Accessibility Audit and Plan

School:	Stanwick Primary Academy
Address:	Church Street, Stanwick, Northamptonshire, NN9 6PS
Website:	www.stanwick.northants.sch.uk
Phone number:	01933 623117
Principal:	Mrs Chloe Neild CNeild@stanwickprimary.org.uk
SENDCo:	Mrs Kerri Connolly kconnolly@stanwickprimary.org.uk
Site & Facilities:	Mr Lee Butterworth (Site Supervisor) lbutterworth@stanwickprimary.org.uk Mr Rob Alexander (Estates Manager) ralexander@neneeducationtrust.org.uk

Audit completed by:	Karen Stevenson, Trust SEND Lead, kstevenson@neneeducationtrust.org.uk
Audit and plan date:	11.09.2023
New audit and plan due:	11.09.2026

This report can be provided in large print on request or read with a ReaderPen.

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Further information regarding the Equality Act, 2010 and links to further guidance and support can be found in the Nene Education Trust Accessibility Guidance booklet.

1. Executive Summary

An Accessibility Audit of Stanwick Primary Academy took place on 11.09.2023. This was to ascertain the current position of the school and to review actions from the previous accessibility plan.

The audit was completed in conjunction with the Principal, Chloe Neild with further information obtained from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and facilities and education.

In summary, since the last audit, the following improvements have been made to accessibility within the school:

- A security gate has been installed at the front entrance of the site with intercom access which adds to the overall security of the site.
- All bushes have been cut back to ensure ease of access into and on the school site.
- The accessible toilet has been cleared for ease of use.
- Internal signage uses lower case lettering.

The updated Accessibility Plan details recommended improvements to be made over time.

Although updating the plan is an on-going process, a further audit will be completed in three years (September 2026) to identify additional progress made and next steps to further promote accessibility.

2. Purpose and procedure of Audit

This audit reflects where the school is with addressing and recognising the requirements of the Equality Act 2010 to promote accessibility for all: pupil, staff and visitors through access to information, the site and facilities and education/ curriculum.

Guidance is referred to, such as, BS8300: 2009 - Design of Buildings and Their Approach to Meet the Needs of Disabled People and the Code of Practice, 2015 along with other applicable sources, where appropriate.

The focus of the report is to ensure that the school meets with the requirements of part IV of the Equality Act, 2010 meaning that they do not discriminate against

disabled pupils as well as also covering the obligations under section III of this Act which relates to the provision of services to members of the public.

The audit report includes findings and recommendations for actions where processes do not currently meet legislative or best practice standards. Recommendations may incorporate physical adaptations to the site, changes to policies and procedures or a combination of both.

Schools should have an Accessibility Plan, which is made available on request, and updated, at least, every 3 years. An audit supports this process by identifying progress against actions and any new recommendations arising.

In order to complete the audit and prepare the report and action plan, information has been gathered from:
- the previous audit (2019)
- initial fact-finding from the school
- a review of the information published on the school and Trust website
- an on-site audit, completed on 11.09.2023
- discussion with the Principal and relevant staff

3. Constraints and Limitations to the audit

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No liability is accepted by the Nene Education Trust for any use of this report, other than for the purposes for which it was originally prepared and provided.

Opinions and information provided in the report are based on using due skill, care and diligence in the preparation of the same and no warranty is provided as to their accuracy. It should be noted, and it is expressly stated, that no independent verification of any of the documents or information supplied as part of the audit has been made.

The content of this report is based on the information and access provided at the time of this audit. Any recommendations or advice in this report is based upon evidence seen. Whilst every care is taken to interpret current Acts, Regulations and Approved Codes of Practices, these can only be authoritatively interpreted by Courts of Law. Undergoing of the recommendations in the report could assist in meeting the requirements of the Equality Act 2010/ Disability Discrimination Act (DDA) but does not guarantee it. Nor does compliance with this report remove any liability on the part of the client or give protection against legal proceedings.

External inspections should not infer weakness in the management of a school from the outcomes of the accessibility audit. The ability of the school to address issues considered to require improvement may be constrained by a variety of factors outside the control and influence of the school management and leadership team.

It should also be noted, that there is actually no such concept as being 'fully Equality Act/ DDA compliant' for an existing building. Legislation reads that a new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments" in order to achieve this in the most effective way. Disability and equality legislation is not prescriptive in its recommendations to improve accessibility. As such, compliance with the various Acts cannot ultimately be determined or used as a method for assessing accessibility.

It may not be possible to visit every occupied room during a school site visit. In the case of large school premises, a reasonable sample of teaching environments for pupils and working environments for staff and visitors will be visited. Areas not used for educational purposes, and rooms otherwise not visited during the audit process, are not covered by this report.

Recommendations represent best practice at the time of writing, but the concepts of 'best practice' and 'reasonable' will change with time.

Although Health and Safety and disability equality often share common objectives, Fire Evacuation and Health & Safety legislation may conflict with disability equality legislation. When this happens fire and safety legislation takes priority. Where recommendations have been suggested that may influence the evacuation strategy or the fire safety integrity of the building additional consultation with the relevant local Fire Officer is advised prior to works being undertaken. Additionally, the Code of Practice, 2015 has been referenced for means of escape for disabled people, however, this report should not be considered as a detailed assessment of the overall means of escape provision, which should be included in the school's emergency evacuation plan.

For this report, consultation with local Access Groups has not been undertaken. It is advisable to seek advice from various user groups and appropriate employees prior to undertaking specific adaptation works arising from recommendations within this report.

If the site or buildings have a listed building status or are located within a designated conservation area, professional advice must be sort for planning applications.

Externally sourced images are used within this report; these are for illustrative purposes only.

4. Contextual Background to the school

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

Stanwick is a village and civil parish in North Northamptonshire with approximately 2000 residents (2021). It is situated approximately 15 miles north-east of Northampton and one hour from London. The village of Stanwick is situated next to the site of

Stanwick Lakes which is a nature reserve in the heart of Northamptonshire's Nene Valley.

Nearest civilian airports are Luton 50 miles and East Midlands 65 miles. Stanwick is adjacent to the A45 and close to the A14, junction 13. Access to the M1 and A1 is close and the A14 runs from Britain's largest container port at Felixstowe in Suffolk to join the M6. Stanwick is served by a public bus services (route number X46/X47) which runs between Raunds and Northampton. The nearest train station is in Wellingborough.

The catchment area for the school is predominantly Stanwick and nearby surrounding areas.

The school is built on a sloping hill with the front entrance being a lot lower than the back entrance. The accessible entrance is at the back of the school. The school has good sized outdoor spaces including a playground and field are. The school is on a split level with small staircases but all areas are accessible except the stairs which led up to the SENDCo's office and additional work spaces. There are good pedestrian routes, separate from the vehicular entrance. Parking is available for staff but there is no car park available for parents and carers.

There are 200 pupils on roll with a one-form entry system. The PAN is 30 with full capacity being 210. The school is full in all year groups except for Year 5 which was a small intake (20 children). There are 19 SEN pupils which represents 9.5% of the school roll and 15 pupils registered for Pupil Premium (7.5%). 4 pupils have English as an additional language (2%).

The vision at Stanwick Academy is for pupils to become respectful, successful, independent and resilient lifelong learners, who are caring, responsible members of the community by the time they leave the school. They believe that by achieving this, they allow and encourage pupils to believe that they can achieve far beyond the expectations of the National Curriculum. They are committed to developing a welcoming, safe and stimulating environment that prepares and empowers pupils for an ever-changing and diverse world. Stanwick Academy aim for all of pupils to understand diversity and where they fit in to the world around them.

They strive to nurture, inspire and challenge all pupils to believe and reach beyond themselves, be proud of their achievements and reach their full and unique potential. All pupils are challenged within their own ability and supported to become independent within their learning. A range of learning opportunities are used to enhance the education offered to all pupils at Stanwick Academy. They use outdoor learning to ensure pupils are fully immersed in their learning opportunities, and allow for greater, real experiences that the classroom environment cannot give, to promote a continued love of learning for all pupils throughout their time at the school.

Stanwick Academy aim to be the centre of the community within Stanwick, developing strong relationships with the local businesses and families in the area.

Admissions are managed in accordance with the Schools Admission Code (September 2021), compliance with which is also required by virtue of NET's Funding

Agreement with the Secretary of State for Education. NET is the admission authority for the school who then hold SLAs with North Northamptonshire Council for the co-ordinated admissions scheme and admission appeals. Admissions are non-selective. The Ofsted rating of the school in 2019 was 'good'.

Kerri Connolly is the SENCo at school, having been appointed in January 2023. She works one day a week in the school but has close contact and liaison with the Principal, who also has a good understanding of the SEND needs within school to ensure this remains a high priority.

The arrangements for safeguarding are effective with a strong culture of safeguarding at the school. Staff know the potential signs of abuse to watch out for and how to raise a concern about a pupil's welfare should the need arise. Leaders ensure that the appropriate vetting checks are undertaken when new staff and volunteers join the school and they provide staff with up-to-date training. Pupils report that bullying is rare at Stanwick Academy and were confident that if it ever did happen an adult would deal with it swiftly and successfully. Pupils learn to keep themselves safe in a variety of situations. They speak knowledgeably about how to stay safe when they use modern technology and they learn about stranger danger and road safety. (Ofsted, 2019)
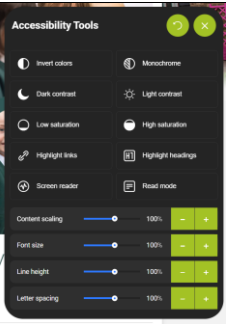
5. Audit Findings

5.1: Ratings:

- Compliant - Effective practice that supports accessibility for a significant majority of pupils, staff and visitors.
- Improvement recommended - Practice could more effectively support accessibility for pupils, staff and visitors.

5.2: Access to Information

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Staff training on equality and disability	All staff completed a certificate in Equality, Diversity and Inclusion from the National College in 2022-2023. This will be re-completed this academic year as a refresher for current staff and to raise awareness for new staff. Medical training is sourced as needed, for example diabetes training which has been provided and updated for relevant staff. SEND CPD is offered through ongoing meetings with staff and termly whole staff SEND training.	Compliant	Ensure all staff complete updated training.	 Certificate in Equality, Diversity and Inclusion
Staff knowledge of technology and support strategies for assistance	Staff are trained to use specific technology as is required. The school are experienced with working with pupils with both vision and hearing impairments. Support strategies are reinforced through whole staff training and resources are available for staff to access. Staff would contact	Compliant		e.g. Using Assistive technology to support Pupils with SEND – The National College Assistive technology resources/ webinars – Whole School SEND
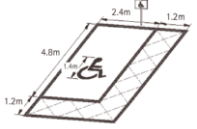
	the SENDCo for individual support if this was needed			
Arrangements for providing adaptive materials and resources e.g. large print, digital	This is provided as required. There are two pupils with a vision impairment and three with a hearing impairment who are supported with adapted materials and resources as needed. Advice and support are sort from the sensory impairment team to ensure staff are suitably skilled. The website allows for enlargements through the accessibility tool and enlargements can be made using the IWB in classrooms. There are portable hearing loops and sound speakers for individual pupils who require these. Staff would provide enlargement if needed for visitors and use tools such as google translate to help parents or visitors with English as an additional language.	Improvement recommended	Consider providing an induction loop to assist hearing aid users.

Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors if required. | |
| Website and social media accessibility | The website is clearly organised and has headings to support content organisation. Information, documents and policies can be found easily. Policies relating to equality, access and medical support are available. The content management systems support | Compliant | | |

	accessibility. Colour has been used with care and forms have been designed for accessibility. There is an accessibility tool on the website (see good practice example).			
Complaints procedure	Up to date Trust complaints policy and complaint form uploaded to the school website.	Compliant		

5.3: Access to Site and Facilities

Approach to the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Access to the site e.g. public transport routes	The nearest bus stop to the front entrance of the school is approximately 100 metres with a further stop approx. 500 metres from the back (accessible) entrance to the school. Road markings at both entrances are fairly clear with a zebra crossing at the accessible entrance. At this entrance, there is also a railing between the school gate and road for protection and a dropped kerb. Tactile paving is either side of the zebra crossing.	Improvement recommended	Provide details of how to access the school via public transport. Add a google maps links.	

There is information on the contact page of the website with regards to disability access to the site.
Walkways into the school are of a reasonable condition.

There is access for emergency vehicles through the back entrance to the school.

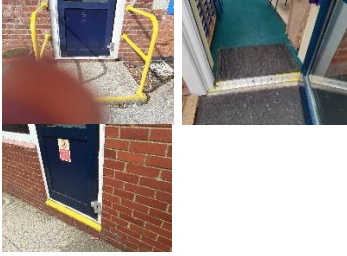| Disabled parking facilities | There is no disabled parking on site for staff or visitors. If disabled parking was required, contact can be made with the school to provide space in the staff car park and this is detailed on the school website. | Improvement recommended | Mark out a disabled parking bay which is surfaced. Add signage to the entrance gates to direct to the parking bay and add signage to the bay. | |

School perimeter e.g. gates, fences	The school is surrounded by secure fencing with secured gates. The front entrance of the school has an entry buzzer system with an automatic opening gate. There is no intercom access for the accessible entrance, visitors must ring the school reception for access.	Compliant		
Signage	School signage is clear. The school name is written in capital letters which is across all signage. Some entrance signs are in lower case. There is one sign on the back entrance gate which is in capitals	Improvement recommended	Change lettering on sign on the back gate to lower case. *Consider at the point of updating school signage using lower case letters for the school name to make this more visually accessible.*	
Entry to the school	Entry at the front and back of the school is separate to vehicle access. The front entrance, which is stepped, has a handrail on one side and nosings applied to all steps.	Improvement recommended	Add handrail to the opposite side of the stairs at the front entrance, leading up to the purple aate.	

	Pathways are generally of good condition.			

On the school site:

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Signage into the school	At the front entrance to the school, there is an intercom buzzer. This is set higher on the wall than would be accessible. There is a 'Press' sign on the buzzer but clearer signage may be helpful. It would be helpful to have signage at this entrance, indicating that there is also an accessible entrance and how to access this.	Improvement recommended	Lower the intercom to an accessible height. Add signage regarding accessible entrance at both entrances.	

	On the site there is directional signage to the main reception. Greater signage at the back entrance would be helpful to show this is the accessible entrance. There is a directional sign to the main office on this route. 			
Movement around the site	At the accessible entrance, a good pathway leads to the school. The pathways around the school are all in relatively good condition. There are some slabs which vary slightly in level leading from the Y3, Y4 and Y5 classrooms which should be monitored to ensure it remains even. Where the path has a slope near the dining room this should be identified.	Improvement recommended	Mark the beginning of the slope on the side access pathway near to the dining room door to show a change in gradient.	
Ramps and entry doors	There are no ramps on the site. Some entry doors have a step which is identified with a nosings and handrails where required. A	Improvement recommended.	*It may be useful to obtain a portable ramp for use if needed.*	
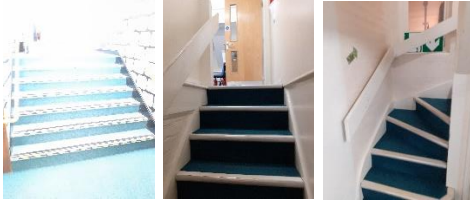
	ramp would be needed to make some doorways fully accessible. Some nosings in doorways have faded. Some entry doors have contrasting coloured door handles but not all. 		Ensure all nosings are clear where there is a change in height in doorways. Paint door handles a contrasting colour so these can be more easily seen.	
Playground surfaces including drainage	The playground surface is mostly of a good condition. There are some dropped drains which require nosings to be added.	Improvement recommended	Add nosings to the two drains on the walkway from the KS2 classroom to the field.	

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Outside space/ Recreational equipment	There is good outside space with a variety of equipment available to use. The play surface is smooth and accessible. There are also quiet accessible areas which can be used which include seating. 	Compliant		

In the school building:
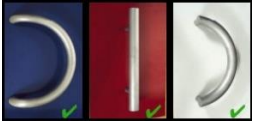
Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Main reception facilities	The main reception area is unlikely to be used for a wheelchair user as they would enter through the back entrance of the building. Therefore, although there isn't an accessible hatch, this is not likely to be required. 	Improvement recommended		

	The main entrance door has to be pulled to be opened. There is seating available in the entrance foyer but the seats do not have arms which would support visitors being able to get on and off the chair easily. 		Provide a seat with arms.	
Internal signage	Classrooms all have class name labels and these are at an accessible but these aren't always easy to see as there is a lot of information displayed on the doors (see vision panels comment in doors section). 	Compliant	*Consider how door signage could be made clearer to be seen.* *Adding Braille to signage would add additional accessibility.*	
Accessible toilets, toilets & changing facilities	The accessible toilet has appropriate fittings with equipment neatly stored. The grab rails do contrast to the wall but as they are the same colour as the suite would benefit	Improvement recommended	Paint grab handles so they are a greater contrast and more easily seen.	

	from being a brighter colour to stand out. Signage to the location of the accessible toilet would be useful. There is an emergency pull cord but no flashing beacon in case of fire. Other toilet facilities for the children are appropriate in height with sensor taps and slip resistant flooring. Sinks within classrooms have twist taps rather than sensor, push or lever mechanisms. 		Provide directional signage to the accessible toilet. Add a flashing beacon in case of fire. Exchange taps on the classroom sinks to sensor, push to lever.	
Medical facilities	There are medical/ first aid stations throughout the school where equipment is stored and first aid can be administered.	Compliant		

	Signs detailing where the stations are, are displayed around the school. The first aid policy is on the school website.			
Movement in the school building, including corridors, stairs, lifts, evacuation routes	The school is on a split level – KS1 and KS2. Stairs between areas have contrasting strips on the steps which are even in depth. All stairs have two handrails except for the stairwell to the SENDCo's office and group room. All areas (except the SENDCo office) can be accessed by an alternative route if the stairs cannot be used. Corridors are clear with cloakrooms kept tidy and equipment stored in boxes underneath. There are a few spaces where furniture narrows	Improvement recommended	Add additional handrail to staircase leading to SENDCo office. Check furniture allows for wheelchair access in all corridors and communal spaces.	

	the corridor/ walkway below that which is recommended for accessible use. Mats are used in doorways but these are not secured meaning they could present as a trip hazard.		Secure matting used in doorways around the school.	
Teaching spaces including furniture, equipment and decor	Classrooms are well laid out to allow for free movement around them. They are all equipped with IWB's and visual schedule are displayed. Classrooms are mostly not too busy so as not to be overwhelming. Classrooms are carpeted to help absorb sound and there is no obvious glare or shadows. Chairs legs are taped to contrast against the floor to support	Compliant		

	pupils with a visual impairment. 			
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	Additional spaces are available in the school. The additional intervention upstairs is not accessible for wheelchair users. The staffroom has a seating and kitchen area as well as a table which is used as a work area. Comfortable seating is available but there is not any chairs with arms to support ease of getting up and down. 	Improvement recommended	Add a chair with arms in the staffroom.	
Hall/ dining room and catering	There is a large accessible hall space which is used for PE, lunches and a variety of other activities. Lunches are cooked off site and brought in. Tables are used to serve the food to ensure this is an accessible height for the children.	Compliant		

Lighting	Lighting has been updated to LED throughout KS2 and in all communal areas. The KS1 area will also be updated as part of the on-going lighting project. is used throughout the KS1 building but fluorescent lighting is in place in the KS2 building. Blinds are fitted in classrooms throughout. 	Improvement recommended	Continue with lighting plan to upgrade to LED lighting in KS1 areas.	
Doors	Some doors have contrasting colours to frames and handles but not all. There are appropriate vision panels on the doors but some of these are obscured. There are a range of door handles, some of which are d-shaped but not all.	Improvement recommended	Ensure all door handles are contrasting to the frame. Ensure vision panels remain unobscured. Replace door handles so they are all D-shaped.	

	 Doors have finger guards fitted. 			
Emergency Evacuation (PEEPs) and Lockdown procedures	Fire drills and evacuations are completed once per term and there is a fire risk assessment in place. Fire extinguishers are suitably wall mounted around the school and serviced annually. PEEPs are n place for SEND pupils who need these.	Compliant		

5:4: Access to Education

Audit area:	Audit findings	Rating:	Suggestions to improve/ solve:	Example of good practice
Suitable qualifications of staff	The SENDCo is suitably qualified with the NA SENCo qualification	Compliant		

	and a a range of experience in both teaching and leadership. All staff receive on-going SEND training as part of the CPD calendar. Individual staff also receive training to support specific pupil needs where this is required.			
School leadership and staffing	SEND is discussed regularly with the Principal and SENDCo and there is a SEND action plan. The SENDCO is involved in decision making regarding SEND matters such as staff deployment and funding. Additional staffing is in place to support pupils with SEND. All pupils are equally valued.	Compliant		
Admission process including transition	Admissions information is available on the website for both the current year and 2024 as well as being detailed within the SEN information report. Nene Education Trust is the admission authority who hold SLAs with NNC for the co-ordinated admissions scheme and admission appeals. Pre-admission meetings are held with pupils, parents and professionals as appropriate for children with SEND to ensure arrangements are in place. Visits to the school are encouraged.	Compliant		

	Transition meetings include supported visits and meetings to ensure a full handover of information. Home or school visits are also completed for children starting EYFS.			
Safeguarding	In the last Ofsted, 2019, safeguarding was found to be effective. Continued safeguarding monitoring ensures that policies and processes are both compliant and effective. Policies are available on the website and all staff receive ongoing safeguarding training. The school site is safe and visitors to the school must sign in and wear a lanyard (green or red depending on DBS). The SCR is up to date and safer recruitment procedures are in place and led by the central Trust HR team.	Compliant		
Pupils with temporary, emerging or sustained health needs	Health plans are put into place for pupils who need them. They are co-produced with parents, pupils and staff using medical advice. Training is provided for staff as needed e.g. auto injector training, diabetes training. Risk assessments are in place to support where this is required and reviewed regularly to ensure they continue to be accurate.	Compliant		

Access to the curriculum	The schools aims to provide a broad and balanced curriculum which meets the needs of all children. The curriculum provides providing opportunities for academic, technical, creative and sporting excellence. A variety of teaching styles are used to support access for all learners and whole class, group and individual learning experiences are made available in all classes. The Early Years Curriculum is used followed by the national curriculum, supported by Cornerstones, Curriculum Maestro.	Compliant		
Additional adjustments for pupils with SEN and/ or disabilities	Adjustments are made as needed and equipment is available to support access; this may include support from an additional adult. Adaptive teaching is used and scaffolds are put in place to support pupils.	Compliant		
Educational trips and visits	The school have a yearly planner which outlines all of their trips and visits. Risk assessments and adjustments are put into place to ensure all visits are inclusive.	Compliant		
Pupil outcomes	The school use 'Quality First Teaching', meaning that every teacher expects to assess, plan and teach all children at the	Compliant		

	level which allows them to make progress. They have high expectations and expect all their children on the SEND register to make progress which compares well with the progress made by other children in school, as well as all pupils nationally. The progress of SEND pupils is monitored carefully through Pupil Progress and end of year outcomes.		

6. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: Access to Information, Access to Site and Facilities and Access to Education. The school is committed to making reasonable adjustments to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

6.1 Key

Priority ratings:

Priority A: Failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended.

Priority B: Action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Action is recommended within 12 - 24 months to improve access.

Priority D: Recommendation involve excessive costs so should be implemented as part of a long-term plan.

Budget ratings:

0 - Recommendations are likely to be achievable with no revenue cost to the school.

1 - Recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

2 - Recommendations are likely to be achievable for a budget of less than £1000

3 - Recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.

4 - Recommendations are likely to be achievable for a capital budget cost above £5000.

5 - Recommendations are likely to require a budget exceeding £15,000 due to structural change.

6.2 Action Plan

Access to Information:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Arrangements for providing adaptive materials and resources e.g. large print, digital	Consider providing an induction loop to assist hearing aid users.	C	2	Estates planning 2024-2025.	KST/KKI	
	Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors if required.	B	0	Completed	RBU	Sept 2023

Access to Site and Facilities:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
Access to the site e.g. public transport routes	Provide details of how to access the school via public transport. Add a google maps links.	B	2	July 2024	CNE/RBO	
Disabled parking facilities	Mark out a disabled parking bay which is surfaced.	B	2	Estates planning 2024-2025	RAL	
	Add signage to the entrance gates to direct to the parking bay and add signage to the bay.	B	2	Estates planning 2024-2025	RAL	
Signage	Change lettering on sign on the back gate to lower case.	B	0	October 2023	CNE	
Entry to the school	Add handrail to the opposite side of the stairs at the front entrance.	B	3	Estates planning 2023-2024	RAL	

Signage to the school	Lower the intercom to an accessible height.	C	2	*interim – add sign to call office, Dec 2023	RAL/LBU	
	Add signage regarding accessible entrance at both entrances.	B	2	Dec 2023	RAL/LBU	
Movement around the site	Mark the beginning of the slope on the side access pathway near to the dining room door to show a change in gradient.	B	1	Completed	LBU	Sept 23
Ramps and entry doors	Ensure all nosings are clear where there is a change in height in doorways.	B	1	Oct 2023	LBU	
	Paint door handles a contrasting colour so these can be more easily seen.	B	1	July 2024	RAL/LBU	
Playground surface and drainage	Add nosings to the two drains on the walkway from the KS2 classroom to the field.	B	1	Completed	LBU	Sept 23
Main reception facilities	Provide a seat with arms.	B	2	July 2024	CNE/RBO	
Accessible toilets, toilets & changing facilities	Paint grab handles so they are a greater contrast and more easily seen.	B	1	July 2024	RAL/LBU	
	Provide directional signage to the accessible toilet.	B	2	*interim – any disabled visitors to be shown where the accessible toilet is	All staff	
	Add a flashing beacon in case of fire.	C	2	Review 2024-2025	RLA/KKI	
	Exchange taps on the classroom sinks to sensor, push to lever.	C	1	July 24	RAL/LBU	
Movement in the school building,	Add additional handrail to staircase leading to SENDCo office.	C	3	Review 2024-2025	RAL/KKI	

including corridors, stairs, lifts, evacuation routes	Check furniture allows for wheelchair access in all corridors and communal spaces.	B	0		CNE/RBO	
	Secure matting used in doorways around the school.	B	1	Review costings – July 2024	RAL	
Additional spaces e.g. quiet spaces, sensory room, staff room, office spaces	Add a chair with arms in the staffroom.	B	2	July 2024	CNE/RBO	
Lighting	Continue with lighting plan to upgrade to LED lighting in KS1 areas.	B	3	July 2024	RAL	
Doors	Ensure all door handles are contrasting to the frame.	B	2	July 2024	RAL/LBU	
	Ensure vision panels remain unobscured.	B	0	Oct 2023	CNE	
	Replace door handles so they are all D-shaped.	C	4	Review 2024-2025 Estates planning	RAL	

Access to Education:						
Audit area:	Suggested Actions:	Priority:	Budget:	Target date for completion:	Responsible person:	Date completed:
All areas audited as compliant.						