

Accessibility Audit and Plan 2014-2015

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 fixtures, fittings and discrete spaces including: 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.

(*Dimmer switches first floor, not in The Base)

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Learning Access - increasing 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 school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many 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 Whitley Academy and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

1 = Outstanding 2 = Good 3 = Requires Improvement 4 = Unsatisfactory

Physical Access and Audit Plan

Item	Issue	1	2	3	4	Action/Comment
1	Is furniture and equipment selected, adjusted and located appropriately?		✓			
2	Are pathways and routes logical and well signed?	✓				
3	Do you have emergency and evacuation procedures to alert all students?	✓				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?		✓			Named person to risk assess needs & arrange for provision of equipment/furniture
5	Do furniture layouts allow easy movement for students with disabilities?		✓			Risk assessments are done to identify needs & layout adjusted accordingly
6	Are quiet rooms/calming rooms available to children who need this facility?	✓				Yes. Sensory room in the Base. Quiet spaces in the main building.
7	Are car park spaces reserved for disabled people near the main entrance?		✓			Only 1 at this time
8	Are there any barriers to easy movement around the site and to the main areas?	✓				No.
9	Are steps needed for access to the main entrance?	✓				No.
10	Do all those steps have a contrasting colour edging?					N/A
11	If there are steps, is a ramp provided to access the main entrance?					N/A
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?					N/A
13	Is it possible for a wheelchair user to get through the principal door unaided?				✓	Manual doors x 2 at school entrance – Assistance required

14	If no, is an alternative wheelchair accessible entrance provided?				✓	Manual doors all round – Assistance required
15	If there is a lobby at the main entrance, is it possible for a wheelchair user to negotiate the doors?				✓	Assistance required
16	Do all internal doors allow a wheelchair user to get through unaided?				✓	No – Assistance required
17	Do all the corridors have a clear unobstructed width of 1.2m?	✓				
18	Does each block have a wheelchair accessible toilet?	✓				(? Portacabin)
19	Does the relevant block have accessible changing room/shower facilities?	✓				
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edging?		✓			New steps need coloured edging strips
21	Is there a continuous handrail on each internal stair and flight landing?	✓				
22	Does the block have a lift that can be used by wheelchair users?	✓				(Not including the Base)
23	Do you have any other sort of mechanical means provided to move between these 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?		✓			“Upstairs” refuge point (not intercommed) but evacuation chairs available
25	Are non-visual guides used to assist people to use the building?	✓				“Buddy system” in place for students with a Personal Emergency Evacuation Plan
26	Could any of the décor be confusing or disorientating for students with disabilities?	✓				
27	Is a hearing induction loop available (either fixed or			✓		Partial (fixed system in the Conference Room)

	portable) in the school?				
28	Do emergency alarm systems cater for those with a hearing impairment? (e.g. flashing light)	✓			

Learning access and audit

1 = Outstanding 2 = Good 3 = Requires Improvement 4 = Unsatisfactory

Item	Issue	1	2	3	4	Action/Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			✓		Disability awareness training is delivered to colleagues who are supporting students with disabilities; for example teaching colleagues and support staff.
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?	✓				We have a whole school CPD programme led by a CPD Co-ordinator that has SEND training for teaching colleagues and teaching assistants. We review this across the year. For students with identified disabilities we will seek expertise and arrange additional training as necessary.
3	Do all staff seek to remove barriers to learning and participation?	✓				All colleagues have access to information regarding SEND, and inclusion. Teaching staff are encouraged to use strategies, differentiation techniques, advice and guidance and support from key members of staff to remove barriers to learning. This is monitored through learning walks, lesson observations, work scrutiny, case studies, and parent and student information meetings.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓				Teachers have a responsibility to effectively differentiate to remove barriers to learning and promote progression. As documented by OFSTED <i>“Disabled students and those who have special educational needs receive high-quality support in lessons. Teachers and teaching assistants work together</i>

					<i>effectively and help is matched well to students' needs. This close coordination among staff ensures that the students make good or better progress in all subjects."</i> Teachers assess and review progress throughout the year to ensure students can be the best they can be.
5	Are all children and young people encouraged to take part in music, drama and physical activities?		✓		In Year 7 students attend an enrichment lesson after school on a Monday to encourage them to participate in a variety of activities. Whole school clubs and interventions are also put in place to support students across all years. Music workshops and projects are available to students.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?		✓		Yes – teachers follow advice given in individual care plans or student passports. Alternative techniques that are personalised to the student are employed to ensure access. School visits and sporting activities involve pre-empting and risks assessments to be in place to ensure students with SEND are enabled to access their full entitlement.
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?	✓			Yes. Teachers are allocated planning time and they are provided with opportunities to review progress within departments.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use in practical work?	✓			Yes.
9	Do you provide access to appropriate technology for those with disabilities?		✓		Yes – use of laptops/alpha smarts.
10	Are school visits, including overseas visits made accessible to all children and young people irrespective of attainment or disability?	✓			Yes. Please see note above.

11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓		Yes – training is given when is required.
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Information access and audit

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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 may have difficulty with standard forms of printed information?		✓		As and when required.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Yes. Resources are differentiated through the use of ICT to ensure students are able to access written information.
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user-friendly for all people with disabilities?		✓		Communication to parents/carers takes various different forms. We adapt information required by parents/carers as and when needed.