Lord Scudamore Academy

Accessibility Audit and Plan

January 25

Date Approved by Trustees	
	12.12.24
Effective period	01.01.25 – 31.12.27
Reviewer	Stewart Morehead & Zayla Beecham
Date of Review	Dec 24
Next Review Due	Dec 27

Lord Scudamore Academy

Accessibility Audit and Plan

Date: December 2024
Date for Review: December 2027

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 ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination 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 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, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to pupils with disabilities. Any students requiring additional support are clearly identified on entry to the school and throughout their career.

Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

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PHYSICAL ACCESS AUDIT AND PLAN

Item	Issue	RAG rating	Comments	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?		*No current issues. Staff will consider needs of individual children where specific difficulties are identified and appropriate equipment will be purchased where necessary.*	*N/A*
2	Are pathways and routes logical and well signed?		*No current issues*	*N/A*
3	Do you have emergency and evacuation procedures to alert all pupils?		*Fire drills are held at least termly and all pupils are made aware of the necessary procedures.*	*N/A*
4	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		*Where needs are identified, additional equipment is purchased, e.g. writing slopes, specialist cushions, etc.*	*N/A*
5	Do furniture layouts allow easy movement for pupils with disabilities?		*Classrooms are large enough for pupils of all abilities to move around freely, however wheelchair users may find some spaces tricky to negotiate. Consideration would be made to furniture layouts should a wheelchair user wish to join the school.*	*N/A*
6	Are quiet rooms/calming rooms available to children who need this facility?		*Yes, we have a couple of small spaces which could be used for this purpose, including one with some sensory equipment.*	*N/A*
7	Are car park spaces reserved for disabled people near the main entrance?		*There is currently no designated car park space for disabled people, however we can/do reserve spaces if needed.*	*Consider whether one of the spaces in the staff car park should be allocated as an accessible parking space.*
8	Are there any barriers to easy movement around the site and to the main entrance?		*There are no barriers to moving around the ground floor of the site as all access points have ramped access. There is no wheelchair access to the first floor of the school (Y5 and Y6 classrooms and nurture/quiet spaces) as the school does not have a lift.*	*We currently have a wheelchair user in Y6 and we have successfully accommodated their needs by changing the classrooms around, ensuring the wheelchair user's classroom is on the ground floor of the building.*
9	Are steps needed for access to the main entrance?		*No.*	*N/A*
10	Do all those steps have a contrasting colour edging?		*Not applicable.*	*N/A*
11	If there are steps, is a ramp provided to access the main entrance?		*Not applicable*	*N/A*
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		*Not applicable.*	*N/A*

13	Is it possible for a wheelchair user to get through the principal door unaided?	🟩	*The door is wide enough for wheelchair access.*	*N/A*
14	If no, is an alternative wheelchair accessible entrance provided?	🟩	*Not applicable.*	*N/A*
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	🟩	*There is a small lobby prior to entering the main part of the building but it is spacious enough for wheelchair maneuverability.*	*N/A*
16	Do all internal doors allow a wheelchair user to get through unaided?	🟩	*Yes, all doors are wide enough for wheelchair access and there are double doors leading to each section of the school.*	*N/A*
17	Do all the corridors have a clear unobstructed width of 1.2m?	🟩	*Yes.*	*N/A*
18	Does each block have a wheelchair accessible toilet?	🟧	*The ground floor of the main building has a wheelchair accessible toilet however the nursery and the mobile classroom do not. Wheelchair users in either of these spaces would need to make their way to the main building to use the accessible facilities.*	*The school is currently in the process of having an accessible hygiene room and physio room built, however this will be located alongside the main school building.*
19	Does the relevant block have accessible changing rooms/shower facilities?	🟧	*The school has an accessible toilet however the shower is located in a different area for staff use only.*	*See point 18, above.*
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	🟩	*Yes.*	*N/A*
21	Is there a continuous handrail on each internal stair flight and landing?	🟩	*Yes.*	*N/A*
22	Does the block have a lift that can be used by wheelchair users?	🟥	*There is no lift available for wheelchair users to access the first floor of the main building.*	*Consider if/where a lift could be constructed in the future.*
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state	🟥	*No.*	*Consider how this problem could be rectified if the need arose.*
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	🟩	*On the ground floor, yes.*	
25	Are non-visual guides used to assist people to use the buildings?	🟧	*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.*	*Consider implementation of non-visual guides if the need arises.*
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	🟩	*Much of the décor is of neutral tone and there is limited high contrast between different areas, however there are currently no adults or children with VI who would be affected by this issue.*	*N/A*
27	Is a hearing induction loop available (either fixed or	🟩	*Each year group has a classroom with a hearing*	*N/A*

			induction loop fitted.	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		*Not currently, although there are no pupils or staff with a severe hearing impairment in the school.*	*Again, this would be considered as the need arose.*

LEARNING ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		*All staff accessed online Disability Awareness training during the 2022-23 academic year.*	
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?		*Staff are able to access training through National College, Hoople or Local/Health Authority channels in addition to in- house training from the SENCo, or Speech and Language Therapist.*	*N/A*
3	Do all staff seek to remove all barriers to learning and participation?		*Yes, all children of all abilities are able to access all elements of curricular and extra-curricular activities.*	*N/A*
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		*Yes, children with SEND make excellent progress at this setting.*	*N/A*
5	Are all children and young people encouraged to take part in music, drama and physical activities?		*Yes – please see point 3, above.*	*N/A*
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?		*Yes, for example when we had a VI child at the school he was able to participate in all elements of PE using specialist equipment, e.g. large or brightly-coloured balls. We have recently taken delivery of a full set of equipment for blind football.*	*N/A*
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?		*Work is always differentiated and additional resources/equipment used where necessary.*	*N/A*
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?		*Additional support would be implemented in these situations to enable the child to successfully and safely participate in practical activities.*	*N/A*
9	Do you provide access to appropriate		*Where necessary we have used technology as*	*N/A*

	technology for those with disabilities?		recommended by specialist teachers or other professionals.	
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		All children's needs are catered for and they are all given the opportunity to participate, regardless of any SEND.	N/A
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		Staff are offered training as and when the need arises. We currently lack a formal literacy programme/software to support children with specific learning difficulties such as dyslexia.	Consider implementing a more structured cycle of ICT training specifically around SEND. Consider purchase of Clicker software to support children as needed.

INFORMATION ACCESS AND AUDIT

Item	Issue	RAG Rating	Comments	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?		We don't currently have these arrangements in place but would do so if required. The SENCo works closely with the HI and VI specialist teams within the local authority and would therefore be easily able to seek support with this if necessary.	N/A
2	Do you have the facilities such as ICT to produce written information in different formats?		We have access to simple word processing software and iPads which enable us to produce information in large print. The iPads could also be used to enable us to produce written information in visual or verbal formats if the need arose.	N/A
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?		Information is currently provided to staff, students and parents in a standard written format, however parents may access our school website and use their computer or device's accessibility settings to read information in larger print or have it read aloud.	Consider making specific documents available in a wider range of formats.

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Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
For staff to have a sound understanding of how ICT equipment can be made more accessible to pupils with disabilities.	Share guidance or offer suitable training sessions.	12 months	Zayla Beecham/ Jo Brace	All staff have a good understanding of the accessibility settings on their equipment and how they can be altered to suit the needs of individual pupils.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure children with specific learning difficulties, e.g. dyslexia, have resources available to enable them to fully access the curriculum.	Consider the purchase of Clicker software to enable children to fully engage in written activities.	2 years	Zayla Beecham/ Jo Brace	Children have access to appropriate software to ensure they are able to fully engage in writing activities with increasing independence.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
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.	Zayla Beecham	All HI/VI/PI children are able to access relevant equipment and resources according to their individual needs.

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2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure showering facilities are available within an accessible toilet space on the ground floor.	Finalise the build of the hygiene and physio rooms.	6 months	A. Taylor S. Morehead Local Authority	An accessible toilet will be available which will incorporate showing and changing facilities.

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure accessible parking spaces are available to those who may need them.	Create an accessible car parking space near the main entrance, either by changing one of the current bays or by adding one next to the main reception area.	6 months	A. Taylor S. Morehead	Blue badge holders will have access to a suitable parking area when needed.

LONG TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure wheelchair users have access to the entirety of the school premises, including the first floor classrooms.	To install a lift or other mechanical device which would enable wheelchair users to access the first floor classrooms.	5 years	A. Taylor S. Morehead	Children and adults of all abilities will be able to access all areas of the school premises, including the first floor of the main building.

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Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that important information is available in a range of formats and is accessible to all.	Use word-processing software to produce information in a larger print and consider using iPads to produce verbal or visual formats of information as necessary.	As need arises.	Z. Beecham J. Brace	Information is accessible to all

MEDIUM TERM

Target	Strategies	Timescale	Responsibilities	Success Criteria
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.	Z. Beecham	Information for students is fully accessible regardless of need.