

This document is available in Welsh
Mae'r ddogfen yma ar gael yn y Gymraeg



Accessibility Audit Tool for School and Pre- School settings

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School:		Date Completed:	
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Name: (Headteacher)		Signature:	
Name: (Chair of Governors)		Signature:	

Under paragraph 2(4) of schedule 10 of 'The Equality Act 2010' local authorities and responsible bodies have a duty to prepare, implement, review and update a written accessible strategy and the responsible body for a school must prepare, implement, review and update written accessibility plans.

This self-audit has been designed to assist Governors and Head Teachers to prepare an accessibility plan. A template for a suggested format for the plan can be found at the end of this audit document.

C	Compliance.
PC	Partial Compliance. Further improvements may be made, but the minimum requirements are being met.
NC	Non-Compliance.

Key Aspect		Rating	
		C	PC
Comments/action required			
1. Is your educational setting compliant with the Equality Act 2010 ?			
1.1	Do you have an Accessibility Plan?		
1.2	Was your accessibility plan co-produced with children/young people with ALN, their families and other stakeholders ?		
1.3	Is everyone in your setting aware of the Equality Act 2010 ?		
1.4	Do you have evidence that your setting does not treat pupils/students		

Key Aspect		Rating	Comments/action required
		C PC NC	
	less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?		
1.5	Do you have evidence that your school community endeavours to see the child/young person with ALN first and their disability second? (e.g. disability awareness training, pupil plans which build on a child/young person's strengths as well as addressing their difficulties)		
1.6	Do all staff understand the needs of the pupils/students and support them accordingly?		
1.7	Do you have inclusive, whole school policies, processes and practices?		
1.8	Do you proactively include pupils/students with ALN, and their families, in all enrichment activities?		
1.9	Do you celebrate the strengths of pupils/students with ALN and focus on building on what they can do rather than what they find difficult?		
1.10	Are pupils/students involved in the recruitment of teaching assistants and other school staff?		
2. Is your setting inclusive?			
2.1	Is accessible signage used, throughout the setting's environment, at all activities and events?		

Key Aspect		Rating	Comments/action required
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2.2	Are pupils/students with ALN included in pupil/student forums e.g. school councils?		
2.3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and break time activities?		
2.4	Do you ensure that financial difficulties do not prevent pupils/students with ALN being included in activities and events?		
2.5	Are pupils/students with ALN and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?		
2.6	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with ALN?		
2.7	Do you find creative and flexible solutions to ensure that pupils/students with ALN can move easily between classrooms?		
2.8	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?		
2.9	Do you work closely with families (and the Attendance and Wellbeing Service if appropriate) to improve attendance?		
2.10	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?		

Key Aspect		Rating C PC NC	Comments/action required
<p>3. Is the curriculum accessible? Consider:</p> <ul style="list-style-type: none"> • staff training • Provision of learner support • Availability and suitability of auxiliary aids (e.g. laptops) • Provision for assessments • Examinations targets to be met 			
31	Do staff have high aspirations and expectations of pupils/students with ALN?		
3.2	Do staff have regular and updated training re: additional needs and how the needs can be met?		
3.3	Are children with disabilities encouraged to take part in music, drama and physical activities?		
3.4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?		
3.5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?		
3.6	Do you use a graduated approach when meeting the needs of pupils/students with ALN?		
3.7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?		
3.8	Is the attainment gap between pupils/students with ALN and those without ALN being reduced over time (whilst ensuring the high achievement of the most able)?		
3.9	Is the progress made by your pupils/students as good as that made by pupils/students with ALN nationally?		

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3.10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?		
3.11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?		
3.12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?		
3.13	Do pupils/students with ALN have access to appropriate information technology?		
3.14	Do all additional adults, including teaching assistants, build positive relationships, support flexibly and facilitate independent learning?		
3.15	Are auxiliary aids used to ensure that pupils/students with ALN are included in the curriculum?		
<p>4. Is your setting physically accessible? Consider:</p> <ul style="list-style-type: none"> • Access to all school buildings and external areas for pupils with physical, hearing or visual impairments. • Access to sports facilities • School transport • Out of hours activities • Planned refurbishments 			
4.1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?		
4.2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?		

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4.3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?		
4.4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?		
4.5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?		
4.6	Are calm low sensory areas available in the setting?		
4.7	Are your rooms (excluding classrooms) optimally organised for pupils/students with a physical disability?		
4.8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?		
4.9	Is furniture and equipment selected, adjusted and located appropriately?		
4.10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?		
4.11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?		
4.12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties?		

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4.13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?		
4.14	Do you consult with pupils/students with ALN regarding the accessibility of classrooms, toilets and changing facilities etc?		
<p>5. How accessible is information, advice and guidance? Consider :</p> <ul style="list-style-type: none"> • Availability of school information/work in alternative formats for pupils with visual/hearing or learning impairments (seeking pupils views) • That necessary communication aids/technology provided is supported to enable pupils to participate and communicate their views and work. 			
5.1	Is your Accessibility Plan online and in hard copy (for those families who do not have internet access)?		
5.2	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?		
5.3	Do you hold review meetings etc at times when parents are able to attend?		
5.4	Have you developed communication channels and review processes that enable two-way information sharing with families?		
5.5	Is information available in a variety of languages?		
5.6	Is information available in a variety of formats including <ul style="list-style-type: none"> - 'easy read' - large print - symbols - audio? 		

Key Aspect		Rating C PC NC	Comments/action required
5.7	Do staff use technology to support the inclusion of disabled pupils ? (When required)		
5.8	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?		
<p><u>Further guidance</u></p> <p>https://gov.wales/sites/default/files/publications/2018-04/planning-to-increase-access-to-schools-for-disabled-pupils.pdf</p> <p>http://www.legislation.gov.uk/ukpga/2010/15/schedule/10?view=plain</p> <p><u>Useful contacts</u></p> <p>21st Century Schools – 01443 744002 Learner Support Service – 01443 744333</p>			

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Approach to developing the plan
Increasing access to the curriculum Short term priorities Medium term priorities Long term priorities
Improving access to the physical environment Short term priorities Medium term priorities Long term priorities
Improving communication and access to school information Short term priorities Medium term priorities Long term priorities
Other issues
Conclusions

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Target/Action	By whom	Resources	Timescale	Performance measure/Impact
Increasing Access to the Curriculum				
Improving access to the physical environment				
Improving communication and access to school information				