

**Waterwells Primary School Accessibility Audit Plan**

**Section 1**

Question	Yes	No	Notes	On Plan
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components,	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	√			
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√		
Could any signage be considered confusing or inadequate?		√		
Are areas to which pupils should have access well lit?	√			
Do areas of storage prevent disabled pupils from accessing aids and equipment?		√		
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	√			
Is furniture and equipment selected, adjusted and located appropriately?	√			

## Section 2

Question	Yes	No	Notes	On Plan
Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√		Staff photocopy work onto larger print where necessary for class work.	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	√		Where necessary, pupils access work on coloured paper / use overlays to support their work.	
Do you have the facilities to produce written information in a variety of font sizes?	√			
Do you make use of RNIB guidelines on producing written information in accessible formats?		√	We need to be more aware of the guidelines from various agencies, including RNIB, NAS, BDA, etc.	
Are the 'responsible body' aware of their duties and responsibilities under DDA?	√			
Do school general plans take account of the duty to make reasonable adjustments?	√			
Does the school have an adequate internal complaints procedure?	√			

### Section 3

Question	Yes	No	Notes	On Plan
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√			
Do you make the best use of teaching assistants?	√			
Are your classrooms optimally organised for disabled pupils?	√		Classrooms are adjusted for the pupils that are in that class, making any adjustments necessary for the cohort.	
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√			
Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Do staff, governors and pupils receive training and education in disability equality issues?		√	This training needs to be updated for all stakeholders.	
Is everyone made to feel welcome?	√			
Are there high expectations of all pupils?	√			
Are pupils equally valued?	√			
Do staff seek to remove all barriers to learning and participation?	√			