

Accessibility Audit and Plan 2017- 2020

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilet and washing facilities, blinds and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, specialist chairs and specialist pencils.

Constraints – Carlyle Infant and Nursery School is a brand new building (November 2015) on one level. Our outdoor areas and entrances are fully accessible.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Carlyle Infant and Nursery School and throughout their time with us. Those requiring specific support are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

Physical Access Audit and Plan

Item	Issue	1	2	3	4	Actions
1	Is furniture and equipment selected, adjusted and located appropriately?	x				
2	Are pathways and routes logical and well signed?	x				New signage has been installed since the build was completed.
3	Do you have emergency and evacuation procedures to alert all occupants?	x				We hold regular fire drills to ensure that all are aware of our evacuation procedure. Personal Evacuation Plans are held for pupils who require additional support.
4	Is appropriate furniture & equipment provided to meet the needs of individual students?	x				
5	Do furniture layouts allow easy movement for pupils with disabilities?		x			Classroom layouts are flexible and will be changed according to the needs of pupils in the class.
6	Are quiet rooms/calming rooms available to children who need this facility?	x				A sensory area with soft furnishing in a room at the end of the building.
7	Are car park spaces reserved for disabled people near the main entrance?	x				
8	Are there any barriers to easy movement around the site and to the main entrance?	x				No
9	Are steps needed for access to the main entrance?	x				No steps are needed. The entrance is level.
10	Is it possible for a wheelchair user to get through the principal door unaided?			x		The person concerned would need to ring the bell and the door would be opened for them- it is not automatic.
11	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			x		As above

12	Do all internal doors allow a wheelchair user to get through unaided?	x				
13	Do all the corridors have a clear unobstructed width of 1.2m?	x				
14	Does the school have a wheelchair accessible toilet?	x				
15	Does the school have accessible changing rooms/shower facilities?	x				
16	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x				
17	Are non-visual guides used to assist people to use the buildings?				x	Would require specific risk assessments based on individual need.
18	Could any of the décor be confusing or disorientating for students with disabilities?	x				When the school was built, representatives from Derby City Council were involved in the colour choice to ensure that this was taken into consideration.
19	Is a hearing induction loop available (either fixed or portable) in the school?				x	Arrangements could be put in place to cater for this if it was required.
20	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	x				

Learning Access and Audit

Item	Issue	1	2	3	4	Actions
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x			Training is reviewed annually and training for specific needs organised when 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?	x				
3	Do all staff seek to remove all barriers to learning and participation?	x				
4	Is teaching appropriately differentiated to meet individual needs so that pupils 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				
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 students with disabilities to use equipment in practical work?	x				
9	Do you provide access to appropriate technology for those with disabilities?		x			We take reasonable steps to provide the necessary technology.
10	Are school visits made accessible to all pupils irrespective of attainment or disability?	x				As far as is practicably possible and safe.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Training is reviewed annually and training for specific needs organised when required.

Information Access and Audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		x			As far as is practicably possible.
2	Do you have the facilities such as ICT to produce written information in different formats?	x				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	x				