Accessibility Audit Tool for Educational Settings

School: Truro Learning Academy	**Date of completion 23.11.2020**
Name of person who completed audit: Louise Buist/ Francesca Humberstone	**Role of person who completed audit** SENDCo and Head of school

1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	✓	TLA Website		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓			
3	Is everyone in your setting aware of the Equality Act 2010?	✓			

4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	Teachers Planning/EHCPs/AR paperwork/EV Paperwork & planning		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓	Successful inclusion of pupils with significant SEND – see all relevant paperwork, curriculum and building & play adaptations.		
6	Have you published your SEN information report?	✓	See document on TLA Website and COVID-19 update		
7	Is your SEN information report linked to the Local Offer?	✓	See document on TLA Website		
8	Do all staff understanding the needs of the pupils/students and support them accordingly?	✓	Regular meetings for staff as appropriate (see Staff Meeting records). Use of care plans/ risk assessments/continual liaison with specialist support agencies.		
9	Do you have inclusive, whole school policies, processes and practices?	✓	As standard practise		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	As standard practise		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	✓	As standard practise		

2

	Question	Yes ✓		No ✓	
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Standard practise.		

Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	All on one level		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	Whole school is accessible		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	Parking is safe, easily accessible, with Disabled Parking bays identified.		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?		The disabled toilet has an emergency alarm and the a light has a tone when the cord is pulled, it's not linked to the fire alarm and is a separate stand-alone alarm.	✓	Auditory only – will be altered if required.

5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Disabled toilet, shower and changing facilities installed and been in recent use.		
6	Are calm low sensory areas available in the setting?	✓	Watergate nurture provision used as withdrawal/calm room and sensory space.		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	Classroom/s are planned accordingly and all accessible.		
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?	✓	We have a universal display policy and adopt a low arousal environment.		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	In liaison with appropriate agencies Eg. OH/Physio		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	Privacy screens and ear defenders available in each classroom		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?		N/A		
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.		N/A		
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	✓			

			Yes all lips and steps have been spray painted yellow for VI pupils.		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc.?	✓	Constant discussions with parents/staff/agencies		

See appendix A p10 for a more detailed check list regarding physical access

2. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	On school site		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	✓			
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	All school visits accessible (including residential visits with supporting risk assessments. TA support put in place for breaktimes/after-school clubs etc.		

4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events.	✓	Support offered to all families if/when required.		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	Embedded, effective liaison in place between settings which can be personalised further with support of outside agencies if required.		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	Standard practise.		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	Learning support mentor/socially speaking groups, lunch club groups in place to support with this outcome.	✓	Establish a PP team and increase opportunities for emotional support/pupil counselling and Lego therapy
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	Close working with EWO. Attendance clinics and 'traffic light' letters held/sent regularly.	✓	Needs to be a continual, on-going focus to measure impact on most vulnerable.
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓	Standard practise embedded with curriculum coverage, assemblies and workshops.		

		Yes ✓		No	
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	See EV File and trip/swimming letters etc		Forward plan upper KS2 residential visits in a manner which ensures inclusion of high need SEND pupils with appropriate risk assessments and training provided for staff if required.

3. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓			
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Regular INSET training timetabled in from the school SENDCo around policy, practice, the graduated response and outside agency support	✓	Ensure that training for SEND inclusion is ongoing and updated regularly. aware.
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	See planning/Learning Books and photographs.		

#	Question		Comment		Comment
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	✓	All staff received appropriate CPD. TLA have a dedicated sports coach who models inclusive practice when teaching P.E and supports teaching staff with CPD. P.E lead is able to facilitate 'fun fit' intervention.		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	Whenever considered necessary and at AR – see paperwork.		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	Standard practise		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	Standard practise	✓	Revisit to ensure all new staff are fully aware. **Training is provided**
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most-able)?	✓	See attainment data.		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?			✓	See data summary and case studies. SEN support pupils (without EHCP in data).

					Case studies produced for those pupils not in line with national.
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)?	✓			Homework for SEND pupils to be accessed from home via the internet. Activities planned to include interactive activities not always filled in in paper format.
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	One page profile and individual healthcare plans provide clarity to supply staff.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	As standard practice and supported by the SENDco.		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	Appropriate support given from agencies- hearing impaired technology in use and technology provided by the vision support team.		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	Relationships are strong and TA support effective.		

	Question	Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	Whenever required – SENDCo audits		

How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓			To be handed out to parents at parent review meetings.
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters www.cornwallsendiass.org.uk	✓	Links and information on the school website		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	Renewed 2018 Updated annually and in light of COVID-19 compliance.		
4	Do you hold review meetings etc. at times when parents are able to attend?	✓			
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓			

6	Is information available in a variety of languages?			✓	Interpreter would be sought if needed
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	If required		
8	Are staff familiar with IT used to share information with people with disabilities?	✓	Yes fully		
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓			
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	Located on the school website.		
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓	Weekly update is read and discussed at SENDCo network.		

APPENDIX A

Detailed Physical Access Check List (as used by the Capital Strategy team)

Consider each question from the perspective of each type of disability

1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		There are kerbs on the site but there is a marked entry route free of kerbs.
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		There are ballard lights on the pavement
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?		✓	NA - No tactile information on site.
11	Is there car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking are suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		Staff are vigilant and maintain routes in the event of adverse weather conditions.
16	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	✓		

2 of 9 Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?	✓		
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?		✓	NA
8	Are there handrails to one or both sides?	✓		
9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are all nosings marked and/or readily identifiable?	✓		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		

3 of 9 Entrances – including Reception

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	Y		
2	If glass is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		

4	Does it have a level or flush threshold, and a recessed mat well?	Y		
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
7	Can the door furniture be used at both standing and seated height?	Y		
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	Y		
10	If the door is power-operated does it have visual and tactile information?	Y		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
13	Do lobby layouts enable all users to clear one door before going through the next?	Y		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	Y		
15	Does the lighting installation take account of the needs of visually disabled people?	Y		

	Question	Y	N	Action Point
16	Are floor spaces ☐ Slip resistant, even when wet? ☐ Of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion? ☐Firm for wheelchair manoeuvre	y		Could be improved in the KS2 part of the building.
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
19	Is it fitted with an induction loop?		N	Would be fitted if required
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	N/A		

4 of 9 Horizontal Movement and Assembly

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
2	Is each corridor etc. free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Y		
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?	Y		

	Question	Y	N	Action Point
6	Are there visual clues for orientation?	Y		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	Y		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	y		
9	Are there tactile signs and information for those with impaired vision?		N	Consider as and when necessary
10	Is the maintenance of these items checked regularly?	Y		
11	Is lighting designed to meet a wide range of needs?	Y		
12	Is sufficient circulation space allowed for wheelchair users?	Y		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
15	Are all areas for assembly/meeting equipped with an induction loop system?		N	Consider as and when necessary

5 of 9   Doors

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	Y		
2	If glass, are they visible when shut?	Y		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		

		Y	N	Action Point
4	Does the clear opening width permit wheelchair access	Y		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		
9	If door closers/mechanisms are fitted do they provide	Y		
	the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?			
10	Is door/mechanism function checked regularly?	Y		

6 of 9 Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	Y		
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?	Y		
4	Are all door fittings/locks easily gripped and operated?	Y		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
6	Is provision made for wheelchair users in disabled toilets?	Y		

7	Is wheelchair approach free of steps/narrow doors/obstructions etc.?	Y		
8	Is the location clearly signed?	Y		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?	Y		
11	Is there an emergency call system and is someone designated to respond?	Y		
12	Can the emergency call system be operated from floor level?	Y		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		
14	Are the fittings arranged to facilitate these manoeuvres	Y		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
18	Is the manoeuvring area free of obstruction, e.g. boxed in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc. and is any difficulty caused by the activity of service contractors?	Y		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	Y		

7 of 9   Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	Y		
2	Is it possible for people with disabilities to serve as volunteers?	Y		
3	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	Y		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	Y		
6	Are all relevant locations clearly signed?	Y		

8 of 9   Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		N	Although the school has made adjustments to teach hearing-impaired pupils.
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
3	Are there large-print versions of information about the building/activities available?		N	To be made available if requested
4	Is there braille information available for people with visual disabilities?		N	If needed would be made available

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		N	Discuss with Fire when needed. Fire alarms are currently audible only.
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	y		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	y		
4	Is the evacuation strategy checked regularly for its effectiveness?	y		
5	Are evacuation routes checked routinely and regularly for freedom from combustible	y		
	materials/obstacles/locked doors?			
6	Are all fire warning devices and detectors checked routinely and regularly	y		

Audit completed on 25.11.2020