Green Park Village
PRIMARY ACADEMY

Accessibility Audit & Plan
2023-2027

FOR

Green Park Village Primary Academy

Date of Completion:	Autumn 2023
Person Responsible for This Document:	Gemma Jackson
Role of Responsible Person:	Head Teacher
Next Audit & Plan Due By:	Autumn 2026

Accessibility Audit & Plan

Introduction
The Equality Act 2010 introduced a single piece of legislation which extended to all protected characteristics. This combined equality duty requires schools to adopt a proactive approach and does not just apply to pupils, but also applies to staff, visitors and future pupils.

Schools have to carry out Accessibility Planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Definition of Disability
A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Purpose of the Accessibility Plan
The purpose of this plan, based on thorough audit findings, is to show how our school intends, over time, to promote and increase accessibility to the curriculum, to written information and to the physical environment so that all pupils with a disability can take full advantage of their education and associated opportunities.

An Accessibility Plan must show how access is to be improved for pupils, staff and visitors (and future pupils) with disabilities in a given timeframe and must anticipate the need to make reasonable adjustments wherever practicable, including those required for individuals with particular needs.

Key Aims
- **Increasing Access for disabled pupils to the school curriculum:**
    - This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure, cultural activities or school visits and full participation in the school community.
- **Improving access to the physical environment of the school:**
    - This includes improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled pupils:**
    - This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Key Principles
- Compliance with the Equality Act is consistent with our schools aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
    - Not to treat disabled pupils less favourably.
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
    - To publish an Accessibility Plan.
- In performing their duties governors have regard to the Equality Act 2010.
- Our school:
    - Recognises and values the young person's knowledge /parents' knowledge of their child's disability.
    - Recognises the effect their disability has on his / her ability to carry out activities.
    - Respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

ACCESSIBILITY AUDIT

1. Is the School Curriculum Accessible?

An accessible school is one in which disabled pupils and pupils with ongoing or temporary medical limitations can participate fully in the school curriculum. The curriculum covers teaching and learning and wider provision embracing after-school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

	Question	Yes ✓	If 'yes' - where can the evidence be found?	No ✓	If 'no' - what further actions or reasonable adjustments are planned?
1	Does the school have effective and appropriate admission criteria and procedures for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils?	✓	Admissions Policy		
2	Do SEN leaders play a critical role in supporting children, establishing the ethos and approach to SEN within the school and ensuring that SEN has a high profile?	✓	SEND Policy and in all school practice/ procedures		
3	Do you have evidence that your setting does not treat pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a disadvantage in comparison to their peers?	✓	Robust support for all children in all school practice/ procedures		
4	Do you celebrate the strengths of pupils with SEND and focus on building on what they can do rather than what they find difficult?	✓	Individual Support Plans, reviewed with parents and professionals. Learning Journals celebrate success		
5	Do you have evidence that your school community endeavours to see the child / young person with SEND first and their disability second (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)?	✓	Individual Support Plans, reviewed with parents and professionals. Learning Journals celebrate success		
6	Do you have inclusive, whole school policies, processes, and practices?	✓	All school practice/ procedures		

7	Do staff have high aspirations and expectations of pupils with SEND?	✓	All school practice/ procedures		
8	Are Teachers and Teaching Assistants appropriately trained and accredited?	✓	SEND Station, REAch2 and other training accessed. Special School team support also sought.		
9	Is everyone in your school aware of the Equality Act 2010 via awareness training to enable all staff to understand and recognise disability issues?	✓	Equality Policy and all school practice/ procedures		
10	Do all staff understand the needs of the pupils and support them accordingly?	✓	All school practice/ procedures		
11	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	All school practice/ procedures. Designated INSET, TAC and briefings		
12	Are children with disabilities encouraged to take part in music, drama and physical activities?	✓	Open to all children, with one to one support provided for access.		
13	Do class teachers / PE staff know how to include pupils with disabilities in PE?	✓	All school practice/ procedures		
14	Do pupils with disabilities have access to educational visits and extra-curricular activities?	✓	Open to all children, with one to one support provided for access.		
15	Are procedures in place to ensure that pupils with temporary, emerging or ongoing health / medical care needs are properly supported so that they have full access to education, including school trips and physical education?	✓	All school practice/ procedures		
16	Is personalised and creative support arranged so that pupils can access all activities including trips / visits and afterschool and breaktime activities?	✓	Open to all children, with one to one support provided for access.		
17	Do you proactively include pupils with SEND, and their families,	✓	Open to all children, with one		

	in all enrichment activities?		to one support provided for access.	
18	Do you ensure that financial difficulties do not prevent pupils with SEND being included in activities and events?	✓	Open to all children, with one to one support provided for access.	
19	Are pupils with SEND included in pupil forums e.g. school councils?	✓	Open to all children, with one to one support provided for access.	

20	Are pupils and their families fully involved in the review of individual plans regarding curriculum access?	✓	ISP Review Meetings		
21	Do you use a graduated approach when meeting the needs of pupils with SEND?	✓	BFfC and SEND Policy		
22	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	BFfC and SEND Policy; ISP Review Meetings		
23	Is the attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	All children make progress at their own level.		
24	Is the progress made by your pupils at 'SEN support' and with an EHC plan is as good as that made by pupils with SEN nationally?	✓	All children make progress at their own level.		
25	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	Attendance Tracking; Meeting		
26	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	All information accessible to all on website and via direct email. Parent Information Meetings.		
27	Are cover staff, including supply teachers, clear about the additional needs of pupils and how to meet these needs?	✓	Policy and practice		
28	Are staff given time to plan for pupils (including support requirements) who need a highly differentiated / individualised curriculum?	✓	Evident in release timetable		
29	Are appropriate adjustments made that would help children with disabilities have better access to the curriculum?	✓	Engagement Curriculum in place		
30	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils with SEND?	✓	Robust transition process		
31	Do you find creative and flexible solutions to ensure that pupils with SEND can move easily between classrooms?	✓	One to one support, where required; Accessible new build, including wide corridors		
32	Do pupils with SEND have access to appropriate information technology?	✓	All children have access to technology		

33	Are auxiliary aids used to ensure that pupils with SEND are included in the curriculum?	✓	Where required by a child		
34	Do all additional adults, including teaching assistants, build positive relationships, support flexibly and facilitate independent learning?	✓	All practice		
35	Do you use targeted, small group and / or individual activities to improve self-esteem, confidence and social skills?	✓	A range of interventions are in place, evidenced in Provision Maps and and Timetabling		
36	Are effective safeguarding systems in place for the protection of pupils with SEND?	✓	Rigorous for all children; Safeguarding Policy		
37	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and strategies?	✓	Rigorous for all children		
38	Are pupils involved in the recruitment of teaching assistants and other school staff?	✓	Part of a learning and teaching tasks groups.		

<div style="background:red;color:white;text-align:center;font-weight:bold">Now transfer all actions to the Accessibility Plan section, below.</div>

ACCESSIBILITY AUDIT

2. How Accessible is Information, Advice & Guidance?

An accessible school is one where information normally provided by the school to its pupils is available to, and accessible by, disabled pupils (and their parents) by means appropriate to the relevant disability; and where staff are well trained, aware, and able to initiate and implement changes to facilitate such access. Information might include items such as handouts, timetables, text-books or information about school events, reports, newsletters, and general letters home.

Schools have a duty to parents with disabilities to let them have reasonable access to services related to the education of their child or children. This is to make sure parents with disabilities can be fully involved in their child's education. The school should make 'reasonable adjustments' to procedures and policies or provide parents with aids to help them access their services, e.g. putting information in accessible formats. Schools must not refuse to provide a service, or provide a lesser service, to a parent with disabilities.

Question	Yes ✓	If 'yes' - where can the evidence be found?	No ✓	If 'no' - what further actions or reasonable adjustments are planned?
1	Is this Accessibility Plan being co-produced with children / young people with SEND, their families and other stakeholders?	✓	Governors- LGB meeting minutes and Link Governor minutes	✓	SENDCo Information Sessions being established 2023/2024
2	Is the school website and social media content accessible?	✓	Website and Twitter/X		
3	Do you work with parent / carers and young people to ensure that your website is presented in a family friendly way?	✓	Website includes SEND Information page		
4	Is your SEN Information Report and SEND documentation available online and in hard copy (for those families who do not have internet access)?	✓	Website and shared in SENDCo meetings		
5	Do you promote and provide information to children / young people and their families on initiatives such as SEND Information, Advice and Support Service (SENDIASS), Independent Supporters, Family Information Service (FIS) and the LA Local Offer etc?	✓	Website, individual communications and SENDCo meetings		
6	Do you hold review meetings etc. at times when parents are able to attend?	✓	Flexible during school day and after school day		

7	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	Parent Questionnaires, ISP meetings, Parent Information sessions and SENDCo meetings	
8	Is information available in a variety of languages?			✓	Not on the website as the school has 42 home languages. However, other families support and Outlook Accessibility translators
9	Is information presented in a user-friendly way and available in simple language and in a variety of formats including: • 'Easy read'? • Large print? • Symbols? • Digital audio?			✓	This is provided on an individual basis, as required.
10	Are pupils with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	All children are. SEND parents have attended trips.	
11	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	Very clear signage of all areas	No Braille on main signage, however parents not in school to access due to safeguarding
12	Are staff familiar with ICT / technologies and support strategies and processes developed to assist people with disabilities and share information with them?	✓	All practice	
13	Have you published your SEN Information Report?	✓	Website and shared with BFfC	
14	Is your SEN Information Report linked to the LA Local Offer?	✓	Referenced	
15	Do you ensure that pupils know exactly who they can contact for information, advice and support?	✓	Curriculum	
16	Do you signpost families without the internet to One Stop Shops and libraries to access information?	✓	A range of information and sessions are signposted to	

		Yes ✓	No ✓	
17	Do you use the LA Local Offer and School Messenger (or similar) to keep up-to-date with SEND developments?	✓	Emails received from BFfC	
18	Does the school have an accessible, transparent and robust complaints procedure that includes appropriate escalation points?	✓	REAch2 Complaints Policy	

Now transfer all actions to the Accessibility Plan section, below.

ACCESSIBILITY AUDIT

3. Is Your School Physically Accessible?

Consider each question from the perspective of each type of disability:
- Ambulant
- Comprehension
- Visual
- Auditory
- Dexterity
- Wheelchair

Question	Yes ✓	No ✓	If 'no' - what further actions or reasonable adjustments are planned?
3.1 General			
1 Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓		
2 If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	n/a		
3 Do you consult with pupils with SEND regarding school accessibility including classrooms, toilets and changing facilities etc?	✓		
3.2 Approach & Car Parking			
1 Is the building within convenient distance of a public highway?	✓		
2 Is the building within convenient distance of public transport?	✓		
3 Is the building within convenient distance of car parking?	✓		
4 Is the route clearly signed / marked / found?	✓		

		✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections, overgrown vegetation etc?	✓		New bollards added to existing by local developer.
9	Is it adequately illuminated?	✓		
10	Is it identified by visual, audible and tactile information?		✓	Not tactile or audible, however currently no requirement
11	Is there sufficient car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near to the entrance as possible?	✓		
14	Is the car parking are suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level (i.e. no gradient steeper than 1:20 and no steps)?	✓		
3.3 Routes & External Level Change (Including Ramps & Steps)				
1	Is there a ramp, with level surfaces at top / intermediate / bottom?		✓	Not required- ground level access to building / site
2	Is it wide enough and suitably graded?	✓		Not required- ground level access to building / site
3	Is the surface slip resistant?	✓		Not required- ground level access to building / site
4	Are there kerbs and are their edges protected to prevent accidents?	✓		Not required- ground level access to building / site
5	Are there handrails to one or both sides?		✓	Not required- ground level access to building / site
6	Are there (alternative) steps & ramp		✓	Not required- ground level access to building / site
7	Identified by visual / tactile information?		✓	Not required- ground level access to building / site
8	Are there handrails to one or both sides?		✓	Not required- ground level access to building / site
9	Are ramps and steps adequately lit?		✓	Not required- ground level access to building / site
10	Are treads and risers consistent in depth and height?		✓	Not required- ground level access to building / site
11	Are all nosings marked and / or readily identifiable?		✓	Not required- ground level access to building / site

12	Are landings of adequate size and are they provided at intermediate levels in long flights?		✓	Not required- ground level access to building / site
3.4 Entrances (Including Main Reception)				
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed matwell?	✓		
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door-swing?	✓		
7	Can the door furniture be used at both standing and seated height?	✓		
8	Can it be easily grasped and operated?	✓		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✓		
10	If the door is power-operated does it have visual and tactile information?		✓	
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
13	Do lobby layouts enable all users to clear one door before going through the next?	✓		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		
15	Does the lighting installation take account of the needs of	✓		

	visually disabled people?			
16	Are floor spaces: • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics - i.e. not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre?	✓		

		✓		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
19	Is it fitted with an induction loop?		✓	No current requirement
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	Visual only
3.5 Horizontal Movement & Assembly				
1	Is each corridor / passageway / aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre?	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✓		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
9	Are there tactile signs and information for those with impaired vision?		✓	
10	Is the maintenance of these items checked regularly?	✓		
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		

		✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements / spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly / meeting equipped with an induction loop system?	✓		

3.6 Doors

1	Do the doors serve a functional / safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
4	Does the clear opening width permit wheelchair access?	✓		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture / handle at a height for standing / sitting use?	✓		
7	Are door / handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers / mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	✓		
10	Is door / mechanism function checked regularly?	✓		

3.7 Toilet Provision

1	Are accessible toilet and changing facilities available for people with disabilities?	✓		
2	Are those facilities located appropriately and not used for other	✓		

	purposes e.g. storage?			
3	Do all lavatory areas have slip-resistant floors?	✓		
4	Are all fittings readily distinguishable from their background?	✓		
5	Are all door fittings / locks easily gripped and operated?	✓		
6	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
7	Is provision made for wheelchair users in disabled toilets?	✓		
8	Is wheelchair approach free of steps / narrow doors / obstructions etc?	✓		
9	Is the location clearly signed?	✓		
10	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
11	Are the door fittings / locks and light switches easily reached and operated?	✓		
12	Is there an emergency call system and is someone designated to respond?	✓		
13	Can the emergency call system be operated from floor level?	✓		
14	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral / angled / backward transfer, with or without assistance?	✓		
15	Are the fittings arranged to facilitate these manoeuvres	✓		
16	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
17	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
18	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		

19	Is the manoeuvring area free of obstruction, e.g boxed-in pipework / radiators / cleaner's equipment / disposal bins / occasional storage, etc and is any difficulty caused by the activity of service contractors?	✓		
20	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	✓		

3.8 Fixtures & Fittings				
1	Is any server / counter accessible to all users, including those with hearing impairments?	✓		
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible / reachable / accessible by people with disabilities?	✓		
4	In any eating / meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	✓		
6	Are all relevant locations clearly signed?	✓		
7	Are your rooms (including classrooms) optimally organised for pupils with a physical disability?	✓		
8	Are classroom interiors adapted to ensure access to all areas for pupils with sensory needs e.g. using curtains to reduce noise levels and removing clutter to ensure safe access?	✓		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils with sensory difficulties?	✓		

11	Are areas available in the school that are equipped as calm low sensory areas?	✓		
3.9 Building Information				
1	Is the building equipped to provide hearing assistance?	✓		Partially- this would be procured if required
	If intercom messages are used are they always relayed to pupils with hearing impairments?	✓		
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building / activities available?	✓		
4	Is there braille information available for people with visual disabilities?		✓	
5	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties?		✓	
6	Are highly visible markings used to ensure the safety of pupils with a visual impairment?		✓	
3.10 Means of Escape				
1	Is there a visible as well as audible fire alarm system?	✓		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials / obstacles / locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly?	✓		
Now transfer all actions to the Accessibility Plan section, below.				

ACCESSIBILITY PLAN				
Action Required (from Audit process)	**Action Owner**	**Deadline**	**Resources**	**Monitoring & Evidence**
1. Curriculum Access				
1				
2. Access to Information				
1 Research link for users to translate information into home language and place on website	GJ/BB	Spring 2024	No cost- time	
2 Add Accessibility Plan Review to a SENDCo Information session agenda for parent voice	IO'R	Summer 2024	No cost- time	
3. Physical Access (relevant actions, particularly defects, will be transferred to the School Condition Survey by CSPs)				
1 Tactile signage across the school	GJ	Autumn 2024	Project Surveyor costed at £2430	
2 Disabled parking signposted	GJ	Autumn 2024	Project Surveyor costed at £94.50	
3 Install 2 portable induction loops	GJ	Autumn 2024	Project Surveyor costed at £810	
4 Evacuation chairs	GJ	If need arises- checked with H & S 31/10/23	Project Surveyor costed at £1687.50	