

NAME OF SCHOOL: Mendlesham Primary SchoolCONTACT PERSON: Mrs T Sait (Headteacher) Mr A Woodley (Governor)

*Please answer all the questions in this audit. 1 = yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans*

<b>Section 1: DISABILITY AWARENESS / TRAINING</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				✘	Training to be delivered by JMAT as required
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✔				If required we do this.

<b>Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? (see guidance notes)</b>						
3	Do all staff seek to remove all barriers to learning and participation? (see guidance notes)	✔				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? (see guidance notes)	✔				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✔				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✔				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? (see guidance notes)	✔				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? (see guidance notes)	✔				
9	Do you provide access to appropriate technology for those with disabilities?	✔				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✔				1:1 support would accompany.

<b>Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? (see guidance notes)</b>						
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				✘	Not needed at the moment. Would do so if needed. We do provide large print

12	Do you have the facilities such as ICT to produce written information in different formats? <i>(see guidance notes)</i>	X			Spoken word converts to text using ipads and laptop apps
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? <i>(see guidance notes)</i>			X	Would do so if needed. Could include a question on need in next parent questionnaire.
14	Is furniture and equipment selected, adjusted and located appropriately?	X			Technology, tinted paper, overlays and books for the visually stressed, pencil grips all available plus specialist dictionaries for dyslexics. Available with learners as required
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X		Most teachers and TAs use the speech to text apps for some pupils

**Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?** *(see guidance notes)*  
**(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)**

**NAME OF BLOCK (see AMP Data):** \_\_\_\_\_

16A	Number of teaching spaces in block <i>(refer to AMP data)</i>	7	16B	Number of those teaching spaces which are accessible:	7
17A	Number of social spaces in block <i>(see guidance notes)</i>	5	17B	Number of those social spaces which are accessible:	5

4a	GENERAL	1	2	3	4	Comments for school use
18	Are pathways and routes logical and well signed? <i>(both internal &amp; external)</i>		X			Review site signage
19	Do you have emergency and evacuation procedures to alert ALL pupils? <i>(see guidance notes)</i>	X				Audio alarm and adult led for all (visual)
20	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	X				Equipment is, but furniture not currently required
21	Do furniture layouts allow easy movement for pupils with disabilities?	X				Assessed fixed furniture only
22	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>	X				Nurture room

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	X			

24	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>	<input checked="" type="checkbox"/>			Kerbs
25	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		X		
26	Do all those steps have a contrasting colour edging?			X	
27	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>	<input checked="" type="checkbox"/>			Does not meet standards
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	<input checked="" type="checkbox"/>			Does not meet standards
29	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>		X		Does not meet standards
30	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>	<input checked="" type="checkbox"/>			Yes – from playground and into main hall (? Compliance of main hall ramp)

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>			X	
32	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>		X		
33	Do all the corridors have a clear unobstructed width of 1.2m?		X		
34	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	<input checked="" type="checkbox"/>			In main hall lobby
35	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>			X	Available in community centre

4d	VERTICAL MOVEMENT					
36	How many storeys in the block? Tick appropriate box: <b>a</b> = single storey throughout <b>b</b> = single storey with some split level parts <b>c</b> = single storey with some 2/3 storey parts <b>d</b> = mainly 2 or 3 storey <i>(see guidance notes)</i>	<b>a</b>	b	c	d	
		Yes	No	N/A	Comments for school use	
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>			X		
38	Is there a continuous handrail on each internal stair flight and landing? <i>(see guidance notes)</i>			X		
39	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>			X		
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____			X		
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>			X		

4e	SENSORY IMPAIRMENT	1	2	3	4	
42	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				X	
43	Could any of the décor be confusing or disorientating for pupils with disabilities?		X			Classroom walls are coloured so information on walls is clearly identified. A contrasting coloured carpet leads through the central area to guide to exits.
		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments for school use</b>	
44	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>	X				
45	Does the block have a "Soundfield" sound reinforcement system?	X				
46	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	Yes – portable for use where required				
47	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No, but all pupils are supervised by adults and would be guided as appropriate				

**NOTES:**

***This is a checklist only for guidance  
Completing this form does not constitute a full access audit of the premises.***

**WORKS REQUIRED**

DOORS

The WC's need reviewing to look at the possibility of making further improvements for accessibility.

### RAMPS/HANDRAILS

Ramp from playground into main building meets standard gradient. Other ramps do not meet the required standards for gradients or landings. The main entrance one could be altered to meet current standards.

Intercom by main entrance needs lowering.

### **CONSIDERATION NEEDS TO BE GIVEN TO THE FOLLOWING**

Clearer external signs needed – staff parking, visitors parking, school main entrance, pupil entrance, etc

Internal signs needed – WC, playground,