

## Heaton Avenue Primary School Accessibility Audit 2020-21

### Introduction

Heaton Avenue Primary School already provides for the additional needs of disabled pupils who have special educational needs & disabilities (SEND). The Equality Act 2010 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. The duties build on and complement best inclusive practice. One of the duties is to plan to increase over time the accessibility of schools for disabled pupils. This school's accessibility plan will be part of the wider framework.

### Aims:

- **To provide access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in breakfast/after-school clubs, leisure and cultural activities or school visits.
- **To improve access to the physical environment of the school.** This covers improvements to the physical environment of the school within the constraints of the buildings and site and physical aids to access education.
- **To provide appropriate delivery of 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 and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### 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.

### Monitoring

As part of their inspections, OFSTED will monitor schools' accessibility plans. The Secretary of State can intervene where a school is not complying with the planning duty and can direct a school to do so. The school's complaints procedure will cover accessibility issues should they arise.

### Identifying Barriers to Access:

**This list should help us identify barriers to access that exist in the school.**

**The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.**



**Section 1: How does our school deliver the curriculum?**

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are our classrooms optimally organised for disabled pupils?	√	
Do lessons provide opportunities for all pupils to achieve?	√	
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?	√	
Do staff recognise and allow for the extra breaks in concentration needed by some disabled pupils, for example during intervention programs?	√	
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 we provide access to computer technology appropriate for students with disabilities?	√	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

**Section 2: Is our school designed to meet the needs of all pupils?**

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds - 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 signed?	√	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND; including alarms with both visual and auditory components?		√
Are lifts of all types to assist people to use the building designed for two people?	√	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	





**Section 3:** How does our school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		√
If such a service became necessary, could we implement it quickly?	√	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do we have the facilities such as ICT to produce written information in different formats?	√	
Do we ensure that staff members are familiar with technology and practices developed to assist people with disabilities?	√	

