

# SLIMBRIDGE PRIMARY SCHOOL

## ACCESS AUDIT - APRIL 2025

AUDITOR:  
LISA HILLMAN  
(HEADTEACHER)

*Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans*

Section 1:      DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		2			We currently have a range of children with disabilities in school and we provide training to meet the needs of these learners.
2	Do you have arrangements for teachers and teaching partners to have the necessary training to teach and support children and young people with disabilities if required?	1				Recent training includes gestalt processing training to heighten awareness of speech and language delays in pupils with delayed echolalia; moving and handling training for hoisting wheelchair users and stoma training
Section 2:      HOW DOES THE SCHOOL DELIVER THE CURRICULUM?						
3	Do all staff seek to remove all barriers to learning and participation?	1				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	1				Ofsted 2023 praised the teaching of pupils with SEND.

						<p>“The school has created an inclusive environment. The school has ensured that all pupils have access to the same learning and extracurricular opportunities. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive the support they need to be successful.” October, 2023</p>
5	Are all children and young people encouraged to take part in music, drama and physical activities?	1				
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?	1				<p>We also employ a coach from ‘Allsorts’ a SEND charity to support staff in providing inclusive PE lessons and adaptations to meet the needs of all learners.</p>
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?		2			
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1				
9	Do you provide access to appropriate technology for those with disabilities?	1				<p>e.g., adapted key boards/lap tops/ reading pens</p>
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		2			<p>Our swimming lessons were not accessible due to inadequate hoisting at the local pool</p>

Section 3: HOW DOES THE SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?					
11	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?	1			
12	Do you have the facilities such as ICT to produce written information in different formats?	1			
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	1			
14	Is furniture and equipment selected, adjusted and located appropriately?	1			Adjustable table bought
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		2		More training could be sourced to identify new initiatives in technological advances

<b>Section 4:</b> IS THE SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? <i>(see guidance notes)</i>
---

16A	Number of teaching spaces in school	8		Number of those teaching spaces which are accessible:	6
17A	Number of social spaces in school	4		Number of those social spaces which are accessible:	3

4a	GENERAL	1	2	3	4	Comments for school use
18	Are pathways and routes logical and well signed? <i>(both internal &amp; external)</i>	1				
19	Do you have emergency and evacuation procedures to alert ALL pupils?	1				
20	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	1				
21	Do furniture layouts allow easy movement for pupils with disabilities?	1				
22	Are quiet rooms/calming rooms available to children who need this facility?	1				Therapy Pod Calm Cabin (The Holt)

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance?		X		Sign labelled at entrance to car park which permits disabled users
24	Are there any barriers to easy movement around the site and to the main entrance?		X		
25	Are steps needed for access to the main entrance?		X		
26	Do all those steps have a contrasting colour edging?			X	
27	If there are steps, is a ramp provided to access the main entrance?			X	
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			X	
29	Is it possible for a wheelchair user to get through the principal door unaided?		X		
30	If no, is an alternative wheelchair accessible entrance provided?	X			

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		X		
32	Do all internal doors allow a wheelchair user to get through unaided?	X			
33	Do all the corridors have a clear unobstructed width of 1.2m?	X			
34	Does the block have a wheelchair accessible toilet?	X			
35	Does the block have accessible changing rooms/shower facilities?	X			

4d	VERTICAL MOVEMENT	Yes	No	N/A	Comments for school use
36	How many storeys in the school? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey</i>				B single storey with some split levels parts
		Yes	No	N/A	Comments for school use
37	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?	X			
38	Is there a continuous handrail on each internal stair flight and landing?	X			
39	Does the school have a lift that can be used by wheelchair users?		x		

40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state _____		X		
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		X		

<b>4e</b>	<b>SENSORY IMPAIRMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
42	Are non-visual guides used to assist people to use the buildings?				X	Would put in place as and when required as identified by individual cases.
43	Could any of the décor be confusing or disorientating for pupils with disabilities?				X	Not confusing
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Comments for school use</b>
44	Is a hearing induction loop available (either fixed or portable) in the school?		X			
45	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X			

**NOTES:**

*Please add any comments on access arrangements to the School that you feel would be useful to the Governors.*

.....

Wheel chair users are unable to access the library, music room and Holt Cabin. Consideration to be made of additional ramps or lifts to provide access.....

.....

.....

.....

.....

.....

.....

**This is a checklist only for guidance  
Completing this form does not constitute a full access audit of the premises.**

Approved by FGB : \_\_\_\_\_