

Accessibility Audit and Plan



School:	St Peter's CE Academy
Address:	Mountbatten Way, Raunds, Northants, NN9 6PA
Website:	St Peters Primary Academy - Home (stpetersschoolraunds.co.uk)
Phone number:	01933 622400
Principal:	Mr Mark Currell MCurrell@neneeducationtrust.org.uk
SENDCo:	Mrs Sarah Robinson SRobinson@stpetersschoolraunds.co.uk
Site & Facilities:	Mr Tom Hatton THatton@manor.school

Audit completed by:	Karen Stevenson, Trust SEND Lead, kstevenson@neneeducationtrust.org.uk Justin Maling, JMaling@redwellprimary.co.uk
Audit and plan date:	4 th July 2023
New audit and plan due:	July 2026

This report can be provided in large print on request or read with a ReaderPen.

Contents

1. Executive Summary
2. Purpose and procedure of the Audit
3. Constraints and Limitations of the audit
4. Contextual Background to the school
5. Audit Findings and recommendations
 - 5.1 Ratings
 - 5.2 Access to information
 - 5.3 Access to Site and Facilities
 - 5.4 Access to Education
6. Accessibility Plan:
 - 6.1 Key: Priority and budget ratings
 - 6.2 Action Plan

Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

1. Executive Summary

An Accessibility Audit of St Peter's CE Academy took place on 04.07.2023. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Principal, Mark Currell and Justin Maling, Estates Team. Further information was obtained from the school website and pre-audit questionnaire.

The Audit describes accepted best practice, where appropriate, and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- Staff training has facilitated a greater awareness of strategies which can be used to support accessibility through quality first teaching/ reasonable adjustments.
- Standardised classroom door signage is now in place.
- Internal doors are quiet to open and close
- A chair with arms and a high back has been provided in the reception waiting area.
- A warning beacon has been fitted in the accessible toilet in case of emergency.

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (July 2026) to identify additional progress made and next steps to further promote accessibility.

2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:

- the previous audit (2019)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 04.07.2023
- discussion with relevant staff

3. Constraints and Limitations to the audit

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Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010/ Disability Discrimination Act (DDA) but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues

considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments" in order to achieve this in the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of 'best practice' and 'reasonable' will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sought for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

4. Contextual Background to the school

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Raunds is a small market town in rural Northamptonshire, England. It has a population of 9,379 (2021 census), is a civil parish, and is in the North

Northamptonshire district. Raunds is situated 21 miles (34 km) north-east of Northampton. The town is on the southern edge of the Nene Valley and surrounded by arable farming land. Nearest civilian airports are Luton 50 miles and East Midlands 65 miles. Raunds is adjacent to the A45 and close to the A14 jct 13. Access to the M1 and A1 is close and the A14 runs from Britain's largest container port at Felixstowe in Suffolk to join the M6. Bus services are limited, the X46 links the town with Wellingborough, Rushden and Northampton, running half-hourly.

St Peter's C E Primary Academy is situated in a residential area. As the catchment is local, most of the pupils walk to school but there is considerable pick up and drop off activity on Eversley Drive (there is no on-site parking for parents). The school is next to Manor School and Sports College and Raunds Playgroup. The present school building in Mountbatten Way has been in use since February 1992. It is a one storey building on a level site set in large grounds which is fully accessible.

There is a zebra crossing on Eversley Drive allowing safe crossing outside to enter the grounds. This has tactile paving. There is one pedestrian entrance into the school with an intercom. The gate is automatic unlock but then has to be pushed to be opened. There is one disabled toilet easily accessed from Reception. There have been no recent structural builds.

There are 221 pupils on roll with a two-form entry system. The PAN is 60, with full capacity of the school being 240. The age range of the school is 7-11. There are 32 SEN pupils which represents 14% of the school roll and 38 pupils registered for Pupil Premium (17%). 15 pupils have English as an additional language (7%).

St Peter's is a Church of England School with Christian values at the heart of all they do. Their values of Friendship, Respect, Perseverance, Forgiveness, Compassion and Hope support them to build a firm foundation for learning throughout the curriculum, ensuring high standards and expectations permeate throughout the school.

Their vision 'Let Your Light Shine' not only captures the family ethos of the school, but also the high expectations they place on all members of the school community to be the best they can be.

Admissions are managed in accordance with the Schools Admission Code (September 2021), compliance with which is also required by virtue of NET's Funding Agreement with the Secretary of State for Education. NET is the admission authority for the school who then hold SLAs with North Northamptonshire Council for the co-

ordinated admissions scheme and admission appeals. Admissions are non-selective. The Ofsted rating of the school in 2019 was 'good' as was the SIAMS rating, also in 2019.

Sarah Robinson is the SENCo, member of SLT and class teacher; she has been in post since 2018. She is involved in decision making regarding SEND pupils and is able to promote SEND within SLT. Training opportunities for staff are routinely planned in and external agency advice and support is sought when this is needed.


There is a secure culture of safeguarding. The leadership team has ensured that all safeguarding requirements are fit for purpose. Staff receive regular training in child protection, including in relation to the government's 'Prevent' duty. The school's record of recruitment checks is thorough. Leaders take timely action when they have any concerns about pupils' welfare and well-being. School systems for recording concerns are thorough. Pupils say they are taught how to keep themselves safe, including when online. They say bullying is rare. They learn about different types of bullying and the majority are confident that staff will rapidly resolve any concerns they may have. Ofsted, 2019


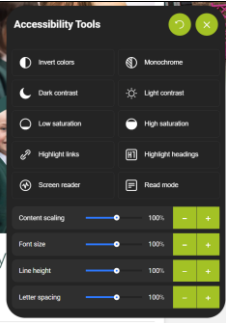
5. Audit Findings

5.1: Ratings:

- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.




5.2: Access to Information

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Staff training on equality and disability	Trust staff training completed 2021-2022 on equality and diversity, provided by external trainer. Additionally, all staff have a Certificate in Equality, Diversity and Inclusion from The National College (March 2023). Medical training, such as, autoinjector, diabetes training is sourced and updated as needed. SEND CPD is offered termly for teachers and teaching assistants. Trust training has been provided on the four areas of SEND for all teaching staff.	Compliant	Continue to ensure on-going training is built into the CPD cycle.	
Staff knowledge of technology and support strategies for assistance	All teaching and support staff have an awareness of all methods of support included in quality first teaching/reasonable adjustments.	Improvement recommended	Provide additional training which identifies specific technology and strategies which can be applied.	e.g. Using Assistive technology to support Pupils with SEND – The National College Assistive technology resources/ webinars – Whole School SEND

Arrangements for providing adaptive materials e.g. large print, digital	Large print materials are provided in class as needed. The website allows for enlargements through the accessibility tool and enlargements can be made using the IWB's which are available in all classrooms. There is no hearing loop installed to assist hearing aid users.	Improvement recommended	Provide enlarged copies of information visitors may need e.g. safeguarding leaflet. Share visitor guidance with relevant staff. Consider providing an induction loop to assist hearing aid users.	
Website and social media accessibility	The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems support accessibility. Colour has been used with care and forms have been designed for accessibility. There is an accessibility tool on the website (see good practice example).	Compliant		
Complaints procedure	The website contains a link to the up to date Trust complaints policy and form to be completed.	Compliant	It would be more accessible if the policy and form were on the school website rather than a further link where you need to scroll to find the policy and form.	

5.3: Access to Site and Facilities

Approach to the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
<p>Access to the site e.g. public transport routes</p>	<p>The nearest bus stop to the school is in The Square Raunds. There is a zebra crossing with tactile paving on the main road outside of the school grounds.</p>  <p>Some of the markings on the road are starting to fade. The dropped kerb on the pathway leading down from the zebra crossing is higher than is recommended for a dropped kerb (40mm instead of 25mm).</p>  <p>Although the pathways are generally in good condition, there is a raised drain and</p>	<p>Improvement recommended</p>	<p>Consider adding information to the website on how to access the school via public transport and a google maps link.</p> <p>Contact the council to request re-painting of the road markings, to drop the kerb to the recommended height and make the surface level around the drain area on entrance to the site.</p>	

uneven surface at the main entrance to the school site.



Signs into the school on the right remind of driving speed, and staff parking only. Signs on the left are obscured by foliage.



There is a safe walking pathway that leads to the side of the site although the walkway entrance is not signed.




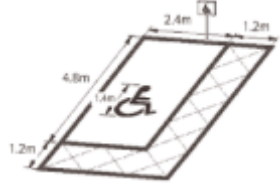


On the school site, road markings are extremely faded.





Cut back foliage to the left of the entrance so signs can be seen.


Add signage to show pedestrian walkway onto site.

Re-paint road markings.







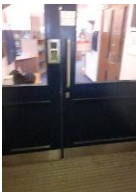

	 <p>A safety barrier is in place by the bus drop off zone outside of the main entrance.</p>			
Disabled parking facilities	<p>There are no disabled parking facilities for staff or parents.</p>	Improvement recommended	<p>A disabled parking bay needs to be drawn up, in line with sizing/ space regulations, in the staff carpark with a raised sign to demarcate the space.</p>	 
School perimeter e.g. gates, fences	<p>The perimeter of the school is safe. There is access into the staff car park from the school playground but this is gated to ensure no one can enter the site.</p>  <p>A ramp entrance to the carpark is available with grooved kerb to allow for wheelchair access.</p>	Improvement recommended	<p>Restrict access to the staff car park from the playground.</p>	









	 <p>The bins are also accessible within the playground area.</p> 			<p>Bins to be stored so they are not accessible from the playground.</p>	
Signage	<p>There is a clear sign on entrance to the site for both St Peter's and Manor School.</p>  <p>There is a further sign on the entrance gate into St Peter's.</p> 	Compliant			

Entry to the school	There is only one entrance into the school. Directional signage on entry to the site and then to the school would make the entrance clearer.	Improvement recommended	Add site directional signs to indicate the entrance location for each of the 3 settings on site.	
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On the school site:

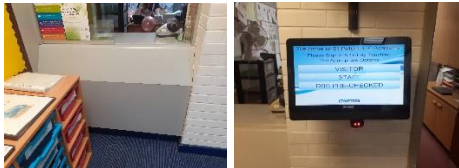



Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Signage into the school	<p>There is an intercom next to the school sign to buzz to be let onto the school site. There is no instructions as to what needs to be done to use the intercom and this is not at an accessible height. There is a no dogs sign which is written in capital letters which limits accessibility. A clear sign then directs visitors to the main office which is again clearly signed.</p>  <p>Posts are coloured to make them easily seen.</p>	Improvement recommended	Add signage to the intercom so visitors know what is required. Change 'No Dogs' sign to lower case lettering.	





	 <p>The exit intercom is at an accessible height but without instructions.</p>  <p>Once into the school foyer, there is another intercom to be let into the building with instructions of what needs to be done.</p> 		Add instructional signage to exit intercom.	
Movement around the site	<p>There is full movement around the site without any stairs or ramps required.</p> <p>By the outdoor Year 5 classrooms, there is wiring which could be a trip hazard.</p> 	Improvement recommended	Add yellow edging around the hazards to make these easily visible.	

<p>Ramps and entry doors</p>	<p>Doors are contrasting in colour – door to handle.</p>  <p>All external door thresholds have a height difference which could be a trip hazard.</p> 	<p>Improvement recommended</p>	<p>Add yellow nosings to all external doors to identify the change in height.</p>	 
<p>Playground surfaces including drainage</p>	<p>Playground surfaces are generally in good condition and well-maintained.</p>  	<p>Compliant</p>		
<p>Outside space/ Recreational equipment</p>	<p>There is ample outside space to include a large playground, field and sectioned play areas. The safety surface under the play equipment is in good condition.</p>  	<p>Compliant</p>		

				
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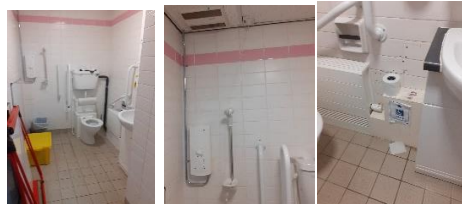
In the school building:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Main reception facilities	<p>The main reception area is spacious with plenty of room for a wheelchair. The hatch is at an accessible height. There is an electronic signing in system although the height of this would be difficult for a wheelchair user to access.</p>  <p>There is a high backed chair with arms for visitor use.</p> 	Improvement recommended	Move the electronic signing in screen to an accessible height.	 

Internal signage	<p>Classroom signage has been made consistent and uncluttered so it is easy to read.</p> 	Compliant	Consider adding Braille to signage. As signage is high on the doors, if a wheelchair user also had a vision impairment, it would be difficult for them to see - consider lowering signage.	
Accessible toilets, toilets & changing facilities	<p>Toilet facilities have slip resistant floors, push taps and suitable height toilets for the age ranges they serve.</p>  <p>There is an accessible toilet in the main entrance area of the school. This is labelled as an inclusive toilet so isn't clear that it is in the accessible toilet. There isn't any signage to the accessible toilet, which due to its placement isn't needed, however, a busy display on the toilet door makes it hard to know that this is the toilet. The handle and lock are at an accessible height.</p>	Improvement recommended	Re-label the toilet to make it clear it is both the accessible and inclusive toilet. Remove or simplify display on the door.	



All of the accessories needed are in the toilet but contrasting colours need to be used. The emergency pull cord is tied up. A sign says to 'ring bell for assistance' but it is not clear where the bell is.



There are some items being stored in the toilet which could fall/ be a trip hazard. A flashing beacon has been added in case of an emergency.










Make the hand rails a contrasting colour to the walls.
Untie the emergency pull cord.
Remove sign saying 'ring bell'.



Ensure key staff know what will happen if the emergency pull cord is activated and what action should be taken.




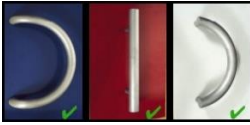

Remove items being stored in the toilet area.



<p>Medical facilities</p>	<p>There is locked storage for medicines, four first aid kit locations (clearly identified on a map displayed in the main reception area) and first aid stations on the playground for minor injuries at playtime.</p> 	<p>Compliant</p>		
<p>Movement in the school building, including corridors, stairs, lifts, evacuation routes</p>	<p>There is good movement through the whole school which is accessible. Corridors are kept tidy with clear evacuation routes.</p> 	<p>Compliant</p>		
<p>Teaching spaces including furniture, equipment and decor</p>	<p>Teaching spaces are generally well organised and allow for good movement.</p> 	<p>Compliant</p>		

	 <p>Colours are mostly muted so they are not too overwhelming. All classrooms are fitted with interactive whiteboards and carpeted to absorb sound. Visual schedules are displayed in the classrooms.</p>			
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	<p>Additional spaces are well used, uncluttered and with good movement.</p>  <p>The staffroom is for adult use only and provides seating and kitchen facilities. There are no chairs with arms to support leverage with getting up.</p> 	Improvement recommended	Provide a chair with arms in the staffroom.	

	<p>Shared areas with sink facilities all have recommended push taps.</p> 			
Hall/ dining room and catering	<p>There is a large accessible hall space which is multi-purpose: collective worship, PE, dining etc.</p>  <p>Lunches are cooked next door at Manor school and brought over. The food is plated according to choice for the children and served to them at an accessible height. The floor surface is suitable and there is good storage for the tables and benches when not in use.</p>	Compliant		
Lighting	<p>The school has fluorescent lighting throughout. External windows are tinted and blinds are fitted at windows and doors where they are most needed.</p>	Improvement recommended	<p>Look to upgrade to LED lighting throughout the school.</p> <p>Complete an audit to ensure blinds are fitted</p>	

			on all windows/ doors as required to reduce glare.	
Doors	<p>Doors have contrasting colour handles which are d-shaped. Vision panels are kept clear throughout.</p> 	Compliant		 
Emergency Evacuation (PEEPs) and Lockdown procedures	<p>Fire drills and evacuations are completed termly (6 times per year). Equipment is well maintained and appropriately located.</p>  <p>There are no pupils currently requiring a PEEP but the SENDCo monitors this regularly to ensure if one is needed, it is put into place.</p>	Compliant		

5:4: Access to Education

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Suitable qualifications of staff	<p>The SENDCo is suitably qualified with a high level of SEND experience; she has been in post since 2018.</p> <p>All staff receive regular SEND training and individual staff training is provided where this is a more specific/ specialised need.</p>	Compliant		
School leadership and staffing	<p>The SENDCo is part of the SLT who meet regularly. She is fully involved in decision making relating to SEND. SEND is to be included in the 23-24 SDP. There are termly discussions with the SENDCo and link local committee member. SEND has a high priority within the school.</p>	Compliant		
Admission process including transition	<p>Admissions information is available on the school website. Nene Education Trust is the admission authority who hold Compliant SLAs with NNC for the co-ordinated admissions scheme and admission appeals. Transition is fully supported for pupils with SEND. A thorough handover and exchange of information takes place with the infant school, including external professionals as</p>	Compliant		

	required. Additional visit days are provided as needed with staff from St Peter's going to the infant school as well as the children coming to visit.			
Safeguarding	In the last Ofsted, 2019, safeguarding was found to be effective. Continued safeguarding monitoring ensures that policies and processes are both compliant and effective. Policies are available on the website and all staff receive ongoing safeguarding training. The school site is safe and visitors to the school must sign in and wear a lanyard (green or red depending on DBS). The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team. There are 4 named DSL/DDSL's in school.	Compliant		
Pupils with temporary, emerging or sustained health needs	Individual health plans are put into place for pupils who need them which outline the health and care needs. Staff working with pupils with health needs have appropriate training e.g. Allergy/ Epilepsy Awareness, Diabetes training. Risk assessments are in place to support where this is required and	Compliant		

	reviewed regularly to ensure they continue to be accurate.			
Access to the curriculum	<p>The school curriculum is designed to provide a broad and balanced education for all. This is underpinned by the school's Christian vision and values. Content is carefully sequenced to ensure it is cohesive and progressive.</p> <p>SEND pupils access a curriculum which is relevant and scaffolded according to their individual needs. Opportunities for whole class, small group and individual teaching are provided.</p> <p>The CUSP curriculum is used as a base curriculum for Science, History, Geography and Art which is designed to give equal opportunities to all.</p>	Compliant		
Additional adjustments for pupils with SEN and/ or disabilities	<p>Additional adjustments are made as needed for the individual pupils. This is done in conjunction with the pupil (where appropriate), parents/ carers and external professionals, when needed. Adaptive teaching is used ordinarily as part of quality first teaching with scaffolds in place to support pupils who need this. Additional adults are also used to support individual and</p>	Compliant		

	small groups of pupils to support their learning and provide specific support as needed. Regular reviews are held to ensure the adjustments in place remain suitable and effective for the pupil.			
Educational trips and visits	A variety of educational trips and visits take place which are inclusive for all. Pre visits are completed to determine the suitability of the trip for all pupils and then a full risk assessment is completed. Additional adults may be allocated to specific trips to provide extra support. Recent visits have included: The Circus, Space Centre, Chester House and Pantomime.	Compliant		
Pupil outcomes	A graduated approach is being implemented to support pupils with SEND. This identifies additional interventions and strategies that are needed to support. Regular Pupil Progress Review meetings and reviews of individual Learning Plans ensure that individual progress is being made for all SEND pupils. Further data is gathered regarding attainment for SEND pupils to ensure their progress aligns with	Improvement recommended	Ensure outcomes for SEND pupils are comparable nationally.	

	their personal fight path trajectory.			
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6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 Key

Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

6.2 Action Plan

Access to Information:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Staff knowledge of technology and support strategies for assistance	Provide additional training which identifies specific technology and strategies which can be applied.	B	0	CPD cycle 23-24		
Arrangements for providing adaptive materials e.g. large print, digital	Provide enlarged copies of information visitors may need e.g. safeguarding leaflet. Share visitor guidance with relevant staff. Consider providing an induction loop to assist hearing aid users.	B	0			

Access to Site and Facilities:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Access to the site e.g. public transport routes	Consider adding information to the website on how to access the school via public transport and a google maps link.	B	2			
	Contact the council to request re-painting of the road markings, to drop the kerb to the recommended height and make the surface level around the drain area on entrance to the site.	B	0			
	Cut back foliage to the left of the entrance so signs can be seen.	C	1			
	Add signage to show pedestrian walkway onto site.	B	2			

	Re-paint road markings.	B	2			
Disabled parking facilities	A disabled parking bay needs to be drawn up, in line with sizing/ space regulations, in the staff carpark with a raised sign to demarcate the space.	B	2			
School perimeter e.g. gates, fences	Restrict access to the staff car park from the playground.	D	4			
	Bins to be stored so they are not accessible from the playground.	B	3			
Entry to the school	Add site directional signs to indicate the entrance location for each of the 3 settings on site.	B	3			
Signage into the school	Add signage to the intercom so visitors know what is required.	B	2			
	Change 'No Dogs' sign to lower case lettering.	C	2			
	Add instructional signage to exit intercom.	B	2			
Movement around the site	Add yellow edging around the hazards to make these easily visible.	B	1			
Ramps and entry doors	Add yellow nosings to all external doors to identify the change in height.	B	1			
Main reception facilities	Move the electronic signing in screen to an accessible height.	B	1			
Accessible toilets, toilets & changing facilities	Re-label the toilet to make it clear it is both the accessible and inclusive toilet.	B	1			
	Remove or simplify display on the door.	B	0			
	Make the hand rails a contrasting colour to the walls.	B	1			
	Untie the emergency pull cord. Remove sign saying 'ring bell'.	A	0			

	Ensure key staff know what will happen if the emergency pull cord is activated and what action should be taken.	A	0			
	Remove items being stored in the toilet area.	A	0			
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	Provide a chair with arms in the staffroom.	B	2			
Lighting	Look to upgrade to LED lighting throughout the school.	C	3			
	Complete an audit to ensure blinds are fitted on all windows/ doors as required to reduce glare.	B	Dependent on findings			

Access to Education:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Pupil Outcomes	Ensure outcomes for SEND pupils are comparable nationally.	B	0			