future provision. Accessibility and inclusion are reviewed through the school's Accessibility Plan and self-evaluation processes.	
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	Creating an Inclusive Classroom Environment Teachers establish a supportive and respectful classroom culture where all contributions are valued. Ground rules encourage active listening, patience and respect for different communication styles. Pupils are given sufficient thinking and processing time before responding to questions. Opportunities are provided for pupils to contribute in ways that suit their individual strengths. Supporting Participation in Discussions Questions are differentiated and adapted to meet individual needs. Visual prompts, key vocabulary and sentence starters are provided where appropriate.	SEND Policy and SEND Information Report. SEND Support Plans and EHCPs. Examples of differentiated speaking and listening activities. Speech and Language Therapy recommendations and reviews. Staff training records. Lesson observation and learning walk records. Pupil voice and feedback records. Accessibility Plan documentation. Pupils may rehearse responses with a teaching assistant, peer or small group before contributing to whole-class discussions.

	Staff use clear, concise language and check understanding regularly. Alternative methods of communication are accepted and encouraged where needed. Group sizes and seating arrangements are adapted to support communication and engagement. Support for Speech, Language and Communication Needs Visual supports, communication boards and symbols are used where appropriate. Staff follow recommendations from Speech and Language Therapists. Alternative and Augmentative Communication (AAC) systems are used when required. Key vocabulary is taught and reinforced before discussions and presentations. Support for Pupils with Autism or Social Communication Difficulties Expectations and presentation tasks are explained clearly in advance. Social stories, visual schedules and structured preparation may be used. Sensory and anxiety-related barriers are considered. Pupils may present in smaller groups or quieter environments where appropriate. Staff provide reassurance and gradual opportunities to build confidence.	Alternative methods of communication are accepted and encouraged where needed. Communication-friendly teaching strategies are embedded within lessons. Assistive technology is provided where required.
--	--	---

	Support for Pupils with Physical or Sensory Disabilities Assistive technology is provided where required. Presentation spaces are physically accessible. Hearing-assistance technology, subtitles, enlarged text or adapted materials are used as appropriate. Seating, lighting and room layout are adjusted to maximise participation and communication. Monitoring and Review Individual needs are identified through SEND Support Plans, EHCPs and regular assessment. Staff monitor participation levels and pupil confidence. Feedback from pupils, parents and external professionals is considered. Support strategies are reviewed and adapted as pupils develop and gain independence. Participation in speaking and listening activities is considered during SEND reviews and annual reviews.	
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	Accessible Digital Resources Online learning materials are provided in accessible formats where required. Learning platforms are selected and used with accessibility features in mind. Digital resources use clear fonts, suitable colour contrast and accessible layouts.	SEND Policy and SEND Information Report. Accessibility Plan. Records of assistive technology provision. SEND Support Plans and EHCPs. Examples of adapted online learning resources. Staff training records.

	Instructions are presented clearly and may be supported with visual prompts, symbols or audio recordings. Videos and multimedia resources include captions or subtitles where appropriate. Resources can be enlarged, adapted or modified to meet individual needs. Assistive Technology Where required, pupils have access to assistive technology and accessibility tools, including: Text-to-speech software. Speech-to-text and dictation tools. Screen magnification software. Screen readers. Accessibility settings built into devices and software. Alternative keyboards, mice or touch-screen devices. Communication aids and AAC technology. Reading support software and digital overlays. Access to IT and Computing Lessons IT lessons are differentiated to meet a range of learning needs and abilities. Classroom activities are adapted to enable all pupils to participate successfully.	Lesson observation and learning walk records. Pupil progress data and review documentation.
--	---	---

	Specialist equipment is provided where necessary. Additional adult support may be available for pupils who require it. Seating arrangements and workstation layouts are adapted to support physical, sensory or communication needs. Alternative ways of completing tasks are offered where appropriate. Reasonable adjustments are made for assessments and practical activities involving technology. Individualised Support Provision is informed by SEND Support Plans, EHCPs, healthcare plans and professional advice. The SENCO works with teaching staff to identify and remove barriers to digital learning. Recommendations from educational psychologists, speech and language therapists, occupational therapists and specialist teachers are incorporated into practice where appropriate. Individual needs are reviewed regularly to ensure support remains effective. Promoting Independence Pupils are taught how to use accessibility features and assistive technology independently. Staff encourage confidence in using digital tools and online learning platforms. Support is gradually adapted to develop pupils' independence and digital literacy skills.	
--	--	--

	Pupils are encouraged to access homework, research and learning resources using appropriate technology. Monitoring and Review Pupil participation and progress in IT lessons are monitored regularly. Accessibility of online learning materials is reviewed as part of curriculum evaluation. Feedback from pupils, parents and staff informs improvements. Accessibility audits and SEND reviews identify any barriers to digital learning. Provision is reviewed through annual reviews, EHCP reviews and SEND support meetings.	
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	Staff Training and Professional Development Staff receive training on inclusive teaching practices and adaptive use of technology. Training covers a range of SEND needs, including: Cognition and learning difficulties Speech, language and communication needs Autism and neurodiversity Physical disabilities Visual impairments Hearing impairments . Use of Assistive Technology	Staff CPD and training records. IT and Computing curriculum documentation. SEND Support Plans and EHCPs. Records of assistive technology provision. Accessibility Plan. Lesson observation and learning walk records. Examples of adapted digital resources. Feedback from pupils, parents and external professionals.

	Staff are trained to support pupils in using appropriate assistive technologies, which may include: Screen readers and text-to-speech software. Speech-to-text and dictation tools. Magnification and screen enlargement software. Closed captions and subtitles. Alternative keyboards, mice and touch-screen devices. Communication aids and AAC technology. Colour overlay and reading-support software. Accessibility features built into devices and learning platforms. Supporting Access to Online Learning Learning materials are presented using clear fonts, appropriate colour contrast and accessible layouts. Instructions are broken into manageable steps and supported with visual prompts where necessary. Staff help pupils develop confidence and independence when using educational technology. Supporting Participation in IT Lessons IT activities are differentiated to meet individual needs and abilities. Adaptive equipment and software are available where required.	Staff are trained to identify barriers that pupils may face when accessing online learning platforms and digital resources. New staff receive guidance on the school's digital accessibility expectations as part of their induction Staff are trained to provide digital resources in accessible formats where required. Teachers understand how to adapt online content to improve accessibility. Alternative methods of completing and submitting work are available where appropriate. Reasonable adjustments are made for assessments involving digital technology.
--	--	--

	Additional adult support may be provided during practical computing activities. Classroom layouts allow pupils using specialist equipment to participate fully. Staff implement recommendations from external specialists when planning learning activities. Working with Specialists The SENCO works with teaching staff to identify suitable digital support strategies. Advice from educational psychologists, specialist teachers, occupational therapists, speech and language therapists and advisory services is incorporated into practice where appropriate. Individual support plans and EHCPs inform decisions regarding technology and accessibility. How Training is Maintained and Monitored Training needs are reviewed through performance management and SEND provision reviews. Staff attend regular CPD sessions on inclusion and educational technology. The effectiveness of training is monitored through lesson observations, learning walks and pupil outcomes. Feedback from pupils, parents and staff helps identify further training needs. The SENCO and senior leaders review how successfully pupils with SEND access online learning and digital resources.	
--	---	--

What learning resources does the school provide for pupils with sensory impairments?	Resources for pupils with visual impairments Large-print textbooks, worksheets and assessment materials. Electronic versions of learning resources that can be enlarged or accessed using screen readers. High-contrast learning materials and presentations. Braille resources where required. Tactile diagrams, maps and learning aids. Magnifiers, low-vision aids and specialist optical equipment where appropriate. Accessible digital devices and software. Audio books and recorded learning materials. Adapted classroom displays and visual resources. Appropriate lighting and seating arrangements to maximise access to learning. Resources for pupils with hearing impairments Radio aids and hearing-assistance technology. Sound-field systems where appropriate. Captioned video and multimedia resources. Visual timetables and written instructions. Subtitled online learning materials where available. Sign-supported resources where required. Presentation materials that reinforce spoken information visually.	SEND Support Plans and EHCPs. Records of specialist assessments and recommendations. Inventories of assistive technology and specialist equipment. Examples of adapted learning materials. Staff training records. Accessibility Plan documentation. Pupil progress data and review records. Feedback from pupils, parents and specialist professionals. Multi-sensory learning materials that combine visual, tactile and auditory elements. Assistive technology tailored to individual needs.
---	---	--

	Communication aids recommended by specialist professionals. Resources for pupils with multi-sensory impairments Multi-sensory learning materials that combine visual, tactile and auditory elements. Specialised communication resources. Adapted curriculum materials in accessible formats. Specialist equipment recommended by advisory teachers or external professionals. How the school identifies resource needs Provision is informed by SEND Support Plans, EHCPs and specialist assessments. Advice is sought from teachers of the visually impaired, teachers of the deaf, educational psychologists and other professionals where appropriate. Regular reviews ensure resources remain suitable as pupils' needs develop. Parents and pupils contribute to decisions about appropriate support and equipment. Staff support and training Staff receive guidance on adapting resources for pupils with sensory impairments. Training is provided on the effective use of specialist equipment and assistive technology.	
--	---	--

	Recommendations from specialist services are incorporated into classroom practice. Teaching and support staff work collaboratively to ensure resources are used effectively. Monitoring and Review The impact of resources is monitored through pupil progress, participation and feedback. Accessibility audits review the effectiveness of curriculum access arrangements. Resource provision is reviewed regularly as part of SEND and accessibility planning. Adjustments are made where barriers to learning are identified.	
How does the school support pupils with disabilities that affect numeracy, literacy and speech?	Literacy Support Teaching is adapted to meet individual reading and writing needs. Learning materials are differentiated and presented in accessible formats. Large print, coloured overlays, reading rulers or assistive technology are provided where appropriate. Structured literacy interventions are delivered to pupils requiring additional support. Visual aids, symbols and simplified instructions are used to support understanding. Numeracy Support	SEND Policy and SEND Information Report. EHCPs and SEND Support Plans. Intervention records and progress data. Speech and Language Therapy reports. Examples of adapted learning resources. Staff training records. Lesson observation and learning walk records. Accessibility Plan documentation. Alternative methods of recording work, such as laptops, speech-to-text software or adult support, are available where needed.

	Mathematical concepts are taught using practical, visual and multi-sensory approaches. Resources such as number lines, visual prompts, manipulatives and concrete equipment are provided. Tasks are differentiated to match pupils' levels of understanding. Additional support and intervention programmes are available where required. Speech, Language and Communication Support Teachers use clear, structured language and check understanding regularly. Visual timetables, symbols and communication aids are used where appropriate. Targeted speech and language interventions are provided based on identified needs. Recommendations from Speech and Language Therapists are incorporated into classroom practice. Additional processing time is allowed when pupils need it. Alternative and augmentative communication (AAC) systems are used where required. Individualised Support Provision is informed by SEND Support Plans, EHCPs and professional assessments. Teaching assistants provide targeted support while promoting independence.	Assistive technology and adapted resources are used to reduce barriers to participation. Communication-friendly classrooms support participation and confidence. Targets are set and reviewed regularly with pupils and parents. Reasonable adjustments are implemented to remove barriers to learning and assessment.
--	--	--

	External agencies and specialists are involved when appropriate. Staff Training Staff receive training in SEND, adaptive teaching and communication strategies. Teachers are supported to implement recommendations from specialist professionals. Training is reviewed regularly to ensure staff remain confident in supporting diverse learning needs. Monitoring and Review Pupil progress is tracked regularly. Interventions are reviewed for effectiveness. Parents, carers and pupils contribute to reviews of support arrangements. SEND leaders monitor outcomes and ensure provision remains appropriate.	
How are staff trained to meet the needs of all pupils?	Induction Training New staff receive information on the school's inclusive ethos, SEND procedures and safeguarding responsibilities. Staff are made aware of pupils' identified needs and the support available within the school. Relevant policies, including SEND, Accessibility, Behaviour, Equality and Medical Needs policies, are shared during induction. SEND and Inclusion Training	Evidence the school could provide Staff training records and CPD logs. Induction programmes. SEND and Inclusion training materials. Lesson observation and learning walk records. Performance management documentation. Accessibility Plan. SEND Policy and SEND Information Report. Records of external specialist involvement.

	Staff receive regular training on SEND legislation, inclusive practice and adaptive teaching strategies. Training covers the four broad areas of SEND: Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and/or Physical Needs Staff are supported to implement reasonable adjustments and remove barriers to learning. Specialist Training Where required, staff receive training in: Autism and neurodiversity. Speech, language and communication needs. Dyslexia and literacy difficulties. Physical disabilities and mobility needs. Visual and hearing impairments. Medical conditions and healthcare procedures. Intimate care and personal care. Positive behaviour support and emotional regulation. Assistive technology and accessibility equipment. Curriculum and Classroom Practice	Feedback from pupils, parents and staff. Recommendations from external professionals are shared and incorporated into practice.
--	---	--

	Teachers receive guidance on differentiation and adaptive teaching. Staff are trained to use a range of strategies to support participation and engagement. Teaching assistants receive targeted training to support pupils effectively whilst promoting independence. How training is maintained Continuous Professional Development (CPD) is provided throughout the year. Training needs are identified through performance management, audits and pupil reviews. Staff meetings and briefings are used to reinforce good practice. Specialist advice from external agencies is disseminated across the staff team. Refresher training is provided where appropriate. Staff have access to guidance, resources and professional networks. How effectiveness is monitored Lesson observations, learning walks and book scrutinies evaluate inclusive practice. Pupil progress and attainment data are reviewed regularly. Feedback from pupils, parents and carers is considered.	
--	---	--

	SEND reviews and EHCP reviews assess whether support is effective. Training attendance and impact are monitored by senior leaders and the SENCO. Areas for further development are identified through the School Improvement Plan and Accessibility Plan	
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	Supporting People with Visual Impairments Letters, newsletters and notices use clear fonts and appropriate colour contrast. Digital communications are designed to be compatible with screen-reading technology where possible. Important information is explained verbally when required. Signage and displays use clear text, symbols and good visual contrast. Staff provide support to ensure key information is understood and accessible. Supporting People with Hearing Impairments Written forms of communication are used alongside verbal communication. Emails, text messages, online platforms and written notices provide accessible alternatives to telephone communication. Staff are trained to communicate clearly and effectively with people who have hearing impairments.	Accessibility Plan. SEND Information Report. Examples of alternative-format communications. Records of reasonable adjustments. Staff training records. Parent and pupil feedback. Accessibility audit reports. Communication policies and procedures. Information can be provided in alternative formats, such as large print, electronic documents or audio formats where required. Induction loops or hearing enhancement systems are available where provided. Accessible versions of policies, reports and key documents can be provided upon request. Interpreters, communication support services or specialist agencies may be used where appropriate

	Meetings can be arranged in quiet environments to reduce background noise. Alternative communication methods are used where appropriate, including note-writing and visual communication. Supporting People with Multi-Sensory Impairments Individual communication preferences are identified and respected. Information is adapted according to the needs of the individual. Support from specialist services is sought where required. Communication methods are reviewed regularly to ensure effectiveness. Working with Parents and Carers Parents and carers are invited to share any communication requirements with the school. Reasonable adjustments are made for meetings, consultations and school events. .Multiple communication channels are available, including telephone, email, text messaging, parent portals and face-to-face meetings. Staff Training Staff receive training on equality, inclusion and accessibility. Relevant staff receive guidance on communicating with individuals who have sensory impairments.	
--	---	--

	Recommendations from specialist teachers and external professionals are shared with staff where appropriate. Staff are encouraged to use clear, inclusive communication strategies. Monitoring and Review Communication arrangements are reviewed through SEND and accessibility processes. Feedback from pupils, parents and carers is used to improve practice. Accessibility audits assess the effectiveness of communication systems and information provision. The school's Accessibility Plan identifies actions to improve access to information over time.	
How does the school seek feedback about accessibility from pupils, parents and staff?	Pupil Voice Pupils are encouraged to share their experiences through school councils, pupil surveys and discussion groups. Pupils with SEND and disabilities are given opportunities to contribute to reviews of support and accessibility arrangements. Feedback is gathered through annual reviews, EHCP reviews and SEND review meetings. Staff seek pupils' views on access to learning, facilities, clubs, trips and school life. Parent and Carer Feedback	Pupil, parent and staff survey results. School council meeting minutes. SEND review and EHCP review records. Accessibility audit reports. Governor meeting minutes. Complaints and compliments records. Accessibility Plan documentation. School improvement plans and consultation records. Parents of pupils with SEND contribute to the development and review of support plans and accessibility arrangements.

	Parents and carers are invited to provide feedback through surveys, questionnaires and consultation events. Accessibility issues can be raised through review meetings, parents' evenings and direct communication with school staff. Complaints and concerns relating to accessibility are monitored and used to inform improvements. Staff Consultation Staff provide feedback through meetings, surveys, performance management processes and health and safety procedures. The SENCO, site team and senior leaders work together to identify accessibility barriers and potential improvements. Staff are encouraged to report concerns relating to access, inclusion and equality. Workplace assessments are undertaken where appropriate to identify adjustments for disabled staff. How feedback is used Feedback is analysed to identify recurring themes and potential barriers. Findings are considered when reviewing the Accessibility Plan, SEND provision and premises development priorities. Reasonable adjustments are implemented where required.	
--	---	--

	Accessibility improvements are incorporated into maintenance, refurbishment and improvement programmes. Progress against identified actions is monitored and reviewed by leaders and governors. Ongoing Monitoring Accessibility is reviewed as part of school self-evaluation and improvement planning. Governors receive information about accessibility issues and planned improvements. Feedback from stakeholders contributes to regular reviews of policies and procedures. Accessibility audits and inspections are used alongside stakeholder feedback to evaluate provision.	
--	---	--

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?	Accessible Facilities Accessible toilet facilities are available and located on accessible routes. Suitable changing facilities are provided where required. Hygiene and personal care areas offer adequate privacy and dignity.	Intimate Care Policy. Medical Needs Policy. SEND Policy. Individual healthcare plans and personal care plans. Staff training records. Risk assessments. Accessibility audit reports.

	Facilities provide sufficient space for pupils, equipment and supporting adults. Emergency assistance alarms are available in accessible facilities. Handwashing and hygiene facilities are accessible to pupils with a range of needs. Personal Care Arrangements Individual care plans are developed in consultation with parents, carers, healthcare professionals and the pupil where appropriate. Procedures clearly identify personal care requirements and support arrangements. Personal care is delivered in a manner that maintains dignity, privacy and independence. Reasonable adjustments are made to meet individual needs. Appropriate supplies and equipment are available when required. Specialist Equipment Where identified through assessment, the school may provide Adjustable changing benches. Hoists and transfer equipment. Specialist seating. Shower facilities. Medical storage facilities.	Maintenance and inspection records for specialist equipment. Accessibility Plan documentation.
--	--	--

	Disposable hygiene products and protective equipment. Specialist waste disposal arrangements. Staff Training Relevant staff receive training in personal care procedures. Training includes safeguarding, dignity, privacy and infection control. Staff understand their responsibilities when supporting pupils with intimate care needs. Training records are maintained and refreshed regularly. Advice from healthcare professionals is sought where specialist support is required. Health, Safety and Safeguarding Risk assessments are completed where necessary. Intimate care and personal care procedures are documented and followed consistently. Appropriate staffing arrangements are in place to support pupils safely. Confidentiality is maintained at all times. Medical and personal care needs are reviewed regularly. Ongoing Monitoring Personal care plans are reviewed with families and professionals.	
--	--	--

	Accessibility audits consider personal care facilities and provision. Feedback from pupils, parents and staff informs improvements. Facilities and equipment are inspected and maintained regularly. Provision is reviewed as pupils' needs change.	
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	Not applicable as the children remain in the same classroom – any child who has a broken limb and requires a wheelchair – a risk assessment is completed and measures are recorded to ensure all staff know what the procedures are.	
How does the school make sure that pupils with hearing impairments are not put at disadvantage or risk, e.g. being notified when the school bell rings?	School bells and routine notifications . Staff ensure that pupils with hearing impairments are aware of lesson changes, break times and transitions between activities. Timetables, visual schedules and classroom routines provide additional structure and predictability. In individual cases, reasonable adjustments are implemented through SEND support plans or EHCPs. Emergency procedures Personal Emergency Evacuation Plans (PEEPs) are developed for pupils who require them.	SEND Support Plans and EHCP documentation. Personal Emergency Evacuation Plans (PEEPs). Accessibility audit reports. Staff training records. Risk assessments and emergency evacuation procedures. Records of assistive technology provision. Feedback from pupils, parents and external specialists. Visual cues are used alongside audible bells wherever practicable

	Staff are trained to ensure pupils with hearing impairments are alerted promptly during emergencies. Emergency evacuation procedures are regularly reviewed and practised. Teaching and learning Teachers face pupils when speaking and use clear communication techniques. Important instructions are reinforced through written, visual or digital formats. Visual presentations, captions and written summaries support understanding. Classroom seating arrangements are planned to maximise access to communication. Radio aids, sound-field systems or hearing-assistance technology are used where required. Communication across the school Key messages are communicated using multiple formats rather than relying solely on verbal announcements. Noticeboards, digital displays, emails and text-based communication support accessibility. Staff receive guidance on meeting the needs of pupils with hearing impairments. Specialist advice from hearing support services is sought where appropriate. Ongoing monitoring	Fire alarm systems incorporate visual warning devices, such as flashing beacons, where appropriate
--	--	--

	Individual needs are identified through SEND review processes, EHCP reviews and consultation with families. Accessibility audits consider communication systems and emergency arrangements. Feedback from pupils, parents and specialist professionals is used to improve provision. Staff training is updated regularly to maintain awareness of effective communication strategies.	
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	Individual needs are considered at the earliest stages of planning. Educational visits and activities are designed to be inclusive wherever possible. SEND Support Plans, EHCPs, healthcare plans and risk assessments are reviewed before activities take place. Parents, carers and relevant professionals are consulted to identify any adjustments required. Appropriate staffing levels are provided, including additional adult support where necessary. Venues, transport and accommodation are assessed for accessibility. Specialist equipment, mobility aids or assistive technology are provided when required. Activities are adapted to enable meaningful participation by pupils with a wide range of needs. Alternative methods of participation are considered where aspects of an activity cannot be fully adapted.	Accessibility Plan. Equality Policy. SEND Policy and SEND Information Report. Accessibility audit reports. Premises inspection records. Risk assessments. Staff training records. Records of reasonable adjustments. Feedback from pupils, parents, staff and visitors. Building plans and photographs showing accessibility features.

	Medical, sensory, communication, behavioural and physical needs are taken into account throughout planning. Supporting different areas of need Communication and Interaction Visual timetables, social stories and pre-visit information are provided where appropriate. Communication supports are available during activities and visits. Familiar adults may accompany pupils where beneficial. Cognition and Learning Instructions are simplified and broken into manageable steps. Additional preparation and rehearsal opportunities may be provided. Resources are adapted to support understanding and engagement. Social, Emotional and Mental Health Anxiety-reducing strategies are implemented. Quiet spaces and opportunities for breaks are identified where possible. Flexible arrangements are made to support successful participation. Sensory and Physical Needs Accessibility of venues and activities is assessed in advance.	
--	--	--

	Adjustments are made for wheelchair users and pupils with mobility difficulties. Sensory needs such as lighting, noise levels and crowding are considered. Specialist equipment is used where appropriate. Educational Visits and Residentials Comprehensive risk assessments identify barriers and required adjustments. The Visit Leader works alongside the SENCO, parents and relevant staff to plan appropriate support. Transport providers and venues are consulted regarding accessibility requirements. Residential visits are planned to ensure accommodation and facilities meet pupils' needs. The school seeks to avoid excluding pupils from visits due to disability or SEND wherever reasonable adjustments can support participation. How effectiveness is monitored Participation rates are reviewed to ensure pupils with SEND are represented in trips and activities. Feedback is sought from pupils, parents and staff following events. Any barriers encountered are reviewed and used to improve future planning. Governors and senior leaders monitor inclusion through the school's Accessibility Plan and SEND arrangements.	
--	---	--

	Records of reasonable adjustments are maintained and reviewed	
How does the school make sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	Flooring Floors are maintained in good condition and free from significant uneven surfaces, holes, tears or damage. Slip-resistant flooring is used where appropriate, particularly in entrances, toilets, dining areas and other areas prone to moisture. Changes in level are clearly identified and, where possible, avoided on main circulation routes. Flooring colours and finishes provide contrast between walls, doors, stairs and circulation routes to aid navigation. Sudden changes in floor pattern or colour that could be confusing for visually impaired users are minimised. Loose mats, trailing cables and other trip hazards are removed or secured. Accessible routes are kept free from obstructions and clutter. Floor surfaces are regularly inspected and repaired where defects are identified. Lighting Lighting levels are sufficient to allow safe movement throughout the building. Corridors, classrooms, stairs, entrances, toilets and communal areas are well illuminated.	Accessibility audit reports. Health and safety inspection records. Lighting maintenance logs. Emergency lighting test records. Floor repair and maintenance records. Risk assessments. Accessibility Plan documentation. Photographs of flooring, circulation routes and lighting arrangements.

	Lighting is distributed evenly to reduce shadows and dark areas. Glare, excessive brightness and reflections are minimised to support users with visual impairments and sensory sensitivities. Burnt-out or faulty lighting is reported and replaced promptly. Emergency lighting is provided and tested regularly. Natural and artificial lighting are used effectively to support visibility and wayfinding. Lighting highlights important features such as signs, doorways, steps and changes in level. Supporting people with visual impairments Good contrast between floors, walls, doors and fixtures assists navigation. Stair nosings and changes in level are clearly highlighted. Signage is positioned in well-lit locations. Consistent lighting levels are maintained throughout circulation routes. Visual clutter is reduced where possible. Supporting people with physical disabilities Smooth, stable and slip-resistant surfaces support wheelchair users and those using walking aids. Accessible routes provide safe passage throughout the school.	
--	--	--

	Adequate lighting helps users identify obstacles and hazards. Flooring transitions are designed to minimise barriers to mobility. Ongoing monitoring Regular health and safety inspections assess flooring and lighting conditions. Accessibility audits review the suitability of the environment for disabled users. Maintenance programmes address identified defects promptly. Feedback from pupils, staff, parents and visitors informs improvements. Accessibility considerations are included in refurbishment and building improvement projects.	
What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises?	Signs use clear, simple and age-appropriate language. Unnecessary technical terms and complex wording are avoided. Recognised symbols and pictograms are used alongside text wherever possible. Consistent signage is used throughout the school to aid familiarity and understanding. Signs are supported by visual cues, photographs or images where appropriate. Room names and numbers are displayed clearly and consistently.	Photographs of signage using symbols and visual supports. Accessibility audit reports. Wayfinding plans. EAL and SEND policies. Visual timetables and communication resources. Pupil and parent feedback. Accessibility Plan documentation.

	Signs are positioned so they can be easily seen and read. Support for pupils with reading difficulties Symbols and pictures supplement written information. Fonts are clear and easy to read. High colour contrast improves readability. Visual timetables and visual prompts are used where appropriate. Staff reinforce signage through verbal explanations and modelling. Support for pupils with EAL Universal symbols are used to reduce reliance on English language alone. Visual wayfinding systems help pupils navigate independently. Key information may be translated or explained in home languages where appropriate. Bilingual support and visual resources are used to help pupils become familiar with important locations and routines. New pupils may be supported through induction programmes, tours and peer support. Ongoing monitoring Accessibility audits review the effectiveness of signage and wayfinding.	
--	---	--

	Feedback from pupils, families and staff is considered when developing signage. Signage is reviewed during refurbishment and improvement projects.	
--	--	--

Car park and school grounds

Question	Comments	Evidenced by
How does the school ensure car parks and access and egress routes are clearly identified?	- Directional arrows -guiding to key areas of school (Reception for Visitors) - Wayfinding signs – directing pedestrians to the school reception - Safety notices with warning messages - Illuminated exit signs with powered up backup lights identifying emergency exit routes - Dedicated gates – separate, dedicated gates exist to keep pedestrians safe - Staff wear high-visibility vests on the gates - Routine site inspections to ensure faded or damaged signs are quickly fixed	Accessibility audit reports. Site maps and wayfinding plans. Photographs of car park signage and marked routes. Health and safety inspection records. Maintenance records for signs and road markings. Accessibility Plan documentation. Feedback from users of the site.
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	Routine inspections to identify cracks, potholes and uneven surfacing Debris clearing – regular sweeping of leaves and loose gravel Winter gritting plans – staff-led spreading of rock salt and grit before the freezing temperatures hit	Site inspection records. Health and safety audit reports. Accessibility audit reports. Maintenance and repair logs. Risk assessments.

		Winter weather and gritting records. Photographs of routes and car parking areas. Accessibility Plan documentation.
How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	Ensure that regulatory standards are met – minimum widths, passing places, turning circles and clear openings Zero-tolerance clutter – areas to be clear of displays, bags and temporary storage Desk and chairs are arranged to maintain clear pathways to exits and whiteboards PEEPs ensure that designated routes stay clear permanently	Accessibility audit reports. Premises inspection records. Building and site plans. Risk assessments. Accessibility Plan documentation. Photographs showing clear circulation routes. Records of accessibility improvements and reasonable adjustments
How does the school keep access routes from being misused?	Perimeter fencing – directs foot traffic to authorised entry points Automated gates – restricts access unless with a keycard Badge scanners – required for staff entry into the building Intercom system – visitors verify identity before unlocking the entrance gate to Reception Visitor logs – track all outside personnel digitally at the front desk CCTV cameras – record continuous footage of all entry and exit points Staff supervision – assigned to monitor foot fall at busy times	Site inspection records. Health and safety audit reports. Accessibility audit reports. Risk assessments. Photographs showing unobstructed routes. Premises management procedures. Accessibility Plan documentation. Records of actions taken to address identified obstructions.

	Clear signage – marks emergency exits and restricted zones explicitly	
How does the school make sure access routes are free from obstructions?	Site manager checks pathways every morning Bins are kept in a designated area, locked and away from paths Prompt clearing of leaves, snow and ice Signs to warn parents not to park on zig zags CCTV tracking - main gates and exit routes monitored Risk assessments – updated annually or earlier if required due to near-miss incident	Site inspection records. Health and safety audit reports. Accessibility audit reports. Risk assessments. Maintenance and premises logs. Photographs showing unobstructed access routes. Accessibility Plan documentation.
How does the school make sure that access routes are adequately lit?	Motion detectors that illuminate dark walk ways when approached Time clocks – trigger lighting during peak arrival times Battery packs keep main escape routes lit during outage Illuminated signage guides people safely to the exits Daily check – identifies burned- out bulbs immediately Cleaning schedules removes dirt from light covers	Health and safety inspection records. Lighting maintenance logs. Emergency lighting test records. Accessibility audit reports. Risk assessments. Premises inspection checklists. Accessibility Plan documentation. Photographs of internal and external routes.
How does the school keep access routes free from snow, fallen leaves and litter?	Snow and Ice Clearance - Priority mapping of main walkways, entrances and disabled access ramps - Early salting – apply rock salt or grit before the school day begins	Site inspection records. Grounds maintenance schedules. Winter gritting and snow-clearance procedures. Health and safety audit reports. Risk assessments.

	- Proactive monitoring – track weather to apply grit before snow falls - Shovelling pathways – manually shovel snow to create clear walkways Falling leaves Daily sweeping on high traffic walkways Leaf blower – to quickly clear large areas of leaves Gutter cleaning – to prevent overflow onto pathways Collected leaves are bagged for off-site removal Litter Control Strategic bin placement Outdoor bins emptied daily to prevent overflowing Litter patrols - to sweep the grounds of rubbish	Premises maintenance logs. Accessibility audit reports. Photographs of maintained access routes.
--	---	---

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	No – entrance to Key stage 2 is via the flat floor level entrance Key stage 1 is via main entrance, using the stair lift Reception is entry via the EYFS entrance – flat entrance People with mobility issues would not be able to access the classrooms on the upper floors of Key stage 2 and 1 – these classes are moved for staff/etc	The school does not currently require fixed or temporary ramps because key entrances and facilities are accessible via level access. Accessibility is reviewed regularly, and the need for additional ramp provision is considered as part of the school's ongoing Accessibility Plan and premises development programme." Accessibility audit reports.

	with Motability issues ensuring that they do not have to climb stairs	Site plans showing ramp locations. Photographs of fixed or portable ramps. Premises inspection records. Maintenance logs. Accessibility Plan documentation.
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	See above Only 3 entrances have steps, other entrances are flat and step free	
Do the ramps have handrails on one side, both sides, or none?	N/A	
If the school does not have handrails on its ramps, why is this?	N.A	
How does the school keep the surfaces of its ramps slip-resistant?	N/A	
How does the school keep the ramps adequately lit?	N/A	
How does the school ensure the ramps are clearly identifiable?	N/A	
How does the school keep the ramps safe for use and in good working condition?	N/A	

Entrances

Question	Comments	Evidenced by
----------	----------	--------------

How does the school make building entrances clearly distinguishable from the façade?	Contrasting colours and materials around entrance doors so they stand out from surrounding walls. Large, visible signage identifying the main entrance and reception area. Distinctive landscaping and pathways that naturally guide visitors towards the entrance. Good lighting to highlight entrances during darker periods. Accessible design features, such as level access, handrails, and automatic doors, which also increase visibility.	Accessibility audit reports. Photographs of entrances and signage. Site maps and wayfinding plans. Premises inspection records. Accessibility Plan documentation. Records of accessibility improvements.
If any doors are made of glass, how does the school ensure they are clearly visible?	• Applying high-contrast manifestation markings (for example, bands, logos, dots, or patterns) at appropriate heights for both adults and children. • Using framed glass doors with contrasting door frames to make the edges easily identifiable. • Installing push/pull signs or other clearly visible door furniture that contrasts with the glass. • Ensuring good lighting around entrances to reduce reflections and improve visibility. Regularly checking that manifestations remain intact, visible, and not obscured by decorations or notices.	Accessibility audit reports. Photographs of glazed doors and manifestation markings. Premises inspection records. Maintenance and repair logs. Accessibility Plan documentation. Records of refurbishment or building improvement works.
How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	Doorways with sufficient clear opening width to accommodate wheelchairs, mobility scooters, and other mobility aids.	Measurements of door widths and manoeuvring spaces. Photographs of entrances and access routes. Accessibility audit reports.

	Level or ramped access to all main entrances, avoiding steps wherever possible. Adequate manoeuvring space on both sides of entrance doors so wheelchair users can approach, open, pass through, and clear the doorway safely. Automatic or power-assisted doors, or doors that are easy to open with minimal force. Clear routes free from obstructions, such as bins, furniture, planters, or displays. Regular accessibility audits to identify and address any barriers.	Records of reasonable adjustments made to improve access for pupils, staff, and visitors with disabilities.
How does the school ensure that doors can be used at both seating and standing height?	Providing adequate clear space around doors so wheelchair users can position themselves to open and close the door. Ensuring that door-opening forces are not excessive, allowing users to open doors without undue effort. Installing automatic or power-assisted doors where appropriate. Positioning entry systems, keypads, intercoms, and card readers at accessible heights and locations. Ensuring vision panels allow both seated and standing users to see through the door safely. Consulting accessibility standards and carrying out regular access audits to identify and remove barriers.	Accessibility audits and action plans. Photographs showing door handles, controls, and clear spaces. Records of adjustments made for disabled pupils, staff, or visitors. Feedback from wheelchair users and other individuals with access needs.
How does the school make sure that all door handles can be grasped and operated easily?	Ensuring handles are positioned at an accessible height for both children and adults, including wheelchair users.	Accessibility audits. Premises inspection records.

	Selecting handles with a contrasting colour to the door so they are easy to locate. Avoiding heavy doors that require excessive force to open. Ensuring there is sufficient space around the handle to allow users to reach and grip it comfortably. Regularly inspecting and maintaining door furniture as part of the school's premises management programme. Considering the needs of pupils, staff, and visitors with physical disabilities, arthritis, or limited hand strength when selecting door hardware.	Photographs of door handles and access arrangements. Feedback from pupils, staff, and visitors with additional access needs. Records of reasonable adjustments made to improve accessibility.
How does the school make power-operated doors identifiable?	Using clear signage indicating that the door is automatic or power-operated. Marking the door with high-contrast symbols or text such as "Automatic Door" or the international accessibility symbol. Ensuring the door frame, activation controls, and surrounding area contrast visually with the façade and door surface. Providing clearly visible activation devices, such as push pads, sensors, or access control buttons, positioned at accessible heights. Using manifestation markings on glazed automatic doors to help users see the door and understand its extent.	Photographs of automatic doors, signs, and activation controls. Accessibility audit reports. Maintenance and testing records for automatic doors. Feedback from users, including those with disabilities, confirming that doors are easy to identify and operate.

	Ensuring there is adequate lighting around the entrance so the door and its controls can be easily located. Maintaining a clear approach area, free from obstructions that could prevent users from seeing or accessing the door.	
How does the school make sure that entryway surfaces are slip-resistant, even when wet?	Installing slip-resistant flooring materials at all entrances, such as textured paving, safety vinyl, rubber flooring, or non-slip matting. Providing recessed entrance mats to remove water, mud, and debris from footwear before people enter the building. Maintaining effective drainage systems to prevent standing water, puddles, or ice forming near entrances. Implementing a robust cleaning and maintenance programme to promptly remove spillages, leaves, mud, and other slip hazards. Using grit or de-icing treatments during cold weather to reduce the risk of slips from frost or ice. Regularly inspecting entrance areas and recording any hazards or defects that require repair. Displaying temporary warning signs during adverse weather conditions or when floors are being cleaned	Site inspection and risk assessment records. Cleaning and maintenance schedules. Photographs of entrance matting, non-slip surfaces, and drainage arrangements. Records of winter gritting and adverse weather procedures. Accident and incident data demonstrating effective control of slip risks.

Corridors and aisles

Question	Comments	Evidenced by
How does the school make sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	Providing turning spaces at key locations, such as corridor junctions, doorways, and outside classrooms, to enable wheelchair users to manoeuvre independently. Keeping corridors and aisles free from obstructions such as storage units, displays, bins, coat racks, equipment, or furniture. Ensuring that temporary items, including bags and resources, do not reduce the available width of walkways. Arranging classroom and communal area furniture to maintain clear access routes. Carrying out regular premises inspections to identify and address accessibility barriers. Considering the needs of pupils, staff, and visitors with a range of mobility requirements when planning layouts and refurbishment works. Including accessible routes in the school's Accessibility Plan and monitoring them through routine health and safety checks. Ensuring that evacuation routes remain accessible for wheelchair users and others with mobility difficulties.	Accessibility audits and access surveys. Corridor and doorway measurements. Site inspection records. Photographs showing clear circulation routes. Accessibility Plan and premises management records. Feedback from pupils, staff, visitors, and professionals with accessibility needs.
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	Regular inspections	Site inspection records.

	- Daily walk throughs every morning - Safety audits - Hazard reporting by staff relating to broken floors or leaks Spills and wet surface management - Warning signs – wet floor – are placed immediately - Absorbent mats at all main entrances into the building - Rapid response to liquid spills – to be cleaned up immediately Obstacles and clutter control - Bags and coats to be kept in lockers - Each child has a designated locker - Staff unpack deliveries inside room or office Environmental control - Lightbulbs get replaced by site team immediately - Winter salting – walkways treated before school opens - Loose cables are covered with rubber covers	Health and safety audit reports. Cleaning schedules and logs. Risk assessments. Accident and incident records. Maintenance and repair records. Accessibility audit reports. Accessibility Plan documentation.
How does the school use its lighting to help those with visual impairments or visual sensitivities?	Providing consistent, even lighting levels throughout the building to avoid sudden changes between bright and dark areas.	Accessibility audits and environmental assessments. Lighting maintenance and testing records. Photographs of well-lit circulation routes and learning spaces.

	Ensuring corridors, stairways, entrances, classrooms, and toilets are well lit to help people navigate safely. Minimising glare and reflections from windows, screens, whiteboards, and polished surfaces. Using blinds, curtains, or anti-glare measures to control natural light where necessary. Ensuring important features such as doorways, signage, steps, handrails, and changes in level are clearly visible. Using lighting that enhances contrast between floors, walls, doors, and other building elements. Replacing faulty bulbs promptly and maintaining lighting systems regularly. Providing task lighting where appropriate for pupils and staff who require additional illumination. Considering the needs of individuals with sensory sensitivities by avoiding unnecessarily harsh, flickering, or overly bright lighting.	Feedback from pupils, staff, and visitors with visual impairments or sensory needs. Accessibility Plan and SEN provision records.
How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways?	Using clear, consistent signage throughout corridors and passageways, including directional signs and room names. Providing clear visual landmarks, such as artwork, displays, coloured walls, themed corridors, or distinctive features at key decision points.	Accessibility audit reports. Photographs of signage, colour-coded areas and visual landmarks. Wayfinding and signage plans. Building floor plans. Accessibility Plan documentation. Feedback from pupils, staff, parents and visitors.

	Ensuring signs include simple text, symbols, and pictograms to support younger children, visitors, and those with communication or literacy difficulties. Using contrasting colours for doors, handrails, and key building features to make them easier to identify. Clearly identifying important facilities such as reception, toilets, classrooms, dining areas, and exits. Maintaining a consistent layout and signage style throughout the site to reduce confusion.	
How does the school use tactile signs and information to help those with visual impairments find their way?	Not done	
Does the school consider the travel distances of those with ambulatory disabilities?	Locating key facilities, such as classrooms, toilets, dining areas, medical rooms, and reception, so that they are reasonably accessible. Considering travel distances when allocating classrooms for pupils or staff with mobility difficulties. Providing accessible parking spaces close to main entrances. Ensuring there are suitable rest points, seating areas, or waiting areas along longer routes. Using lifts, ramps, and accessible routes to minimise unnecessary travel and physical exertion. Ensuring evacuation arrangements take account of individuals who may have reduced mobility or stamina.	Accessibility audit reports. Personal Emergency Evacuation Plans (PEEPs). Individual support plans and reasonable adjustment records. Feedback from pupils, staff, visitors, and parents.

	Consulting with pupils, staff, parents, and relevant professionals to identify individual mobility needs. Including mobility considerations within accessibility audits, risk assessments, and the Accessibility Plan.	
Does the school use induction loops and couplers in its corridors, assembly halls and telephones; if so, how are these systems maintained?	Providing compatible systems for telephones and communication points where required. – Bluetooth connection with mobile, so call goes directly to hearing aid Consulting with hearing-impaired users and specialist advisory services to determine the most appropriate equipment. – SENCo is deaf in right ear and feedback issues that arise	The school does not currently have fixed induction loops or telephone couplers installed throughout its premises. Alternative communication methods are available, including written communication, accessible meeting arrangements and staff support. The need for hearing enhancement systems is reviewed regularly as part of the school's Accessibility Plan and premises development programme." Maintenance and testing records. Contractor servicing reports. Accessibility audit reports. Photographs of hearing-loop signage and equipment. Staff guidance or training records. Accessibility Plan documentation. Feedback from users of the systems.

Reception

Question	Comments	Evidenced by
----------	----------	--------------

How does the school make sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	Using clear, simple language and avoiding unnecessary jargon. Including pictograms or symbols alongside text to support those with literacy, language, or communication difficulties. Ensuring signs use high-contrast colours and easy-to-read fonts. Positioning signs at heights that can be comfortably viewed by both seated and standing users. Ensuring signs are not obscured by furniture, displays, open doors, or decorative materials. Using appropriate text size so signs can be read from the intended viewing distance. Ensuring reception staff can offer additional assistance to visitors who may have difficulty accessing written information. Reviewing signage regularly as part of accessibility audits and site inspections.	Important information can be seen by wheelchair users as well as standing adults. Reception desks, check-in systems, and directional signs do not block visibility. Signs are angled and positioned to reduce glare from windows and lighting. Critical information, such as safeguarding notices, visitor procedures, evacuation information, and directions, is accessible to all users.
How does the school make sure its reception areas are adequately lit for those with visual impairments?	Providing consistent, even lighting throughout the reception area, avoiding dark spots and excessive brightness. Ensuring lighting levels are sufficient for reading signs, visitor information, forms, and displays. Minimising glare and reflections from windows, glass screens, polished surfaces, and digital displays. Using blinds, curtains, or other measures to control excessive natural light where required.	Accessibility audit reports. Health and safety inspection records. Lighting maintenance logs. Reception area photographs. Accessibility Plan documentation. Premises inspection records.

	Highlighting important features such as reception desks, entrance routes, signage, doorways, and waiting areas. Using lighting that supports good visual contrast between floors, walls, doors, and furniture. Ensuring emergency and backup lighting is available and tested regularly. Promptly replacing faulty bulbs and maintaining lighting systems through routine inspections. Providing task lighting where appropriate, particularly at reception desks and visitor sign-in points. Taking account of the needs of individuals with sensory sensitivities by avoiding harsh, flickering, or overly bright lighting.	
How does the school keep its reception areas free from obstacles and hazards?	The school maintains reception areas so that routes to and from the reception desk, entrances, exits and waiting areas remain clear of obstacles at all times. Furniture, display stands, deliveries, cleaning equipment and temporary storage items are not permitted to obstruct circulation routes. Clear, unobstructed pathways are maintained between the entrance, reception desk, waiting areas and emergency exits. Corridors and circulation spaces are regularly inspected by site staff and reception staff throughout the day.	Health and safety inspection records. Site walk-through checklists. Risk assessments. Cleaning and maintenance logs. Accident and incident records showing monitoring of trip or slip hazards.

	Furniture is positioned to allow wheelchair users, mobility aid users and those with pushchairs to move around safely. Electrical cables, trailing wires and portable equipment are secured or removed to eliminate trip hazards. Spillages are cleaned promptly and wet-floor warning signs are used where necessary. Deliveries and parcels are stored in designated areas away from public walkways. Temporary hazards arising from maintenance work are clearly signed and barriers are put in place where required. Good lighting is maintained to ensure hazards can be easily identified. Fire exits, evacuation routes and refuge points remain free from obstruction at all times. Regular health and safety inspections are undertaken, with any identified hazards recorded and addressed promptly.	
How does the school ensure that reception fixtures can be used at both seating and standing height?	Reception desks incorporate a lowered section that is accessible to wheelchair users and people of short stature. Signing-in systems, visitor books and touchscreen devices are positioned at a height that can be reached from both seated and standing positions.	Photographs of the reception desk and visitor signing-in facilities. Building plans showing accessible counter heights. Accessibility audits and access surveys. Equality and accessibility policies. Feedback from visitors, pupils and parents with disabilities.

	Information displays, notices and directories are located within an appropriate viewing range for all users. Sufficient knee clearance is provided beneath lowered counters to allow wheelchair users to approach comfortably. Induction loops, intercoms and communication devices are positioned where they can be easily accessed by all visitors. Seating is available within the reception area for visitors who may have difficulty standing for extended periods. Staff are available to provide assistance where a fixture cannot be independently accessed. The layout of the reception area allows wheelchair users to approach and use facilities without obstruction.	Records of reasonable adjustments made to reception facilities.
Do all reception areas have an induction loop?	no	
If any of the school's reception areas are not fitted with an induction loop, why is this?	The reception area is very small, allowing face-to-face communication without significant background noise. Visitor numbers are low and the reception is staffed at all times, enabling individual support to be provided. Alternative assistive communication methods are available and have been assessed as meeting current needs.	

	No requests for hearing-loop provision have been identified to date through accessibility reviews, although this should be kept under regular review. Reception staff are trained to communicate effectively with people who have hearing impairments. Written communication methods, including pen and paper or electronic devices, are readily available. Appointments can be arranged in quieter rooms where communication is easier. Information is provided in accessible formats upon request. Visitors are encouraged to advise the school of any accessibility requirements before attending.	
How does the school ensure telephones and other fittings are suitable for all users?	Reception telephones are positioned at a height that can be reached by both seated and standing users. Telephones and communication devices have clear, large buttons and easy-to-read displays where possible. Hearing enhancement technology, such as compatible handsets, is provided where appropriate . Visitors who are deaf or hard of hearing can communicate through alternative methods, including written communication. Reception counters, intercoms, card readers and signing-in systems are accessible to wheelchair users.	Accessibility audit reports. Photographs of reception telephones and fittings. Building and refurbishment specifications. Records of reasonable adjustments made for visitors or staff. Accessibility Plan and Equality Objectives. Visitor and parent feedback. Maintenance logs for communication equipment and hearing-assistance systems.

	Controls, switches and other fittings can be reached and operated without excessive stretching, bending or force.	
If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities?	For people with visual impairments Signs use clear, easy-to-read fonts with good colour contrast. Important signs are provided at an appropriate viewing height. Consistent colour schemes help users identify different areas of the school. Good lighting is provided to improve visibility of signs and routes. High-contrast markings highlight changes in level, stairs and doorways. For people with hearing impairments Wayfinding information relies on visual cues rather than audio instructions alone. Emergency and information systems include visual indicators where appropriate. Reception staff are available to provide clear directions in writing if required. For people with mobility impairments Navigation aids are positioned so they can be viewed from both standing and seated positions. For people with cognitive, learning or neurodiverse needs	Accessibility audit reports. Health and safety inspection records. Lighting maintenance and repair logs. Reception area photographs. Premises inspection records. Accessibility Plan documentation.

	Simple language and recognised symbols are used on signs. Colour coding and pictorial wayfinding help users navigate independently. Building layouts and directional signage are consistent and predictable. Key locations are clearly identified using visual landmarks. Examples of navigation aids Building maps and directories. Accessible directional signs. Staff support at reception.	
--	---	--

Doors

Question	Comments	Evidenced by
How does the school ensure its doors are clearly distinguishable?	Doors contrast in colour and tone with surrounding walls and frames. Door frames and architraves are clearly defined to make entrances easy to locate. Glazed doors include high-contrast manifestation markings to make them visible. Entrance doors are highlighted with appropriate signage.	Accessibility audit reports. Photographs of doors and signage. Wayfinding and signage plans. Premises inspection records. Accessibility Plan documentation. Records of building improvements and refurbishments.

	Important doors, such as reception, accessible toilets, exits and key facilities, are clearly labelled. Consistent colour schemes are used throughout the building to aid recognition. Good lighting is provided around doorways to improve visibility. Vision panels in doors are clearly identifiable and appropriately marked. Automatic and powered doors are clearly signed and easy to recognise. Directional signage helps users locate important destinations before reaching the doorway. Symbols, pictures or colour-coding may be used alongside text signs. Consistent visual cues help users identify rooms and facilities independently. Contrasting colours reduce confusion for users with visual impairments. Simple and predictable signage supports those with learning difficulties or neurodiverse conditions.	
How does the school make sure that people at seated height can be seen through glass panes in doors?	• Door vision panels extend sufficiently low and high to provide a clear line of sight for both seated and standing users. • Glazed areas allow wheelchair users to see approaching people on the other side of a door before opening it.	Accessibility audit reports. Building plans and door specifications. Photographs of doors showing accessible vision panels. Premises inspection records.

	• Where doors are regularly used by children, glazing is positioned to accommodate their eye level as well as that of adults. • Vision panels are free from unnecessary obstructions, posters or displays that could restrict visibility. • Glass is kept clean and well maintained to ensure clear visibility. • Door designs comply with relevant accessibility and building standards where practicable. • High-contrast markings are applied to larger glazed areas to make them visible while not obscuring sight lines. • Regular inspections ensure vision panels remain effective and unobstructed.	Maintenance records for glazing and manifestation markings. Accessibility Plan documentation
How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?	Door openings meet or exceed relevant accessibility and building standards where possible. Adequate clear opening widths are maintained when doors are fully open. Space is provided on both sides of doors to allow wheelchair users to approach, open and pass through comfortably. Corridors, lobbies and circulation areas adjacent to doors provide sufficient turning and manoeuvring space. Door furniture, such as handles and closers, does not reduce the effective clear width of the doorway.	Accessibility audit reports. Building plans and door specifications. Site inspection records. Photographs of accessible routes and doorways. Accessibility Plan documentation. Records of adaptations and accessibility improvements.

	Double doors are available in higher-traffic areas where additional width may be required. Accessible routes throughout the building are planned to avoid narrow pinch points and obstructions. Regular accessibility audits assess whether doorways remain suitable for users with mobility impairments. Furniture, storage and temporary equipment are not permitted to restrict access through doorways. Any concerns identified by pupils, staff, parents or visitors are considered through the school's reasonable adjustment process.	
Does the school have power assisted doors fitted?	Doors are clearly identified as automatic or power-assisted. Activation controls are positioned at accessible heights. Sufficient manoeuvring space is provided around the doors. Safety sensors are regularly inspected and maintained. The doors are included within planned maintenance and health and safety checks. Staff are available to provide assistance if required.	Accessibility audit reports. Building plans. Photographs of entrances. Maintenance and servicing records. Accessibility Plan documentation.
If the school does not have any power assisted doors, why is this?		

If the school has fitted power assisted doors, how are these maintained?	Power-assisted doors are included within the school's planned preventative maintenance programme. Inspections are carried out by competent contractors in accordance with manufacturer recommendations. Safety sensors, activation switches and control systems are tested regularly. Door opening and closing speeds are checked to ensure safe operation. Emergency release mechanisms are inspected and tested. Any faults identified are reported promptly and repaired as soon as practicable. Maintenance records are retained and reviewed. Doors are checked routinely by site staff to identify obvious defects or operational issues. Activation plates and push-button controls are kept accessible and clearly marked. Signage indicating that doors are automatic or power-assisted is maintained and kept clearly visible. The area around the doors is kept free from obstructions to ensure safe operation.	Planned preventative maintenance schedules. Servicing contracts and contractor reports. Site inspection records. Fault and repair logs. Accessibility audit reports. Accessibility Plan documentation. Photographs of power-assisted doors and controls.
---	--	---

Lavatories

Question	Comments	Evidenced by
----------	----------	--------------

How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities?	At least one accessible toilet is available within the school and is clearly signposted. Accessible toilets are located on accessible routes and can be reached without the use of stairs where possible. Doorways, circulation space and layouts allow wheelchair users to enter, manoeuvre and exit safely. Grab rails, support rails and other accessibility features are provided where required. Emergency assistance alarms are installed and tested regularly. Washbasins, soap dispensers, hand dryers and other fittings are positioned at accessible heights. The facilities are kept unlocked or can be accessed easily when needed. Accessible toilets are maintained in good working order and inspected regularly. Adequate lighting, ventilation and contrasting colours are provided to support users with visual impairments. Staff are aware of procedures for assisting users in the event of an emergency alarm activation. Personal care and hygiene facilities are provided where identified through pupil needs assessments and individual support plans.	Accessibility audit reports. Building plans showing accessible toilet locations. Emergency alarm testing records. Cleaning and maintenance logs. Accessibility Plan documentation. Personal care and healthcare policies. Photographs of accessible facilities.
How does the school make lavatory and disabled lavatory facilities clearly identifiable?	Clear signs are displayed at the entrance to all toilet facilities.	Accessibility audit reports. Photographs of toilet and accessible toilet signage.

	Signs use clear, easy-to-read fonts and simple language. Good colour contrast is used between signs, text and background surfaces. Signage is positioned at an appropriate height for both seated and standing users. Adequate lighting ensures signs can be easily seen and read. Toilet doors contrast visually with surrounding walls to make them easier to identify.	Wayfinding and signage plans. Building floor plans. Premises inspection records. Accessibility Plan documentation. User feedback and consultation records.
How does the school make lavatory fittings and handrails distinguishable from their backgrounds?	Grab rails and handrails are provided in a colour that contrasts with adjacent walls and surfaces. Washbasins, flush controls, taps and dispensers are selected or positioned to stand out against surrounding finishes. Contrasting colours are used between floors, walls and sanitary fittings to aid visual identification. Finishes are chosen to minimise glare and reflection, which can make fixtures harder to see. Adequate lighting is provided throughout toilet facilities to ensure fittings can be easily identified. Accessibility features, such as emergency pull cords and alarm controls, are clearly visible and unobstructed. Regular inspections help ensure that wear, damage or redecoration does not reduce the effectiveness of visual contrast.	Accessibility audit reports. Photographs of accessible toilet facilities. Premises inspection records. Refurbishment and decoration specifications. Accessibility Plan documentation. Records of maintenance and improvement works.

How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone?	Lever-style handles are used in preference to small knobs or fittings that require twisting. Locks and latches can be operated using a closed fist, palm or limited finger movement. Handles and locks are positioned at accessible heights for both seated and standing users. Operating mechanisms require minimal force to use. Handles and locks are clearly distinguishable from the door surface through colour contrast. Accessible toilet doors provide sufficient clearance around handles and locks for wheelchair users. Fixtures are maintained in good working order to prevent stiffness or excessive resistance. Regular inspections identify and rectify any defects that could make operation difficult.	Accessibility audit reports. Photographs of lavatory door handles and locks. Premises inspection records. Maintenance and repair logs. Building specifications and refurbishment records. Accessibility Plan documentation.
How does the school make sure lavatories and disabled lavatories are appropriately lit?	Toilet facilities are provided with sufficient lighting levels to support safe movement and use. Lighting is distributed evenly to minimise shadows and dark areas. Entrances, cubicles, washbasins, mirrors and hand-drying facilities are adequately illuminated. Accessible toilets have lighting levels that allow users to identify fixtures, fittings, grab rails and emergency alarms easily. Light switches are positioned at accessible heights and are easy to locate and operate.	Accessibility audit reports. Health and safety inspection records. Lighting maintenance logs. Emergency lighting test records. Premises inspection checklists. Photographs of lavatory facilities. Accessibility Plan documentation.

	Lighting helps create good visual contrast between walls, floors, doors, sanitary fittings and handrails. Flickering, faulty or damaged lighting is reported and repaired promptly. Emergency lighting is provided where required and tested regularly. Consideration is given to users with sensory sensitivities by avoiding excessive glare and overly harsh lighting where possible. Regular inspections ensure lighting remains effective and appropriate for the needs of all users.	
Does the school make sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	All accessible toilets are fitted with an emergency assistance alarm system. Pull cords extend close to floor level and have easy-to-grip red pull handles. The cord can be operated by a person who has fallen or is unable to reach higher controls. Alarm activation points are clearly visible and unobstructed. Staff are aware of the procedures to follow when an alarm is activated. Alarm systems are tested regularly and records of testing are maintained. Toilet layouts are checked routinely to ensure bins, sanitary units or other furnishings do not shorten, tie up or obstruct the cord.	Photographs of emergency pull cords. Alarm testing records. Maintenance and servicing logs. Accessibility audit reports. Health and safety inspection records. Accessibility Plan documentation.

	Maintenance inspections include checks that cords remain at the correct length and are fully operational. Faults are reported and repaired promptly.	
How does the school maintain the emergency call system?	Emergency call systems are included within the school's planned maintenance programme. Routine tests are carried out at regular intervals to confirm that alarms activate correctly. Both the pull cord and alarm indicators are checked during testing. Audible and visual alert systems are tested to ensure they can be detected by staff. Pull cords are inspected to ensure they extend to floor level and remain free from obstruction. Faults, damage or missing components are reported immediately and repaired promptly. Records of inspections, testing and repairs are maintained. Alarm systems are checked following refurbishment or maintenance works to ensure they remain fully operational. Regular accessibility audits include review of accessible toilet alarm systems.	Emergency alarm testing logs. Planned maintenance schedules. Servicing and contractor reports. Fault reporting and repair records. Health and safety inspection records. Accessibility audit reports. Staff training records. Accessibility Plan documentation. Staff understand the location of alarm indicators and the procedures to follow when an alarm is activated
If the school has not fitted an emergency call system, why is this?	N/A	

How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?	How the school monitors effectiveness Regular alarm testing confirms that notification systems function correctly.	Staff induction records. Health and safety training records. Emergency alarm testing logs. Written emergency response procedures. First aid training records. Accessibility audit reports. Minutes from staff briefings and training sessions. Records of emergency drills and reviews. How staff are trained Staff receive information on the purpose and operation of accessible toilet emergency alarm systems. Training includes the location of accessible toilets and alarm indicator panels. Staff are instructed on how to respond promptly and appropriately when an alarm is activated. Staff understand the importance of treating every alarm activation as a genuine emergency until proven otherwise. Procedures cover safeguarding, privacy, dignity and manual handling considerations. Site, premises, reception and first aid staff receive additional training where appropriate. New staff receive relevant information as part of their induction programme.
---	--	---

		How training is maintained Emergency alarm procedures are included in health and safety training. Refresher training is provided periodically. Staff are reminded of procedures during team meetings and briefings. Emergency response procedures are documented and readily available. Changes to alarm systems or building layouts are communicated to staff promptly. Training records are maintained and reviewed. Test activations may include checks of staff response times and procedures. Outcomes from testing exercises are recorded and reviewed. Any incidents involving alarm activation are reviewed to identify lessons learned. Accessibility audits and health and safety inspections include consideration of emergency alarm response arrangements. Training attendance records are monitored to ensure relevant staff remain up to date. Where gaps are identified, additional training or guidance is provided.
How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	Accessible toilets are designed to provide sufficient floor space for wheelchair manoeuvring and turning.	Accessibility audit reports. Building and toilet layout plans. Premises inspection records.

	Clear space is maintained around the WC, washbasin and door to facilitate access and transfer. Users can approach key fixtures without obstruction from furniture, bins or storage items. Doors open in a manner that does not restrict manoeuvring space within the room. Layouts allow access to grab rails, emergency alarm cords and other accessible features. Transfer space is provided adjacent to the toilet where practicable. Wheelchair-accessible facilities are kept free from stored equipment and cleaning materials. Building projects and refurbishments consider accessibility standards and best practice guidance. Regular accessibility audits assess whether facilities remain suitable for wheelchair users. Site inspections include checks that accessible toilets remain free from obstructions. Maintenance staff ensure fittings and fixtures do not encroach on manoeuvring space. Accessibility considerations form part of premises development and improvement plans. Any concerns raised through accessibility reviews are recorded and acted upon.	Photographs of accessible toilet facilities. Maintenance records. Accessibility Plan documentation. Records of accessibility improvements.
How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Washbasins are installed at an accessible height and provide sufficient knee clearance for wheelchair users where appropriate.	Accessibility audit reports. Building plans and washroom layouts.

	Taps are easy to reach and operate, using lever, push-button Soap dispensers, hand sanitiser units and hand dryers are positioned within reach of both seated and standing users. Mirrors are mounted to allow viewing from a range of heights or are angled appropriately. Toilet flush controls are easy to reach from the toilet and can be operated with minimal force. Grab rails and support rails are positioned to assist users when transferring or standing. Emergency alarm cords can be reached from both seated and floor-level positions. Controls, dispensers and accessories are located so that users do not have to overstretch, twist or adopt awkward positions. Accessible toilets provide adequate manoeuvring space for wheelchair users to approach and use all fittings. Regular inspections ensure fittings remain accessible and are not blocked by bins, storage items or equipment.	Photographs of accessible toilet and handwashing facilities. Premises inspection records. Accessibility Plan documentation. Records of accessibility improvements and reasonable adjustments.
How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength?	Lever-operated taps are used in preference to traditional twist taps wherever possible. Push-button, taps may be installed in accessible facilities. Taps can be operated using a closed fist, palm, forearm or limited finger movement.	Accessibility audit reports. Photographs of accessible handwashing facilities. Maintenance and inspection records. Washroom specifications and refurbishment records.

	Controls require minimal pressure and do not require tight grasping or twisting. Taps are positioned within easy reach of both seated and standing users. Adequate space is provided beneath and around washbasins to allow wheelchair users to access controls comfortably. Water controls are clearly identifiable through good colour contrast and appropriate design. Fixtures are regularly inspected to ensure they do not become stiff, difficult to operate or defective. Accessibility requirements are considered when replacing or upgrading sanitary fittings.	Accessibility Plan documentation. Records of reasonable adjustments.
How does the school make sure lavatory signage is suitable for those with visual impairments?		Accessibility audit reports. Photographs of toilet and accessible toilet signage. Wayfinding and signage plans. Premises inspection records. Accessibility Plan documentation. Records of signage improvements. Text is large enough to be read from a reasonable distance. Good colour contrast is provided between text, symbols and the background. Recognised toilet and wheelchair-accessible symbols are used alongside text.

		Signs are positioned consistently throughout the school to aid wayfinding. Signage is mounted at a height that can be viewed by both seated and standing users. Toilet signs are well illuminated and free from glare or reflections that could make them difficult to read. Accessible toilets are clearly distinguished from standard toilet facilities. Directional signs are provided where toilets are not immediately visible. Signs are kept free from obstruction by furniture, displays or open doors.
Has does the school ensure that disabled lavatories are not being misused?	Accessible toilets are clearly identified as facilities intended for disabled users and others with accessibility needs. The school promotes awareness among pupils and staff about the purpose of accessible toilet facilities. Staff monitor facilities through routine site inspections and reporting procedures. Accessible toilets are not used as storage areas for equipment, furniture, cleaning materials or resources. Any misuse, vandalism or inappropriate use is addressed through the school's behaviour and site management procedures.	Site inspection records. Accessibility audit reports. Photographs showing accessible toilets free from storage and obstructions. Cleaning and maintenance records. Behaviour and premises management procedures. Accessibility Plan documentation. Records of actions taken following identified concerns.

	Regular checks ensure that accessible features, including grab rails, alarms and manoeuvring space, remain available and unobstructed. Staff challenge inappropriate use where necessary and appropriate. Access arrangements strike a balance between preventing misuse and ensuring that disabled users can access facilities quickly and independently. Concerns raised by disabled pupils, staff, parents or visitors are investigated and addressed promptly. The school's accessibility policies reinforce the importance of maintaining accessible facilities for those who need them. Ongoing monitoring Premises inspections include checks that accessible toilets remain fully functional and free from obstruction. Accessibility audits review whether facilities are being used and maintained appropriately. Incident reports relating to misuse are recorded and reviewed. Feedback from users informs improvements to access arrangements.	
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	Regular cleaning schedules ensure floors, fittings and circulation areas remain clean and safe. Spillages are identified and cleaned promptly.	Cleaning schedules and records. Site inspection checklists. Health and safety audit reports. Risk assessments.

	Wet floor warning signs are displayed when cleaning is taking place or where surfaces may be temporarily slippery. Floor coverings are maintained in good condition and replaced if worn, damaged or hazardous. Accessible toilets are kept free from stored equipment, cleaning materials, bins or other obstacles that could restrict access. Adequate lighting is provided so users can easily identify any potential hazards. Grab rails, handrails and support fittings are inspected regularly to ensure they remain secure and safe to use. Drainage and plumbing issues are reported and rectified promptly to prevent standing water or leaks. Maintenance defects such as damaged flooring, loose tiles or broken fixtures are addressed quickly. Daily site inspections help identify and remove hazards before they present a risk. Emergency exits and manoeuvring spaces within accessible toilets are kept clear at all times.	Maintenance and repair logs. Accident and incident records. Accessibility audit reports. Photographs of clean, unobstructed facilities.
--	--	---

Fixtures and fittings

Question	Comments	Evidenced by
----------	----------	--------------

How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	Reception counters incorporate a lowered section accessible to wheelchair users. Desks used for meetings, consultations or visitor interactions provide sufficient knee and leg clearance for seated users. Countertops and service points are positioned at heights that can be reached comfortably by both seated and standing users. Signing-in systems and information points are located within reach of wheelchair users. Information displayed at counters can be viewed from a variety of heights. Furniture layouts provide adequate space for wheelchair approach and manoeuvring. Controls, switches and communication equipment located on counters are placed within accessible reach ranges. Meetings can be conducted at accessible tables rather than high counters where required. Staff are available to provide assistance if a particular fixture cannot be accessed independently.	Accessibility audit reports. Photographs of reception desks and service counters. Furniture and building specifications. Premises inspection records. Workplace assessment records. Accessibility Plan documentation. Records of reasonable adjustments.
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible space for those with ambulatory disabilities and wheelchair users?	N/A	

How does the school make sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	Machines and fountains are positioned on accessible routes and are easy to approach. Sufficient space is provided around facilities to allow wheelchair users to manoeuvre and turn safely. Controls, buttons, and dispensing points are located within reach of both seated and standing users. Buttons and controls can be operated with minimal force and without requiring a strong grip. Displays use clear text, symbols and good colour contrast to support users with visual impairments. Adequate lighting is provided to ensure controls and instructions can be seen easily. Water fountains are installed at heights suitable for both children and adults, Any spills around machines or fountains are cleaned promptly to prevent slip hazards. Facilities are regularly maintained to ensure they remain safe and operational. Accessibility requirements are considered when purchasing or replacing equipment.	Accessibility audit reports. Photographs of vending machines and water fountains. Premises inspection records. Equipment specifications. Maintenance and servicing records. Accessibility Plan documentation. User feedback records.
How does the school ensure that fixtures are clearly distinguishable from their backgrounds?	Fixtures such as handrails, door handles, switches, sockets, grab rails and sanitary fittings contrast in colour and tone with adjacent walls, floors or doors. Good visual contrast is considered when selecting furniture, fittings and decoration schemes.	Accessibility audit reports. Photographs showing contrasting fixtures and fittings. Refurbishment and decoration specifications. Premises inspection records. Accessibility Plan documentation.

	Light-coloured fixtures are used against darker backgrounds, and darker fixtures against lighter backgrounds, where appropriate. Adequate lighting is provided to ensure fixtures can be easily seen and identified. Excessive glare and reflections are minimised to improve visibility. Signage, controls and operating mechanisms are positioned against uncluttered backgrounds. Important fittings, including emergency equipment and accessibility features, are highlighted through colour contrast and clear labelling where appropriate. Refurbishment and redecoration projects consider accessibility requirements when choosing colours, finishes and fittings. Regular inspections identify areas where wear, damage or changes in decoration may reduce visual contrast. Any identified issues are addressed through maintenance and planned improvement programmes.	Records of accessibility improvements.
How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	Whiteboards, interactive screens and display boards are mounted at heights that allow visibility from a range of positions. Important information is displayed within a viewing zone that can be seen by wheelchair users as well as standing adults.	Accessibility audit reports. Classroom layout plans. Photographs of classrooms and display areas. Learning walk records. SEND review documentation.

	Key notices are positioned so they are not obscured by furniture, equipment or other displays. Classroom layouts ensure clear sightlines to teaching boards from all seating positions. Interactive screens and teaching boards are positioned to minimise glare and reflections. Display materials use clear fonts, appropriate text sizes and good colour contrast. Important information is placed at eye level where possible and not exclusively at high level. Adjustable or height-adjustable boards are used where available. Alternative formats can be provided for pupils, staff or visitors who may have difficulty viewing information. Good lighting is maintained to ensure displays remain easy to read.	Accessibility Plan documentation. Records of reasonable adjustments.
How do staff ensure those with visual impairments have access to information on display boards?	Display materials use large, clear, easy-to-read fonts. Good colour contrast is used between text and background materials. Important information is positioned at an accessible viewing height. Displays are well lit and located to minimise glare and reflections. Key notices avoid excessive clutter and unnecessary decorative elements that may make information difficult to read.	Examples of large-print materials. Accessibility audit reports. SEND Support Plans and EHCP documentation. Photographs of accessible displays. Accessibility Plan documentation. Records of reasonable adjustments. Feedback from pupils, parents and specialist professionals.

	Important messages are supplemented through verbal communication where appropriate. Information can be provided in alternative formats such as large print, electronic copies or audio versions when required. Staff are available to read or explain information to pupils, parents, visitors and colleagues who need assistance. Digital platforms, websites and communications are used alongside physical displays to improve accessibility. Symbols, photographs and visual supports may be incorporated to aid understanding.	
How does the school make sure bookshelves are accessible to everyone?	Bookshelves are located on accessible routes with sufficient space for wheelchair users to approach, turn and manoeuvre. Frequently used resources are stored at heights that can be reached by both seated and standing users. Shelving is arranged to avoid the need for excessive stretching, bending or reaching. Lower shelves are accessible to wheelchair users and younger pupils. Clear signage and labelling help users locate resources independently. Shelving and signage use good colour contrast to assist users with visual impairments. Library and resource areas are well lit to improve visibility.	Accessibility audit reports. Photographs of library and resource areas. Floor plans showing circulation space. Accessibility Plan documentation. Records of reasonable adjustments. Library policies and resource provision records. Feedback from pupils, staff and visitors.

	Floors around shelving are kept free from obstacles, trailing cables and trip hazards. Staff are available to assist users in locating or retrieving items where required. Digital catalogues or alternative methods of accessing information are available where appropriate.	
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	Dining halls are arranged to provide clear, unobstructed routes between entrances, serving areas, seating and exits. Some tables provide appropriate knee and leg clearance for wheelchair users. Accessible seating is integrated throughout dining areas rather than isolated from other users. Flexible seating arrangements allow tables and chairs to be adjusted to meet individual needs. End of the table nearest to the emergency exit Queuing areas are designed to minimise congestion and accommodate mobility aids. Flooring is level, well maintained and slip-resistant. Staff are available to assist pupils, staff or visitors who require support with carrying trays or accessing facilities. Emergency evacuation arrangements take into account wheelchair users and people with mobility impairments.	Accessibility audit reports. Dining hall floor plans. Photographs showing accessible seating arrangements. Premises inspection records. Records of reasonable adjustments. SEND and healthcare plans where relevant. Accessibility Plan documentation Sufficient space is maintained between tables to allow wheelchair users and those using walking aids to manoeuvre safely.

What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Classroom layouts are planned to provide clear routes between entrances, teaching areas, desks and exits. Sufficient space is maintained between desks and furniture to allow wheelchair users to manoeuvre safely. Wheelchair-accessible seating positions are integrated throughout the classroom rather than separated from peers. Desks and tables with appropriate knee and leg clearance are available where required. Furniture can be rearranged to accommodate individual needs and specialist equipment. Pupils using wheelchairs, walking frames, crutches or other mobility aids can access teaching resources and learning areas without unnecessary barriers. Routes to interactive whiteboards, practical workstations and group learning areas are kept accessible. Bags, equipment and storage items are kept clear of walkways to reduce trip hazards. Emergency evacuation routes remain accessible and unobstructed. Consideration is given to travel distances for pupils and adults with limited mobility. For pupils with ambulatory disabilities Appropriate seating can be provided near entrances, exits or teaching areas where required.	Accessibility audit reports. Classroom layout plans. SEND Support Plans and EHCP documentation. Risk assessments and workplace assessments. Photographs of classroom layouts. Premises inspection records. Accessibility Plan documentation.
---	--	---

	Additional space can be allocated for mobility aids. Seating arrangements can be adapted to reduce fatigue and support participation. Individual needs identified through SEND support plans, risk assessments or EHCPs are considered.	
How does the school ensure dining halls, food counters and kitchens are clearly identifiable?	Signs use large, easy-to-read lettering and appropriate colour contrast. Dining hall entrances are visually distinct from surrounding walls and corridors. Good lighting is provided around entrances, serving areas and food counters to improve visibility. Signs are positioned at heights visible to both seated and standing users. Important information, such as menus, opening times and queue directions, is displayed clearly and accessibly. Visual cues such as contrasting door colours or feature walls help users recognise dining facilities. Kitchen areas that are not intended for public access are clearly identified with appropriate safety signage.	Accessibility audit reports. Classroom layout plans. SEND Support Plans and EHCP documentation. Risk assessments and workplace assessments. Photographs of classroom layouts. Premises inspection records. Accessibility Plan documentation. Dining halls and food service areas are clearly labelled using consistent signs and recognised symbols. Important information, such as menus, opening times and queue directions, is displayed clearly and accessibly.
How does the school ensure classrooms are clearly identifiable?	Each classroom is clearly labelled with a room name, number or both. Signs use large, clear, easy-to-read fonts and plain language. Good colour contrast is used between signage and background surfaces.	Accessibility audit reports. Photographs of classroom signage. Wayfinding and signage plans. Building floor plans. Premises inspection records.

	Classroom signs are positioned consistently throughout the school. Signage is mounted at heights that can be viewed from both seated and standing positions. Classroom doors are visually distinct from surrounding walls through the use of colour contrast where appropriate. Good lighting is provided to ensure classroom signs can be easily seen and read. Timetables, maps and room location information are available where appropriate. Temporary classrooms and specialist teaching spaces are clearly identified. For pupils and visitors with visual impairments Signs use clear lettering and strong visual contrast. Glare and reflections that may reduce readability are minimised. Classroom entrances are clearly highlighted through consistent design features. For pupils with SEND and cognitive difficulties Symbols, photographs or pictorial signs may be used alongside text. Consistent room numbering and naming systems reduce confusion.	Accessibility Plan documentation. Pupil and visitor feedback. Tactile or Braille signage may be provided where appropriate.
How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable?	Staff rooms, offices and staff-only areas are clearly labelled with room names, numbers or both.	Accessibility audit reports. Photographs of staff-room and office signage.

	Signs use clear, easy-to-read fonts and plain language. Good colour contrast is used between signage and background surfaces. Signage is positioned consistently throughout the building. Staff-only areas are clearly marked to prevent unauthorised access. Doors to staff rooms and offices are visually distinguishable from surrounding walls. Good lighting is maintained around entrances and signs to ensure visibility. Room numbering and naming conventions are applied consistently across the site. Security measures, such as access-controlled doors, are clearly indicated where required.	Wayfinding and signage plans. Premises inspection records. Accessibility Plan documentation. Records of signage improvements or refurbishment works.
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	How this is achieved A proportion of lockers are located at accessible heights, allowing use by wheelchair users and people of short stature. Lockers are positioned on accessible routes with sufficient space for wheelchair manoeuvring and turning. Locking mechanisms are easy to grip and operate, requiring minimal force and dexterity. Locker numbers, labels and instructions are clear, legible and use good colour contrast.	Accessibility audit reports. Photographs of locker areas. Floor plans showing circulation space. Records of reasonable adjustments. SEND Support Plans and workplace assessments. Accessibility Plan documentation. Feedback from pupils and staff with disabilities.

	Accessible lockers are allocated to pupils or staff who require them as part of reasonable adjustment arrangements. Lockers do not obstruct circulation routes, emergency exits or accessible pathways. Adequate lighting is provided to ensure lockers and lock mechanisms are easy to see. Staff are available to provide assistance where necessary. Accessibility is considered when purchasing, replacing or relocating locker units. For pupils and staff with additional needs Priority allocation of accessible lockers may be provided. Alternative storage arrangements can be made where standard lockers are unsuitable. Individual needs identified through EHCPs, support plans, workplace assessments or reasonable adjustment processes are considered.	
--	--	--

Means of escape

Question	Comments	Evidenced by
How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories?		

How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	Obstruction audits that are performed daily and weekly to ensure that corridors are free from boxes, furniture and temporary displays Reviews fire risk assessments annually or when the layout of the building changes Practice fire drills Personal Emergency Evacuation Plans (PEEPS) – Individual plans for students or staff who use a wheelchair Mapping out their specific safe exit path and assigning designated assistance if needed Corridors and escape routes meet the required width of 1.2 metres Fire doors and exits have a clear opening width that complies with regulations Level surfaces to allow easy access – child placed in an appropriate classroom that allows this to occur	Fire risk assessments. Personal Emergency Evacuation Plans (PEEPs). Accessibility audit reports. Fire drill records. Health and safety inspection records. Building and evacuation plans. Premises inspection checklists. Accessibility Plan documentation.
What arrangements does the school make for those with disabilities when evacuating from upper floors?	Personal Emergency Evacuation Plans (PEEPS) – Individual plans for students or staff who use a wheelchair The PEEP is written with collaboration between the Headteacher, Site supervisor and SENCo	Personal Emergency Evacuation Plans (PEEPs). Fire risk assessments. Fire drill records. Staff training records. Evacuation equipment inspection logs. Accessibility audit reports. Emergency evacuation procedures. Accessibility Plan documentation. PEEP needs to be accessible and reviewed termly

		Evacuation chair/alternative aids Designated refuge areas - if stairway evacuation is delayed. It needs to be an area that is fire protected and two-way communication Inclusive fire drills – regular drills that explicitly incorporate scenarios involving wheelchair uses and alternative escape routes Alarms to include a visual flashing strobe and escape signs are modified to assist those with HI and VI
Does the school ensure emergency exit signs are suitable for everyone?	Illuminated signs – that are clearly visible and lit Signs and directional arrows are placed along corridors and escape routes Regular testing of emergency lighting and check safety signs routinely as part of building maintenance Fire safety and evacuation plans account for all building users, including specific arrangements or physical assistance for students and staff with disabilities Safety strategies that aim to accommodate diverse needs through clear positioning, high-contrast displays, and risk assessments	Fire risk assessments. Emergency lighting test records. Fire drill records. Accessibility audit reports. Premises inspection records. Evacuation plans showing exit signage locations. Accessibility Plan documentation. Photographs of emergency exit signage.
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Mandatory termly and annual drills – which cover evacuation, invacuation and lockdown Testing back up support – drills explicitly test to see if assigned 1:1 assistants or buddies successfully locate their designated individual	Personal Emergency Evacuation Plans (PEEPs). Fire risk assessments. Evacuation, invacuation and lockdown policies. Drill records and evaluation reports.

	Timed trials confirm is the escape can happen safely without delaying the main flow of traffic Drills carried out at different times of school day to ensure strategies function when in the hall, corridor or different classrooms Roll call auditing – cross referencing the evacuation assembly points, invacuation spaces and lock down zones to ensure that individuals with SEND arrived safely and on time Feedback gathering – feedback gathered from the individuals with disabilities and their support staff to flag up unexpected bottlenecks, layout barriers, or communication failures	Staff training records. Accessibility audit reports. Health and safety committee minutes. Accessibility Plan documentation. Records of actions taken following emergency exercises. Evaluate whether a designated backup person steps in is seamless if the primary assistant is absent
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	Identification – staff spot mobility, sensory or medical needs during the admission process or when there is a change in health status Assessment – SENCo or Health and safety lead meets with the individual, parents and medical professionals (if available) Plan created – clear step by step escape route tailored to the person’s specific physical or medical needs Support assignment – school assigns trained staff member or buddies to help during the emergency evacuation Regular review – safety team updates and tests the plan at least once a year, or immediately if the	Personal Emergency Evacuation Plans (PEEPs). Fire risk assessments. SEND Support Plans and EHCP documentation. Staff training records. Fire drill records and evaluations. Workplace assessments. Accessibility audit reports. Accessibility Plan documentation.

	person's health needs or the school building layout changes	
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Regular inspection - Daily checks to inspect the hallways every morning - Routine walks – teachers monitor classroom exits daily - Safety audits – conducted on a regular basis - Fire drills – to reveal route bottlenecks Structural and storage rules - Hallways cannot hold surplus furniture - Doors must open fully without resistance - Electrical panels must remain accessible - Bags must stay in lockers Weather and hazard Absorbent mats by doors to capture moisture Prompt mopping when spills occur Warning signs – wet floor – mark hazard Ice removal and salting walkways before school	Fire risk assessments. Daily and weekly premises inspection records. Health and safety audit reports. Fire drill records. Cleaning schedules. Maintenance and repair logs. Winter maintenance and gritting records. Accessibility audit reports. Accessibility Plan documentation
What does the school have in place to check warning devices and detectors regularly?	Weekly in-house testing – one manual call point tested per week Staff inspect the primary alarm panel status, test battery backups and execute functional testing on emergency backup lighting	Fire alarm testing records. Detector servicing certificates and contractor reports. Emergency lighting test records. Fire risk assessments.

	Six-month professional servicing – comprehensive technical inspections completes Annual full system audits Comprehensive fire safety logbooks Termly co-ordinated drills	Health and safety inspection reports. Fault and maintenance logs. Fire drill records. Accessibility audit reports. Accessibility Plan documentation.
--	--	---

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are suitable for those who require hearing assistance?	Sound absorbing materials – carpet, display boards, blinds to dampen sound echoing off hard surfaces Contrast wall paint – provide stark visual contrast against a wide variety of skin tones, making facial expressions and hand signs much easier to see High-visibility boundaries – painting physical hazards, fences and the nosing of steps in high contrast colours, so children can easily navigate school without bumping into objects whilst signing or looking at peer	Accessibility audit reports. Records of induction loop and hearing-assistance system testing. SEND Support Plans and EHCPs. Specialist teacher of the deaf recommendations. Staff training records. PEEP documentation. Accessibility Plan. Photographs of hearing-loop signage and equipment. Visual alarms – refitting traditional audible warning systems with flashing fire alarm
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	Large print and alternative colours of paper /visual overlays used when printed – board colour altered to support children and remove glare	Accessibility Plan. Equality Policy. Examples of large-print or accessible documents. Website accessibility information. Records of reasonable adjustments.

	Website material adaptable but only partially compliant with WCAG2.2AA accessibility standards Digital forms are fully accessible on website As school cohorts change year-on-year, resources are tailored dynamically rather than pre-printed School will alter documents for parents, as and when required As a mainstream school, Tactile and Braille versions of documents, are not kept on sight and work with Lancashire County Council Sensory Support Services to source the specialised resources	SEND Support Plans and EHCP documentation where relevant. Feedback from pupils, parents and staff. The school does not routinely produce tactile or Braille materials because there is currently no identified need within the school community. However, should such a need arise, the school would work with specialist services and external providers to ensure appropriate information is made available in a suitable format as part of its duty to make reasonable adjustments."
Has the school arranged for audio versions of information? If not, why is this?		• Lack of Direct Requests: generate accessible formats on an individual, as-needed basis rather than pre-recording all public documents. • Resource Constraints: Creating high-quality audio transcriptions requires specific software, staff time, or funding that may not be automatically allocated. • Technical Oversights: Standard documents (like PDFs) are sometimes uploaded without checking if they are compatible with text-to-speech screen readers. • Administrative Delays: Processing formal accessibility requests can take time How to get audio 1. Check for Digital Compatibility: Many school documents are sent digitally. If

		they are in HTML or text-based PDF formats, you can use free, built-in device screen readers (like VoiceOver, TalkBack, or Read Aloud browser extensions) to convert the text to audio instantly. 2. Contact the Administration: Reach out to the school's main office or the Special Educational Needs Coordinator (SENCo) / Accessibility Officer. 3. Submit a Formal Request: State exactly which documents you need (e.g., newsletters, handbooks, or course materials) and request them in an MP3 or audio format. Schools are obligated under accessibility and equality laws to make reasonable adjustments.
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	Sensory mapping – trained to identify potential environmental triggers, that can cause discomfort De-escalation & Regulation: Educators complete courses via organizations like Sensory Inclusive Schools to learn how to guide overloaded guests to pre-designated quiet zones or sensory rooms Audio training ensures that public address setups, induction loops, and sound field microphones are properly activated and monitored during speech presentations.	Accessibility Plan. Equality Policy. Examples of large-print or accessible documents. Website accessibility information. Records of reasonable adjustments. SEND Support Plans and EHCP documentation where relevant. Feedback from pupils, parents and staff.

How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	High contrast signage – no red or green to avoid common colour-blindness confusion by using dark text on light backgrounds or vice versa Consistent borders – distinct borders define sign boards against varying wall colour Sans-serif fonts – clear fonts like arial or Helvetica maximise readability Mixed-case texts – avoid all-caps layouts, which are harder for visually impaired users to recognise the shape Contrast strips on edge of steps	Accessibility audit reports. Photographs of signage and wayfinding systems. Site maps and signage plans. Premises inspection records. Accessibility Plan documentation. Records of refurbishment and signage improvements. Feedback from users with visual impairments. Matte finishes – non-glare materials prevent lighting reflections from obscuring the text (Look at use of laminating pouches – school purchases gloss finish)
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	Dual-coding systems – combining text with high-quality visuals to show the function of an object Calm space indicators – identified quiet zones for children Dyslexia friendly fonts – sans-serif fonts – arial, comic sans or opendyslexic – avoiding stylized or cursive lettering Mixed-case texts – avoid all-caps layouts, which are harder for visually impaired users to recognise the shape High contrast, Low glare: texts use high-contrast colours against a matte background to eliminate glare, which distorts letters	Accessibility audit reports. Photographs of signage and wayfinding systems. SEND Policy and SEND Information Report. Accessibility Plan. Visual maps and pupil induction materials. Pupil and parent feedback. Records of SEND reviews and accessibility improvements. Sensory warnings – clear signs flag areas with high sensory inputs

	Signs are mounted at eyelevel in predictable spots, usually on a wall or next to the door (latch-Side)	Minimalist layouts – use ample white space and avoids cluttered information or decorative borders that cause visual confusion
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	Following the Web Content Accessibility Guidelines to meet international legal standards. Accessible PDFs: Ensuring all downloadable school policy documents are readable by assistive tech. Captioning: Providing accurate captions and transcripts for all school video content.	Website Accessibility Statement. Accessibility Plan. Screenshots showing accessibility features. Website audit reports. Records of accessibility improvements. User feedback relating to website accessibility. Website provider documentation. Automated toggle – integrating tools like google translate into the website header HTML language tags so browser knows which language it should display Text to speech widgets embedding tools like BrowseAloud or ReadSpeaker for instant audio playback ALT text – adding descriptive text to all images so VI users hear what the image shows Ensuring sharp colour contrast between text and backgrounds for low-vision users. Font Scaling: Allowing users to resize text easily without breaking the website layout.

		Keyboard Navigation: Designing the site so users can navigate using only the 'Tab' and 'Enter' keys.
--	--	---