****

**Individual Pupil Accessibility Audit**

The purpose of this resource is to plan to support the inclusion of an individual child or young person (CYP) with physical or medical needs into the setting (pre-school/school/college). This provides guidance on how to successfully include a CYP into your school or setting setting who has challenges in accessing aspects of the school environment due to a medical/physical disability. For a CYP with complex needs this should be completed with the relevant key specialists who can take full account of the fatigue levels of the pupil in accessing all aspects of schools, for example, physiotherapist, occupational therapist, inclusion support adviser or specialists. The focus of the audit will be dependent on the specific needs of the individual CYP.

All CYP and their families like to be included and express their views. It is important to remember CYP and their families are at the heart of this process and their views and comments should always be included in their own words. There is a pupil template at the end of this document to facilitate this. SENCos and teachers are skilled at asking questions appropriate to their age and level of the child, their engagement, their concentration and understanding. Please ensure that you offer to scribe for them **whatever the age of the CYP**, as this gives them time to process their thoughts and use their vocabulary without the emphasis on spelling or the process of actually writing. It might be necessary to help the CYP by offering choices through statements or symbols/grids on a communication aid.

**Checklist to promote inclusion of pupils with physical disability (PD) / medical needs**

The following provides a checklist of the aspects you may need to explore depending on the needs of the CYP.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Equipment | Intimate Care | Assessment | Internal Staffing | External staffing |
| * Is specialist personal equipment needed E.g. frames for walking, specialised seating, hoist? * Are communication aids, personal laptops, headphones etc needed? * Has the OT/physio been consulted (as part of the environmental assessment)? * Has storage of equipment been considered in the EA? Is there somewhere to carry out an exercise programme? | * Is a Health Care plan/Personal Bathroom Care Plan needed? * Is a Manual Handling assessment required, for example for toileting, transitions (e.g. wheelchair to seating/taxi), ‘manual handling’? * Have you considered who will help the CYP in school/setting? * Have you completed an bathroom care plan if required? | * Has a risk assessment been carried out? * Is a specialist environmental assessment needed E.g. to ensure access and safety for CYP and adult support, social inclusion, access to ICT? * Have you considered who needs to be included in this assessment? E.g. SENCo, Physiotherapist, Inclusion Support, PD Specialist, pdnet Champion, CYP, parent / carer, Bursar if recommendations / modifications involve structural change, School Site Manager/ H&S officer? | * Are medical specialists involved E.g. Community Paediatrician, an Occupational therapist (OT), Physiotherapist, specialist Nurses (e.g. Respiratory, Epilepsy, Diabetes, Renal based in hospital working mornings but may come into the community to support)? * Has there been identification of an appropriate support team for the CYP to include a leader with responsibility, a first aider and teaching assistants? * Has a member of staff been identified to liaise with health professionals and parents / carers to create a Health Care Plan if required and to ensure safe storage and administration of medicines? * Have appropriate support staff been employed or allocated for the role internally? * Have staff had appropriate training in manual handling or supporting physical needs of pupils? | * Are other personnel involved? E.g. ISS, EP, EHC Assessment team personnel, Speech and Language therapists, Teachers with Specialist expertise in Hearing and Vision (Sensory Team) * Are staff appropriately qualified to provide specialist support for internal staff E.g. in manual handling, specialist training in administration of medicines / food / oxygen monitoring of sugar / oxygen levels training? |

|  |  |  |  |
| --- | --- | --- | --- |
| **CYP Name** |  | **School / Setting** |  |

|  |
| --- |
| **A brief overview of the CYP needs and the reason for this joint assessment.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Persons involved eg**   * CYP * Parent / Carer * SENCo * Inclusion Support * School Site manager / H&S officer * Therapist (Occupational Physiotherapist ) * Specialist Nurse * Bursar |  | **Areas agreed as a required focus**  Focus Area 1: Physical environment  Focus Area 2: Social Environment  Focus Area 3: Curriculum Provision | For CYP with complex needs, all areas will need to be explored (please see tables below) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Start Date** |  | **End Date** |  | **Review Date** |  |

**Focus Area 1 – Physical Environment**

Consider the physical environment, the challenges for the CYP and the measures being taken to mitigate against these challenges, for example, for the wheelchair user the appropriate height of surfaces to be worked at, width of doorways, turning areas, camber of pathways need to be considered. This assessment needs to start at the entrance / drop off point of the school site. We have suggested relevant areas below however there may be additional areas relating to your school site and the specific needs of the CYP.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area** | **Activity / Task** | **Accessibility issue for CYP** | **Implication for staff (to support staff/teacher/adult)** | **Response Modifications**  **and possible costs** | **Who is responsible?** | **Action / Outcome** |
| Entrance |  |  |  |  |  |  |
| Classroom |  |  |  |  |  |  |
| Corridors |  |  |  |  |  |  |
| Outside space |  |  |  |  |  |  |
| Toilets |  |  |  |  |  |  |
| Hall |  |  |  |  |  |  |
| Dining area and lunch arrangements |  |  |  |  |  |  |
| Access to personal care spaces |  |  |  |  |  |  |
| Doorways |  |  |  |  |  |  |
| Steps |  |  |  |  |  |  |
| Heights and location of general facilities including library |  |  |  |  |  |  |
| Height and location of facilities in specialist teaching spaces such as cooking, labs. |  |  |  |  |  |  |
| Storage of CYP resources and managing this |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Focus Area 2 – Social Environment**

Consider all aspects of the school social environment to promote independence and develop friendships and relationships. Consider sensitive use of adult support to ensure discreet supervision so that CYP are able to develop social confidence in their school / setting environment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area** | **Activity / Task** | **Accessibility issue for CYP** | **Implication for staff (to support staff/teacher/adult)** | **Response Modifications**  **and possible costs** | **Who is responsible?** | **Action / Outcome** |
| CYP social areas |  |  |  |  |  |  |
| Discreet adult support |  |  |  |  |  |  |
| Access to teacher support |  |  |  |  |  |  |
| Time for social mixing with friends |  |  |  |  |  |  |
| Access to clubs and extracurricular activities |  |  |  |  |  |  |
| Lunch provision |  |  |  |  |  |  |
| Break times |  |  |  |  |  |  |
| Celebration and assembly events |  |  |  |  |  |  |
| Other social events |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Focus Area 3 – Curriculum Provision**

Consider the core curriculum, timetabling modifications, rest breaks, pre-tutoring / overlearning opportunities, day and overnight visits and any wider interests and curriculum provision such as clubs.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area** | **Activity / Task** | **Accessibility issue for CYP** | **Implication for staff (to support staff/teacher/adult)** | **Response Modifications**  **and possible costs** | **Who is responsible?** | **Action / Outcome** |
| School trips |  |  |  |  |  |  |
| Extracurricular activities |  |  |  |  |  |  |
| Positioning of resources |  |  |  |  |  |  |
| ICT resourcing and room location |  |  |  |  |  |  |
| Wider curriculum planning and delivery E.g. cookery, DT, Science lab |  |  |  |  |  |  |
| Use of adapted resources E.g. audio, Braille, large print, visual |  |  |  |  |  |  |
| PE planning and delivery of activities |  |  |  |  |  |  |
| Fatigue or movement breaks |  |  |  |  |  |  |
| Toilet breaks and personal care |  |  |  |  |  |  |
| Timetable adjustments |  |  |  |  |  |  |
| Leaving lessons early to facilitate arrival |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Summaries – to support the inclusion of an individual student**

**As part of this accessibility audit, please refer to the CYP and parent / carer views on the ‘My Support Plan’ form (See section 6.2 - 6.3)**

|  |
| --- |
| **CYP voice and any questions they have raised?** |
| **Parent / Carer voice and any questions they have raised?** |

|  |
| --- |
| **Conclusions / recommendations with particular emphasis on environment/social/curriculum** (highlight areas covered) |

Signatures of those who participated

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Role** | **Signature** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |