

## Gracefield Preparatory School Accessibility Plan

### Accessibility Audit: April 2023

Aspect	Yes	No	Comment / actions required
<b>Site and resources</b>			
1: Does the size and layout of areas allow access for all pupils?	/		Class allocation due to pupil numbers. Classroom desks to reduce need for pupil movement around class. Furniture reviewed Summer 2022 to reduce any clutter in classroom environments. Maintain and monitor space throughout the year.
2: Can pupils who use wheelchairs move around the school without experiencing barriers such as those caused by doorways, steps and stairs, toilet facilities and showers?		/	Reasonable adjustments are able to be made to access some classrooms downstairs. The fabric of the building does not allow for wheelchair accessible toilet and shower facilities.
3: Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	/		No on-site parking. Pathways clear and obvious.
4: Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND; including alarms with both visual and auditory components?		/	Alarms are auditory only. Staff would be on hand to support children with visual impairments to leave the building.
5: Could any of the décor be considered to be confusing or disorientating for disable pupils with visual impairment, autism or epilepsy?		/	Staff training delivered on expectations for displays and important of considering children with SEND.
6: Could any signage be considered confusing or inadequate?		/	
7: Are areas to which pupils have access, well lit?	/		

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8: Do areas of storage prevent disabled pupils from accessing aids and equipment?		/	Desk storage supports all pupils access to resources needed, or open drawers / shelves within classrooms.
9: Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? E.g. considering a room's acoustics and presentation?	/		Consideration of these elements in learning activities and school trips.
10: Is furniture and equipment selected, adjusted and located appropriately?	/		
<b>Curriculum access</b>			
1: Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?		/	Some teachers have training related to certain disabilities and special educational needs. Whole staff training takes place on aspects related to autism and dyslexia.
2: Do you make the best use of teaching assistants?	/		LSU team organised by SENCO, comprising of x3 members of staff. Half termly review of TA allocation (6xpa)
3: Are your classrooms optimally organised for disabled pupils?		/	Classrooms are reviewed 3xpa for effectiveness of the learning environments.
4: Are lessons responsive to pupil diversity?	/		Education on diversity and respect within PSHE and circle time.
5: Do lessons involve work to be done by individuals, pairs, groups and the whole class?	/		
6: Are all pupils encouraged to take part in music, drama and physical activities?	/		
7: Do staff recognise and allow for the additional time required by some disabled pupils, for example lip reading?	/		
8: Do staff recognise and allow for additional time to use equipment in practical work?		/	No current pupils needing adaptations for practical work.

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9: Do staff provide alternative ways of giving access to experiences or understanding for disabled pupils who cannot engage in particular activities?	/		
10: Do you provide access to computer technology appropriate for pupils with disabilities?	/		Some children with SEND have access to technology to help support learning.
11: Are school trips made accessible to all pupils?	/		
12: Do staff and pupils receive training and education on disability equality issues?	/		
13: Is everyone made to feel welcome?	/		However, there are times when the school is unable to meet a child's needs.
14: Do staff seek to remove all barriers to learning and participation?	/		
<b>Written information</b>			
1: Do you provide information in large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	/		Where necessary, large print is available.
2: Do you ensure that information is presented to groups in a way which is user-friendly for people with disabilities (esp which affect their vision)	/		Class Dojo for communication with parents on behaviour and teacher-class communication. Newsletters sent via email. This enables users to use accessibility in own devices.
3: Do you have facilities to produce written information in a variety of font sizes?	/		
4: Do you make use of RNIB guidelines on producing written information in accessible forms?	/		
5: Do you ensure staff are familiar with technology and practices developed to assist people with disabilities?		/	<b>Action: ongoing area for planning for staff CPD, in relation to SEND. A number of staff are undertaking SEND training, which needs to be cascaded to all staff.</b>

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6: Are the 'responsible body' (proprietors) aware of their duties and responsibilities under DDA?	/		
7: Do school general plans take account of the duty to make reasonable adjustments?	/		
8: Does the school have an adequate internal complaints procedure?	/		See complaints policy

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