

**Whole School Accessibility Audit**

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| **School / Setting Name** |  | **Date of completion** |  |
| **Name of Person Completing Audit** |  | **Role of Person Completing Audit** |  |

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

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|  | **Question** | **Yes / No** | **Yes – outline any evidence** | **No – outline actions to be taken** |
| 1 | Do you have an Accessibility Plan? More info [here](https://edocs.southglos.gov.uk/accessibilitystrategy/pages/school-accessibility-plans/) |  |  |  |
| 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](https://www.legislation.gov.uk/ukpga/2010/15/contents) and understand the disability is a protected characteristic? |  |  |  |
| 4 | Do you have evidence that your school/setting takes reasonable steps to avoid putting disabled CYP at a disadvantage in comparison to their peers? |  |  |  |
| 5 | Do you have evidence that your school setting makes reasonable adjustments to provide aid to ensure that a disabled person is not disadvantaged in any way? |  |  |  |
| 6 | Have you published your SEND information report on your school website and have parents/carers been involved in the coproduction of this? |  |  |  |
| 7 | Is your SEND information report linked to the [Local Offer](https://www.southglos.gov.uk/local-offer/)? |  |  |  |
| 8 | Do all staff understand the needs of the CYP and how to support them? |  |  |  |
| 9 | Do you have inclusive, whole school policies, processes, and practices? |  |  |  |
| 10 | Do you proactively include CYP with SEND, and their families, in all aspects of school life? |  |  |  |
| 11 | Do you celebrate the strengths of CYP with SEND? |  |  |  |
| 12 | Are CYP with SEND involved in the recruitment of teaching assistants and other school staff where appropriate? |  |  |  |

**2. Is your setting physically accessible?**

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|  | **Question** | **Yes / No** | **Yes – outline any evidence** | **No – outline actions to be taken** |
| 1 | Are your buildings adapted to ensure that areas are physically accessible for people with disabilities? |  |  |  |
| 2 | If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms? Moving the library/computer suite to an accessible area? |  |  |  |
| 3 | Are pathways / parking arrangements safe, accessible, and well signed? |  |  |  |
| 4 | Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components? |  |  |  |
| 5 | Are accessible toilets / changing facilities located and resourced appropriately? |  |  |  |
| 6 | Are calm, low sensory areas available in the school / setting? |  |  |  |
| 7 | Are your rooms (including classrooms) optimally organised for CYP with a physical disability? E.g. table space sufficient for wheelchair access, reachable resources. |  |  |  |
| 8 | Are classroom interiors adapted to ensure access to all areas for CYP with sensory needs e.g. using fabrics / partitions to reduce noise levels and removing clutter to ensure safe access? |  |  |  |
| 9 | Is furniture and equipment selected, adjusted, and located appropriately? |  |  |  |
| 10 | Are classroom partitions installed in open plan areas to ensure access for CYP with sensory difficulties? |  |  |  |
| 11 | If intercom messages are used, are there measures in place to ensure that all CYP can access the messages? |  |  |  |
| 12 | Are all signs and symbols accessible to all eg in Braille for pupils with visual impairments and pictorial for those with communication and learning difficulties? |  |  |  |
| 13 | Are highly visible markings used to ensure the safety of CYP with a visual impairment? |  |  |  |
| 14 | Do you consult with CYP with SEND about accessibility of classrooms, toilets and changing facilities etc? |  |  |  |

1. **Is your school / setting inclusive?**

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|  | **Question** | **Yes / No** | **Yes – outline any evidence** | **No – outline actions to be taken** |
| 1 | Is accessible signage used at all activities and events? |  |  |  |
| 2 | Are CYP with SEND included in representative groups e.g. school councils? |  |  |  |
| 3 | Are measures in place so that CYP can access all activities including trips / visits, clubs, and break activities? E.g including early information and consultation with families to facilitate appropriate preparation. |  |  |  |
| 4 | Do you ensure that financial difficulties do not prevent CYP with SEND being included in all school events? |  |  |  |
| 5 | Do you ensure that transition from setting to setting is carefully planned and personalised for CYP with SEND, including involvement of CYP and their parents/carers? |  |  |  |
| 6 | Do you find solutions to ensure that CYP with SEND can move easily between classrooms that does not disadvantage their learning? E.g. Giving time to get to the next room. |  |  |  |
| 7 | Do you use a range of strategies to improve self-esteem, confidence, and social skills? |  |  |  |
| 8 | Do you work closely with families and CYP with SEND and other partners such as the Education Welfare Service to improve attendance? |  |  |  |
| 9 | Do you take proactive measures to prevent and address bullying by implementing anti-bullying policies and approaches? |  |  |  |

1. **Is the curriculum accessible?**

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|  | **Question** | **Yes / No** | **Yes – outline any evidence** | **No – outline actions to be taken** |
| 1 | Do staff have high aspirations / expectations of CYP with SEND? |  |  |  |
| 2 | Do staff have regular / updated training about additional needs and how they can be met? |  |  |  |
| 3 | Are CYP with disabilities encouraged to take part in all physical activities E.g. drama and playing musical instruments? |  |  |  |
| 4 | Do all staff know how to include CYP with disabilities in PE? |  |  |  |
| 5 | Are CYP and their families fully involved in the review of individual plans about curriculum access? |  |  |  |
| 6 | Do you use a graduated approach to meet the needs of CYP with SEND? (See section 2.8 of the toolkit) |  |  |  |
| 7 | Do you use the ‘assess, plan, do review’ cycle to inform the graduated approach? (See section 2.2 of the toolkit) |  |  |  |
| 8 | Is the achievement gap between CYP with SEND and those without SEND being reduced over time? |  |  |  |
| 9 | Are CYP at SEND support and with an EHC plan making good progress from their starting points? |  |  |  |
| 10 | Is homework accessible to all e.g. by setting homework early in lessons, putting it online and supplying paper copies (where families have no internet)? |  |  |  |
| 11 | Are cover staff / supply teachers, clear about the additional needs of CYP and how to meet these needs? |  |  |  |
| 12 | Are staff given time to plan for CYP who need a highly differentiated / personalised curriculum? |  |  |  |
| 13 | Do CYP with SEND have access to appropriate ICT? |  |  |  |
| 14 | Do additional adults build positive relationships and understand how to support flexibly and promote independent learning for CYP with SEND? |  |  |  |
| 15 | Are auxiliary aids used to ensure that CYP with SEND are included in all aspects of the curriculum? |  |  |  |

1. **How accessible is information, advice and guidance?**

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|  | **Question** | **Yes / No** | **Yes – outline any evidence** | **No – outline actions to be taken** |
| 1 | Are your SEND Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)? |  |  |  |
| 2 | Do you promote the SEND Informationfor parents / carers through a range of mechanisms? |  |  |  |
| 3 | Do you work with parents / carers and CYP to ensure that SEND information on your website is presented in a family friendly way? |  |  |  |
| 4 | Do you do you consult with parents / carers about when and how meetings are held? E.g. timings, virtual, face to face |  |  |  |
| 5 | Have you developed communication channels and review processes that promote two-way information sharing with families and CYP? |  |  |  |
| 6 | Is information available in a variety of languages? |  |  |  |
| 7 | Is information available in a variety of formats including easy to read, large print, symbols, and audio? |  |  |  |
| 8 | Are staff familiar with ICT used to share information with CYP and families with disabilities? |  |  |  |
| 9 | Do you ensure that CYP know who they can contact for information, advice, and support? |  |  |  |
| 10 | Do you give CYP and their families information about parent support, the Local Offer and SEND support services? (See section 1.11 and 5.6 of the toolkit) |  |  |  |
| 11 | Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer? |  |  |  |
| 12 | Do you use the Local Offer to keep up-to-date with SEND developments? |  |  |  |
| 13 | Do you use the SEND clusters to keep up-to-date with SEND developments? |  |  |  |