

|  <p style="text-align: center;"><b>OUSTON PRIMARY SCHOOL - ACCESSIBILITY AUDIT AND INFORMATION<br/>BUILDINGS &amp; GROUNDS</b></p> |  |   |
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| Accessibility Issue   | How we address this  | Further action needed/Additional information  |
| Are we a convenient distance from public transport?   | There is no bus stop in the vicinity of the school but this can be accessed at the main road approx. 500m through the village. | The school is not on a bus route, therefore no bus stops will be added.   |
| Is the route free of kerbs?   | There are no kerbs between from the main entrance gate leading to the reception and classrooms.                                |   |
| Is the route free of hazards?   | On occasions the footpaths leading into school can become obstructed by parked vehicles.                                       | The school works with the local police and traffic enforcement officers to ensure safe access for emergency services and report any issues raised by the public in terms of access and inconsiderate parking. |
| Is there a dropping off area?   | The school car park is for use by Durham County Council employees and official visitors only for safety.                       | Parents are asked to ensure their child's safe transportation to school and are advised to park considerately away from the zig-zag and yellow lines and to heed the parking restrictions around the school.  |
| Is there a designated area for coaches to load / unload?  | Coaches can safely load/unload from the pavement just outside the school entrance gates.                                       | A parking area will be 'coned off' on occasions when coaches are due to arrive/leave the school during the beginning/end of the day.  |

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| Are there designated car parking spaces for people with disabilities?               | The school has 1 designated parking space.  | Another designated parking bay is planned for the Spring 2016.   |
| Are the routes from the car park area to the buildings unobstructed and accessible? | <p>There is an unobstructed route down the centre of the path to the main reception. There are bench seats to one side and flower containers to the other, leaving an unobstructed route of approx. 1.5m</p> <p>The route to the main reception area is unobstructed.</p> | Other areas of the school can be accessed via the main entrance, the KS2 double doors or via the pavement to the double gates leading to the KS2 playground and outdoor classroom. |
| Is the route clearly marked and found?  | The route is identifiable and signs point the way to the main entrance  |  |
| Is the route level?   | There is a slight slope leading to the main Reception and a slight gradient leading up to the KS2 playground and Outdoor classroom  |  |
| Is the route free of hazards such as building features, litter bins?                | There are concrete steps allowing access to areas around school, however all areas can be accessed avoiding the use of steps as necessary.  |  |
| Are adequate handrails provided   | Handrails are fitted to both sides of stepped areas - tap rails are not required as there are walls to both sides, with the exception of the stairs leading to the playing field, where tap rails have been provided.   |  |

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| Are nosings readily identifiable and unlikely to create trip hazards?                          | Nosings are painted yellow to highlight their presence   | This is part of on-going maintenance and are re-painted regularly due to weathering  |
| Are visual and tactile warning signs provided at the top and bottom of steps?                  | There are currently visual signs at the top and bottom of the steps giving a warning that care should be taken     | On-going review - tactile signs will be provided as necessary  |
| Do entry phones and security systems allow use by people with sensory or mobility impairments? | The main entrance is accessible to all users. From here internal security doors are operated by school staff only. | All security doors a link to the fire alarm and will unlock when this is operated in the event of a drill or emergency.  |
| Is there a reception area?   | There is a reception area with seating and adequate turning area for wheelchair users                              |  |
| Are tactile signs available for people with impaired vision?                                   | There are currently no tactile signs   | This will be re-assessed as necessary  |
| Are junctions between floor surfaces formed to prevent tripping hazards?                       | All floor surfaces are joined to prevent tripping hazards  | There is no current identifiable need but will be reviewed as required   |
| Do inner doors meet disabled access criteria?  | All new doors installed in school classrooms comply with disabled access criteria.                                 | There is no current identifiable need but will be reviewed as required   |
| Are floor surfaces slip resistant?   | Slip resistant flooring is in place throughout school with the exception of the hall.                              | The school hall is cleaned and maintained to a high standard to prevent slip risks. Anti-slip varnish is used and water spillages etc are cleaned according to procedures. |
| Are floor surfaces firm for wheelchair manoeuvre?  | All surfaces are adequate for this purpose   | There is currently no identifiable need but review and comply as necessary   |

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| Are signs provided and positioned to inform all people with disabilities?                     | Tactile signs can be provided as the need arises. Eg. Coat pegs, door signs.  | There is currently no identifiable need but review and comply as necessary                  |
| Are seating arrangements/spaces suitable for use by people with disabilities?                 | The school has standard chairs and tables which are movable to allow access/space as required.  | There is currently no identifiable need but review and comply as necessary                  |
| Are all areas in assembly equipped with an induction loop and signage?                        | Portable induction loops can be installed as required.  | There is currently no identifiable need but review and comply as necessary                  |
| Are fixtures and fittings within easy reach?  | Shelves can be adjusted to allow access to resources. Trays are used in class for resources. These can be altered in height as required | There is currently no identifiable need but review and comply as necessary                  |
| Are outlets, switches and controls easily reached?  | Generally, these are accessible.  | There is currently no identifiable need but review and comply as necessary                  |
| Is the WC door easily negotiated?   | The school has a toilet that is accessible for wheelchair users and people with disabilities.   | Other toilets in school will be refurbished and modified in accordance with DDA as required |
| Can ambulant disable people manoeuvre and rise and lower themselves in a standard WC cubicle? | Hand rails are fitted to one side of each toilet cubicle  |   |
| Is the kitchen provided with fittings suitable for use by people with disabilities?           | The school can allow for adjusting some units when the need arises  | There is currently no identifiable need but review and comply as necessary                  |
| Are work surfaces adequate?   | The school will allow for adjustments as the need arises  | There is currently no identifiable need but review and comply as necessary                  |

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| Are outlets, switches and controls easily reached in the kitchen?   | Generally they are within reach but the school would allow for adjustments as the need arises  | There is currently no identifiable need but review and comply as necessary  |
| Is the audible alarm supplemented by a visual system?   | The alarm is supplemented by a visual flashing red light   |   |
| Are exit routes accessible as entrance routes?  | All emergency exits have doors that open outward to aid the process of evacuation. Some of these doors are also used for entrance.   |   |
| If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge and are there signs designating? | In accordance with risk assessment, all people can evacuate the building in the event of an emergency.   | There are currently no PEPS required for people with disabilities for difficulties evacuating the building in the event of an emergency |
| Is there a personal egress plan in place for any member of staff who may require assistance?  | Risk assessments are carried out to support staff and pupils and advice would be sought from DCC should the need arise   | There is currently no identifiable need but review and comply as necessary  |
| Is the fire exit signage and signs to places of safety with the building adequate?  | Risk assessments are updated regularly and currently show compliance with all local authority and government regulations for fire safety.  |   |
| Do we ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disability?                     | Key staff have had training in specific areas as required e.g. autism spectrum disorders, visual impairment, speech, language and communication, physical disabilities, attachment disorder. | Training to be organised to meet needs of pupils as identified by class teacher and SENCO   |

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| Are classrooms optimally organised for disabled pupils?  | Advice from specialists is sought as the need arises to ensure pupils are fully included in the learning  | Advice to be organised to meet needs of pupils as identified by class teacher and SENCO  |
| Do lessons provide opportunities for all pupils to achieve?  | Lessons are structured flexibly to include individual, pair, group and whole class work with consideration of the needs of pupils with disabilities. Lessons are delivered to take account of a wide range of learning styles and needs.  | Teacher to be organised to meet needs of pupils as identified by class teacher and SENCO   |
| Are all pupils encouraged to take part in music, drama and physical activities?  | All children have equal access to all areas of the curriculum and all children are encouraged to take part in extra-curricular activities. In addition, pupils are encourage to share their 'good news' with the whole school in our assemblies and this can include out of school activities | Reflect on pupil voice discussions and School Council suggestions to see what else we can offer pupils   |
| Do staff recognise and allow for the considerable effort expended by some pupils with disabilities to access the curriculum?       | Pupils are praised for the output and staff acknowledge the time taken by pupils and the effort to complete tasks.  | Use whole school reward systems to recognise accomplishments of SEND pupils  |
| Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? | Pupils can have extra time in Key Stage 2 SATs and extra time in class assessments to allow them to show their full potential.  | Ensure that planning/lesson structure allows time for pupils to complete tasks. The head teacher will apply for additional time for SATs for those pupils with identified needs. |

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| Have we considered the impact of the timetable on pupils with disabilities?   | As a school we strive to be fully inclusive, so adjustments to timetables to be made as needed.  | Staff to have flexibility in how they teach across the week to allow all pupils to fully access the timetable.   |
| Is provision made for pupils with disabilities who cannot engage in particular events?  | School would look at how to accommodate every child into events e.g. by large print for assembly songs to allow visually impaired children to participate.                               | Staff and support workers to have flexibility in how they approach events to ensure we continue to offer full inclusion.                                 |
| Do all pupils have access to the wider curriculum including extra-curricular activities?  | All pupils have access to activities and we offer a range of clubs to suit a variety of interests and needs  | Ensure we continue to offer a wide range of extra-curricular activities and also celebrate pupil achievements outside of school that they tell us about. |
| Are there high expectations of all pupils?  | Pupils are appropriately grouped and seated according to their academic ability and all pupils are supported and encouraged to reach their full potential.                               | Continue to closely monitor pupil attainment and progress to ensure all pupils, including those with SEND, to ensure they are given high expectations.   |
| Do we provide information in simple language, symbols, large print, on audiotape or in Braille or pupils and prospective pupils who may have difficulty with standard forms of printed information? | Large print materials can be provided for children with visual impairment. Advice can be taken from advisory teachers for the visually impaired and other adaptations made if necessary. | Ensure we seek advice from advisory teachers to ensure pupils with additional needs are able to access information.                                      |