



## Yarrells School – Accessibility Audit 2021

Policy Lead: **Head (SW)**

Date of Last Review: **September 2021**

Date of Next Review: **November 2023**

Contacts:

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.. You may wish to indicate links to other school plans and policies.

Section 1: Disability Awareness/Training		1	2	3	4	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X			
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?	X				Epi Pen/Diabetes/ASD/global delay/gross motor skills/ SPLD

Section 2: How does your school deliver the curriculum?		1	2	3	4	Comments
3	Do all staff seek to remove all barriers to learning and participation?	X				Can be seen through lesson differentiation
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
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?	X				Specialist advice sought to help child with disabilities; training given to staff from external experts
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?	X				
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?	X				
9	Do you provide access to appropriate technology for those with disabilities?	X				

10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				
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Section 3: How does your school deliver materials in other formats for anyone who needs it?		1	2	3	4	Comments
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiostream or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X				Yes, to all. Braille has never been required but this could be delivered if it was necessary.
12	Do you have the facilities such as ICT to produce written information in different formats?	X				
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?	X				
14	Is furniture and equipment selected, adjusted and located appropriately?	X				
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X			e.g. dyslexia friendly resources, other resources can be/are bought when necessary

Section 4: Is your school designed to be accessible and meet the needs of all pupils?		Main School				Millennium/ON				Greenwood			
Section 4a: General		1	2	3	4	1	2	3	4	1	2	3	4
16	Are pathways and routes logical and well signed?		X				X			X			
17	Do you have emergency and evacuation procedures to alert ALL pupils?	X				X				X			
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	X				X				X			
19	Do furniture layouts allow easy movement for pupils with disabilities?	X				X				X			
20	Are quiet rooms/calming rooms available to children who need this facility?	X				X				X			

		Main School			Millennium/ON			Greenwood		
Section 4b: Getting to the building		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
21	Are car park spaces reserved for disabled people near the main entrance?	X					X			X
22	Are there any barriers to easy movement around the site and to the main entrance?	X			X				X	
23	Are steps needed for access to the main entrance?			X	X				X	

24	Do all those steps have a contrasting colour edging?		x				x			x
25	If there are steps, is a ramp provided to access the main entrance?			X			x			x
26	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		x				x	x		
27	Is it possible for a wheelchair user to get through the principal door unaided?		x		x			x		
28	If no, is an alternative wheelchair accessible entrance provided? – see note 4.27	x					x			x
		Main School			Millennium/ON			Greenwood		
Section 4c: Internal facilities		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
29	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			x			x			x
30	Do all internal doors allow a wheelchair user to get through unaided?		Not all		x			x		
31	Do all the corridors have a clear unobstructed width of 1.2m?		x		x			x		
32	Does the block have a wheelchair accessible toilet?	X				x		x		
33	Does the block have accessible changing rooms/shower facilities?	X				x			x	
34	SENSORY IMPAIRMENT - Are non-visual guides used to assist people to use the buildings?		x			x			x	

Section 4d: Vertical movement		Main School			Millennium/ON			Greenwood		
35	How many storeys in the block?	3			2/1			1		
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
36	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		x		X					x
37	Is there a continuous handrail on each internal stair flight and landing?	X			x					x
38	Does the block have a lift that can be used by wheelchair users?		x			x			x	
39	Do you have any other sort of mechanical means provided to move between floors?		x			x			x	
40	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x			x			x		

**Additional Comments:**  
4.17 No flashing lights with alarms in the main school or millennium building but alarm is being replaced in 2018-2020 so this will be considered where necessary children have PEPs

4.21 improve signage

4.22 Wheelchair access is difficult in the main building because of its age and layout. Although wheelchairs can access the ground floor. Uneven pathways around the school

4.25 Alternative access is available

4.27 None of the doors are automatic but this is for security and safeguarding reasons, the main front door has a step up but there is an alternative entrance

4.30 The main office, Head's office, dining room, Hall etc... can all be accessed by wheelchair users.

4.34 There are no such guides currently available in the setting however there are currently no children or adults who would require this type of assistance. This aspect would be considered as the need arose.

**VI = Visually Impaired**

**HI = Hearing impaired**

**PI = Physically impaired**



## Yarrells School – Accessibility Plan 2021-2023

### Sections 1 & 2: Disability Awareness/Training and Access to the Curriculum

#### SHORT TERM

Target	Strategy	Timescale	Responsibility	Success Criteria
To make staff aware of the technology available to ensure full access to the curriculum for all pupils.	Create guidance and share with staff/offer specific training sessions on relevant apps/software programmes	6 months	Clare Cunningham	Staff are fully aware and confident in using appropriate technology within the learning environment.

#### MEDIUM TERM

Target	Strategy	Timescale	Responsibility	Success Criteria
To provide information on disability awareness issues to all staff.	Share guidance or offer suitable training sessions.	12 months	Clare Cunningham	All staff have a raised awareness of issues surrounding disability.

#### LONG TERM

Target	Strategy	Timescale	Responsibility	Success Criteria
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Ensure all children with HI/VI or PI are able to successfully access all elements of the school curriculum, using the appropriate resources to do so.	Consider purchase of additional equipment and resources.	As need arises – if pupils with such difficulties join the school.	Clare Cunningham	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.
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**Section 3: How does your school deliver materials in other formats for anyone who needs it?**

**SHORT TERM**

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure that important information is available in a range of formats and is accessible to all.	Produce large print/easy read copies of school policies and documents. Consider braille or audio versions of information if the need arises.	12 months – As need arises	Davina Chapman/Hannah Plane	Information is accessible to all

**MEDIUM TERM**

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To extend provision of information to students to a wider range of formats.	Consider braille or audio versions of information if the need arises.	As need arises	Hannah Plane/Josh Digby/teaching staff as required	Information is fully accessible regardless of need



**Section 4: Is your school designed to be accessible and meet the needs of all pupils?**

**SHORT TERM**

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure steps to the main entrance are accessible to adults and children with a visual impairment	Apply high-contrast paint to edging of steps towards main entrance and single step into main entrance doorway	9 months	Eddie Hayes	Paint is applied and steps are easily visible.

**MEDIUM TERM**

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Improve signage around the building to direct adults and children to certain areas of the school.	Consider relevant areas for signposting and identify appropriate signage.	12 months	Eddie Hayes	Specific areas of the school site are well signed and accessible to those with disabilities.

**LONG TERM**

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure the fire alarm alerts HI students and visitors.	To replace the fire alarm and ensure that there are flashing lights as well as sounders to help HI students and visitors.	3 years	Eddie Hayes	Everyone will be alerted to a fire regardless of need.