



Accessibility Audit and Plan 2023 - Reviewed January 2023

This audit and plan covers all three main strands of the planning duty:

1. Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as chairs and specialist writing equipment and

2. Learning Access – increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through schools and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Any adjustments to access will be dependent on individual needs.

3. Information Access to – improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Westdale Infant School and throughout their time enrolled. Those requiring specific support with communication are known by staff so their needs can be met.

VI = Visually Impaired HI = Hearing Impaired PI = Physically Impaired

1 – Yes 2 - 3 - 4 – No, immediate attention

Physical access audit and plan

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	X				
2	Are pathways and routes logical and well signed?	X				
3	Do you have emergency and evacuation procedures to alert all students?	X				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X				
5	Do furniture layouts allow easy movement for students with disabilities?	X				
6	Are quiet rooms/calming rooms available to children who need this facility?	X				
7	Are car park spaces reserved for disabled people near the main entrance?	X				
8	Are there any barriers for easy movement around the site and to the main entrance?	X				Roof project means new plans being put in place and
9	Are steps needed for access to the main entrance	X				No steps are needed
10	Do all those steps have a contrasting colour edging?	n/a				No steps on site
11	If there are steps, is a ramp provided to access the main entrance?	X				Ramp provided as entrance to Y1 classrooms and also Little Stars building
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X				N/A See 10 Hand rail on ramps
13	Is it possible for a wheelchair user to get through the principal door unaided?	X				All doorways at least 1.2m wide
14	If no, is an alternative wheelchair accessible entrance provided?	n/a				

15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				
16	Do all internal doors allow a wheelchair user to get through unaided?			X		Support needed due to fire doors
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				
18	Does each block have a wheelchair accessible toilet?			X		No. Currently we would assist with doors. There is room inside adult toilet in entrance for wheelchair access and disabled toilet in the hall
19	Does the relevant block have accessible changing rooms/shower facilities?	X				
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				See 10
21	Is there a continuous handrail on each internal stair flight and landing?	X				See 10
22	Does the block have a lift that can be used by wheelchair users?	n/a				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.	n/a				
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X				
25	Are non-visual guides used to assist people to use the buildings?	X				Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?	X				Would require specific risk assessments based on individual need.
27	Is a hearing induction loop available (either fixed or portable) in the school?				X	Arrangements could be put in place to cater for statutory assessments needs.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X				

Learning access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				X	Have done in the past – needs to be reviewed
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				
3	Do all staff seek to remove all barriers to learning and participation?	X				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		X			The training plan is evaluated annually and a technical core-training programme exists for differentiation and also for SEN learning need.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understand for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?		X			All students participate in PE lessons in some active form. This would be planned for in another way if needed.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X				The SENDCo and class teachers makes suitable arrangements in providing support for a range of needs. Specialist agencies are consulted where needed.
9	Do you provide access to appropriate technology for those with disabilities?	X				

10	Are school visits, including overseas visits, made accessible to children and young people irrespective of attainment or disability?	X				Risk assessments undertaken to enable this
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?			X		Training needs under review.

Information access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who many have difficulty with standard forms of printed information?	X				
2	Do you have the facilities such as ICT to produce written information in different formats?	X				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X				