# Accessibility Audit ASTON

Section1: Delivery of the curriculum

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| **Question** | **Yes** | **No** | **Comment** |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and supportdisabled pupils? | √ |  | Appropriate guidance and training tailored to individual needs |
| Are your classrooms optimally organised for disabled pupils? |  | √ | Large class sizes make movement difficult |
| Do lessons provide opportunities for all pupils to achieve? | √ |  | Differentiation is part of lesson planning. Individual needs are taken into considerationand adaptations made as necessary |
| Are lessons responsive to pupil diversity? | √ |  | Schemes of work deal appropriately with cultural, social and ethnic diversity and are sensitive to disability |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | √ |  | Lessons involve a combination of individual, paired and group work as decided by eachteacher. |
| Are all pupils encouraged to take part in music, dramaand physical activities? | √ |  | Yes |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment inpractical work? | √ |  | Additional support is provided by teachers in class and extra time allowed in examinationswhere required |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for examplesome form of exercise in physical education? | √ |  | Yes where there is need |
| Do you provide access to computer technologyappropriate for students with disabilities? | √ |  | Some pupils with dyslexic tendencies haveaccess to laptops in lessons and examinations |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | √ |  | Yes and financial support can be accessed via the Albion Trust in school.  |
| Are there high expectations of all pupils? | √ |  | Yes, both inside and outside of the classroom. |
| Do staff seek to remove all barriers to learning and participation? | √ |  | Yes, pastoral staff work hard to remove barriers for students so that they can participate fully. |

Section 2: The school site

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| **Question** | **Yes** | **No** |  |
| Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and commonrooms – allow access for all pupils? |  | √ | There is no access for a non ambulant pupil above the ground floor in the East Wing, West Wing & Link Building.  |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toiletfacilities and showers? | √ |  | To a large extent on the ground floor areas. New buildings have been designed with access in mind.  |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | √ |  | Ongoing maintenance program in place |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual andauditory components? |  | √ | Not visual, PEEPs in place for staff & pupils as required |
| Are non-visual guides used to assist people to use buildings including lifts with tactile buttons? |  | √ | All visually impaired persons are accompanied (PPEPs) |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils withvisual impairment, autism or epilepsy? |  | √ |  |
| Are areas to which pupils should have access well lit? | √ |  |  |
| Are steps made to reduce background noise forhearing impaired pupils such as considering a room’sacoustics, noisy equipment? | √ |  | Pupils sitting examinations have been offered separate rooms |
| Is furniture and equipment selected, adjusted and located appropriately? | √ |  |  |

Section 3: Delivery of materials in other formats

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| **Question** | **Yes** | **No** | **Comment** |
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficultywith standard forms of printed information? | √ |  | We have made adjustments for pupils in the school and would for prospective ones if necessary |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projectionsand describing diagrams? | √ |  | Immersive readers available within Teams |
| Do you have the facilities such as ICT to produce written information in different formats? | √ |  | Adaptive tools available within Microsoft software. |
| Do you ensure that staff are familiar with technologyand practices developed to assist people with disabilities? | √ |  | We look at individual needs and adapt appropriately |

SCHOOL ACCESSIBILITY PLAN

Improving Physical Access

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| **Item** | **Comment** |
| Accessible car parking | Parking is available on the school site.  |
| Dropped kerbs | Provided on all paths |
| Doors | Anti-glare film; this would be a major and unnecessaryexpenditure |
| Staircases - colour-contrasted handrails to both sides of staircases recommended | These are installed in new buildings |
| Doors at top of stairs to prevent wheelchair usersaccessing stair case. | Doors are at the top of the stairs in CBPThe upstairs access for wheelchairs in Douglas House does not have a doorway. |
| Accessible toilet | Available on the basement & First floor in Douglas House and on the first floor in CPB.  |
| Provision of a lift to access the upper floors | Douglas House and CPB |
| Provision of induction loops | None available |
| Light switches, power outlets and emergency alarm buttons at wheelchair height | Regular toilet checksWheelchair users are always accompanied |
| Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get closeto wash basin. | Available in the Douglas House & CPB |

Improving Curriculum Access

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| Target | Strategy | Outcome | Timeframe |
| Training for teachers on differentiating the curriculum | Differentiation training takes place on Training Days; delivered by specialists- evaluated and adapted to need each term. SEND lunchtime surgeries provide one-to-one differentiation advice; training courses offered to all staff covering subject-specific differentiation. | All teachers and support staff are able to more fully meetthe requirements of disabled children’sneeds with regards to accessing the curriculum; all staff kept up-to-date with differentiation pedagogy and feel empowered and supported to take risks with delivering learning. | In place.Reviewed termly. |
| Training for teachers on differentiating the curriculum | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Teachers are aware of the relevant issues and can ensure that individuals have equality of access to life- preparation learning. The use of otherprofessional partners has been made available. | In place.Reviewed during Annual Review cycle. |
| All out-of-school activities are planned to ensure the participation of the whole range ofpupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislativeRequirements; support staff and medical officer deployed as necessary. | In place |
| Classrooms are optimally organised to promote the participation and independence of allpupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time and progress smoothly to accommodate the needs of individual pupils and skills of independent learning fostered. | In place |

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| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents Discuss perception of issueswith all stake-holders and introduce new pedagogies. | Whole school community aware of issues relating to Access, Disability and Inclusion. | All staff, pupil, parent and governor training taking place throughout the academic year- in person and virtually. |

Improving the Delivery of Written Information

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| **TARGET** | **STRATEGY** | **OUTCOME** |
| Availability of written material in alternative formats | The school will make itself aware of the services available for converting written informationinto alternative formats. | The school will be able to provide written information in different formats when required for individual purposes. Delivery of informationto disabled pupils improved |
| Make available school brochures, school newsletters and other information forparents in alternative formats. | Review all current school publications and investigate the availability in different formatsfor those that require it. | All school information available for all. Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visualimpairment. | Get advice from HVSS on alternative formats and use of IT software to produce customizedmaterials. | All school information available for all. Delivery of school information to pupils & parents with visual difficulties improved. |

# Priority Actions for 2021-22

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| **Area** | **Action** | **When** | **I/C** |
| Physical Access | Check visibility of stairs and stair rails. Handrails available & in good repairNew buildings provide increased access to the school facilities | Summer Term 2022 | HN, MT and MFV |
| Curriculum Access | Reinforce need for differentiation in schemes of workEnsure staff are thoroughly aware of thespecial needs of some of our pupils |  | VD |
| Written information | Investigate need for information inalternative formats |  | VD |

**Monitoring and review**

## This policy and action plan will be monitored and reviewed annually by the Site Committee.