



# Accessibility Audit and Plan

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

## 1. Physical Access – improving the extent to which disabled pupils 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 toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as computing equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for pupils with motor co-ordination and poor hand/eye skills, such as, extra robust scientific glassware and specialist pens and pencils.

## 2. Learning Access – increase the extent to which disabled pupils 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 organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent of individual needs.

## 3. Information Access to – improving the delivery of information to pupils with disabilities

Any pupil requiring additional support are clearly identified on entry to Chiseldon Primary School and throughout their education with us. Staff know those requiring specific support with communication 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	Recommendations	Time Scale	Priority	Cost	Date Completed	Person Responsible
1	Is furniture and equipment selected, adjusted and located appropriately?	Furniture and equipment are selected for age and need. Specialist items to be sourced promptly where identified through SEND review.	Ongoing	Medium	As required	September	SENCo / Class Teacher
2	Are pathways and routes logical and well signed?	Keep routes consistent and uncluttered. Review signage and key routes used by the visually impaired pupil, noting that visually impaired pupil trail hand along walls and is supported by a 1:1 at all times.	Immediate and ongoing to July 2026	High	Low	September	SENCo / Operations Manager
3	Do you have emergency and evacuation procedures to alert all pupils?	Continue regular evacuation drills. Maintain an individual risk assessment / PEEP for the visually impaired pupil and brief all relevant staff.	Immediate and ongoing to July 2026	High	Low	September	Headteacher / SENCo
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	Appropriate furniture is provided. Review any additional specialist resources required for individual pupils on a case-by-case basis.	Ongoing	Medium	As required	September	SENCo
5	Do furniture layouts allow easy movement for pupils with disabilities?	Maintain clear classroom layouts, corridors and doorways to allow easy movement around school, with particular attention to familiar routes used by the visually impaired pupil.	Immediate and ongoing to July 2026	High	Low	September /updated March	All Staff / Operations Manager
6	Are quiet rooms/calming rooms available to pupils who need this facility?	Quiet and low-stimulation spaces remain available where needed. Continue flexible use of calm spaces for pupils requiring regulation support such as the sensory room.	Ongoing	Medium	Nil	September	SENCo
7	Are car park spaces reserved for disabled people near the main entrance?	Car parking space has been enhanced; no dedicated space is marked. Disabled access is managed ad-hoc when it is rarely needed	Ongoing	Low	Medium	September	Operations Manager / SLT
8	Are there any barriers to easy movement around the site and to the main entrance?	Monitor for trip hazards, trailing obstacles and clutter. Ensure routes to key learning areas and toilets remain predictable and	Immediate and ongoing to July 2026	High	Low	September	Operations Manager / All Staff



		supervised as required.					
9	Are steps needed for access to the main entrance?	Ramp access remains available at identified entrances. Continue to direct visitors and pupils to the most accessible entrance as needed. Steps into Pluto and long corridor (other entrances available)	Ongoing	Medium	Nil	September	Operations Manager / all staff
10	Do all those steps have a contrasting colour edging?	Not applicable in current context / to be reviewed if access arrangements change.	As required	Low	Nil	September	Operations Manager
11	If there are steps, is a ramp provided to access the main entrance?	Yes main entrance, nursery and year 1 & 2	As required	Low	Nil	September	Operations Manager
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	Principal doors are manually operated and may require assistance but has a handrail as does year 1-2 entrance. Ensure staff support is available where needed.	Ongoing	Medium	Nil	September	Operations Manager / Reception
13	Is it possible for a wheelchair user to get through the principal door unaided?	Accessible entrance arrangements remain in place with staff support where required.	Ongoing	Medium	Nil	September	Operations Manager
14	If no, is an alternative wheelchair accessible entrance provided?	Lobby access may require assistance due to ramp incline. Continue to provide adult support as needed.	Ongoing	Medium	Nil	September	Operations Manager / Staff
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	Most internal fire doors require adult assistance. Ensure support is available for wheelchair users or others who need help.	Ongoing	Medium	Nil	September	Operations Manager / Staff
16	Do all internal doors allow a wheelchair user to get through unaided?	It is a requirements for all internal doors to have an auto closer for fire safety so will depend on individuals users.	Ongoing	High	Low	September	Site Manager
17	Do all the corridors have a clear unobstructed width of 1.2m?	Yes.	Ongoing	Medium	Nil	September	SENCo / Operations Manager
18	Does each block have a wheelchair accessible toilet?	Accessible toilet facilities are available in both buildings	As required	Low	High if adapted	September	SLT / Operations Manager
19	Does the relevant block have accessible changing rooms/shower facilities?	Accessible changing / shower facilities are available in both buildings	Ongoing	Medium	Nil	September	Operations Manager



20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	Upper floor access remains limited. Timetabling and rooming should continue to avoid use of inaccessible areas for pupils who cannot access them.	Ongoing	Low	Nil	September	Operations Manager
21	Is there a continuous handrail on each internal stair flight and landing?	Handrails remain in place where fitted. Continue routine premises checks.	Ongoing	Medium	High if installed	September	Operations Manager
22	Does the block have a lift that can be used by wheelchair users?	There is no lift. Curriculum and room allocation should continue to avoid placing pupils in inaccessible areas.	Ongoing	Medium	High if installed	September	Operations Manager
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.	No mechanical alternative is currently provided. Manage access through room allocation and adult support.	Immediate and ongoing to July 2026	High	Low	September	SENCo / All Staff
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	All apart from year 3 due to building and floor level It requires a ramp, however this is managed as all wheelchair users have an individual evacuation plan	Ongoing	Low	Medium	Ongoing	All Staff
25	Are non-visual guides used to assist people to use the buildings?	Fire bell – Minder if risk/personal evacuation plan dictates.	As required	Low	As required	Ongoing	SENCo
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	Decor remains neutral and should continue to avoid unnecessary visual confusion.	Ongoing	High	Low	September	Headteacher / SENCo
27	Is a hearing induction loop available (either fixed or portable) in the school?	A hearing induction loop is not routinely available on site; support should be accessed through external services if required.	As required	Low	Medium	September	SLT
28	Do emergency alarm systems cater for those with hearing impairment? (flashing light)	Emergency alarms rely on staff assistance for some pupils. Ensure individual emergency procedures are in place where needed.	As required	Medium	low	September	All staff
29	Are toilets gender fluid for pupils considering gender re-assignment?	As per the DfE's latest guidance, schools should maintain single-sex toilet provision. Pupils questioning their gender should not be permitted to use toilets designated for the opposite biological sex; where necessary, an appropriate alternative private facility should be considered.	As required	Low	low	September	SLT



## Learning Access Audit and Plan

Item	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Person Responsible
1	Do you provide disability awareness training to enable all staff to understand and recognize disability issues?	Refresh disability awareness through briefings and updates so staff understand current needs, including sighted-guiding and environmental awareness for the current blind pupil. We seek specialist training for medical needs	ongoing	High	Low	ongoing	Headteacher / SENCo
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support pupils and young people with disabilities of required?	Yes and they will be highly involved and included for any specialist training for medical needs.	Ongoing	High	As required	September	SENCo
3	Do all staff seek to remove all barriers to learning and participation?	Staff should continue to identify and remove barriers to participation for individual pupils.	Ongoing	High	low	September	All Staff
4	Is teaching appropriately differentiated to meet individual needs so that pupils make good progress?	Teaching should remain differentiated and responsive to individual need so pupils can access learning and make progress.	Ongoing	High	Nil	September	Class Teachers / SENCo
5	Are all pupils encouraged to take part in music, drama, and physical activities?	Pupils should continue to be included in music, drama and physical activity with reasonable adjustments and support as required.	Ongoing	High	As required	September	Class Teachers
6	Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, eg, some forms of exercise in physical education?	Staff should continue to provide alternative ways to access practical and physical experiences, including adapted tasks and adult support.	Ongoing	High	Low	September	Teachers / TAs
7	Do all staff recognize, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	Continue forward planning for inclusion, allowing for individual pupils is constantly occurring, including equipment and environmental adjustments where needed.	Ongoing	High	Nil	September	Teachers / SENCo
8	Are all staff encouraged to recognize and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	Staff are very conscious of this and allow for this with additional time and adapted equipment for practical work where required.	Ongoing	Medium	Nil	September	Teachers / Tas



9	Do you provide access to appropriate technology for those with disabilities?	Use of appropriate technology and specialist resources where they improve access, for example tablets, laptops, Dictaphones and optical character readers or enlarged text. where needed.	Ongoing	Medium	As required	September	SENCo / Teachers Operations manager
10	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or disability?	Visits should remain accessible through individual risk assessment, route planning and staffing support.	Ongoing	High	As required	September	Visit Leader / SENCo Head Teacher
11	Do you ensure that all school staff are familiar with technology and practices developed to assist pupils with disabilities?	Provide refresher support for staff on assistive strategies and technology currently in use in school.	Ongoing	Medium	Low	September	SENCo

## Information Access Audit and Plan

Item	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Person Responsible
1	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?	If required, information can be adapted into large print, simplified format, audio or Braille through external support services.	As required	Medium	As required	September	SENCo / Admin Team
2	Do you have the facilities such as ICT to produce written information in different formats?	Existing ICT can be used to adapt written information into accessible formats including translation and text to speech.	Ongoing	Medium	Nil	September	Admin Team / SENCo
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	Continue to share information with staff, pupils and parents in accessible and user-friendly formats, including website, app, newsletters and direct communication where needed.	Ongoing	High	Nil	September	Admin Team / SLT