

ACCESSIBILITY AUDIT 2023-24



**KING EDWARD VI
ASTON SCHOOL**

Educational excellence for our City

Section1: Delivery of the curriculum

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled 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 consideration and 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 each teacher.
Are all pupils encouraged to take part in music, drama and physical activities?	√		Yes
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√		Additional support is provided by teachers in class and extra time allowed in examinations where required
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√		Yes where there is need
Do you provide access to computer technology appropriate for students with disabilities?	√		All pupils diagnosed with SEND have access to laptops and/or iPads in lessons and/or examinations where a need and associated benefit has been identified.
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

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 common rooms – 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, toilet facilities 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 and auditory 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 with visual impairment, autism or epilepsy?		√	SEND Learning Walks overseen by relevant external agencies identify problematic areas and recommendations implemented as necessary
Are areas to which pupils should have access well lit?	√		SEND Learning Walks overseen by relevant external agencies identify problematic areas and recommendations implemented as necessary
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		Pupils sitting examinations have been offered separate rooms; use of ear-defenders/loops implemented as necessary
Is furniture and equipment selected, adjusted and located appropriately?	√		

Section 3: Delivery of materials in other formats

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 difficulty with 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 projections and 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 technology and practices developed to assist people with disabilities?	√		We look at individual needs and adapt appropriately; INSET Days target skill gaps.

SCHOOL ACCESSIBILITY PLAN

Improving Physical Access

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 unnecessary expenditure
Staircases - colour-contrasted handrails to both sides of staircases recommended	These are installed in new buildings
Doors at top of stairs to prevent wheelchair users accessing stair case.	Doors are at the top of the stairs in CBP The 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 checks Wheelchair users are always accompanied
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	Available in the Douglas House & CPB

Improving Curriculum Access

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 meet the requirements of disabled children's needs 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. Staff INSET training targets skill gaps.	Teachers are aware of the relevant issues and can ensure that individuals have equality of access to life-preparation learning. The use of other professional 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 of pupils	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 legislative Requirements; support staff and medical officer deployed as necessary.	In place

Classrooms are optimally organised to promote the participation and independence of all pupils	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
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with 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.