**Breadsall Hill Top Primary School**

'Achieving Together'

Accessibility Audit and Plan

**Accessibility Audit and Plan September 2025**

This audit and plan covers all three main strands of the planning duty:

**1. Physical Access- Improving the extent to which disabled children are able to take advantage of education and intervention.**
The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.
Aids to physical access include ramps, handrails, widened doorways, adapted toilet facilities.
Physical aids to access education covers things such as ICT equipment, enlarged keyboards, specialist furniture and equipment.
Constraints – Breadsall Hill Top Primary School is part of the 'Transform Trust' academy. The school was built in 1952 and has been developed and improved over the years, most significantly with the addition of 7 new classrooms in 2013. Accessibility was given high priority during the planning stage.
We have a 60 place nursery unit, 22 classrooms, two large halls, an area designated as a library area, a staff room, offices and group rooms. Outside, we have 2 playgrounds, several well- developed outdoor learning areas and access to a large field. Part of this field has been designated to a Forest School, including a woodland area and pond. Fencing to aid security has been in place since the improvements in line with policies/ procedures for safeguarding. Our school site is vast and the buildings and playgrounds are at different levels with many sets of stairways. Our buildings and playgrounds are all accessible by using ramps or lifts.

**2. Learning Access - Increase the extent to which disabled children can participate and achieve within the schools' curriculum.**
The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, staff information and training. Many adjustments to access will be dependent on individual needs – and assessed at the appropriate time working in partnership with other agencies.

**3. Information Access - Improving the delivery of information to children with disabilities.**
Any children requiring additional support are clearly identified on entry to Breadsall Hill Top Primary School and throughout their time with us. Those requiring specific support are known by staff so their needs can be met in class and around school through differentiation.

VI = Visually Impaired
HI = Hearing impaired
PI = Physically impaired

**Physical Access Audit and Plan**

1 Excellent (Yes) – 4 Poor (No)

| Item | Issue | 1 | 2 | 3 | 4 | Comments |
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| 1 | Is furniture and equipment selected, adjusted and located appropriately? | √ | | | | School furniture is procured appropriate to key stage.<br>Well resourced classrooms.<br>SEND reviews reflect on specialist furniture and equipment if appropriate. |
| 2 | Are pathways and routes logical and well signed? | √ | | | | Appropriate signage around the site to create clear pathways and routes.<br>Start and end of the day routines are well organised to ensure safety.<br>⇒ Some have been reviewed to reduce children numbers in response at unprecedented times. |
| 3 | Do you have emergency and evacuation procedures to alert all occupants? | √ | | | | Emergency and evacuation procedures are displayed around school, particular attention paid to visitor access points.<br>Signing in and registration system include visitor safety information leaflets.<br>Practice emergency and evacuation procedures regularly.<br>Routines are explained to all supply staff.<br>There are trained staff on site to direct staff, children and visitors during emergency evacuations.<br>PEEPs in place for vulnerable children. |
| 4 | Is appropriate furniture & equipment provided to meet the needs of individual children? | √ | | | | Staff are proactive in approaching the SENDCo about specialist furniture and equipment.<br>There is specialist equipment available on site, for example, pencil grips, sloping boards, ear defenders, wobble cushions etc, responding to the needs of individuals is quick and efficient.<br>Equipment is also issued from the Occupational Health service for children who require them following assessment. |
| 5 | Do furniture layouts allow easy movement for children with disabilities? | √ | | | | Furniture layouts are flexible.<br>Classrooms are laid out for ease of movement, each classroom has a spacious stock cupboard.<br>Access is in line with Health and Safety inspections in particular the safe clear escape route in case of an emergency evacuation. |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | √ | | | | Limited number of spaces that children can access, however, good use is made of all available space.<br>All classrooms have quiet/calm areas for children who need them. |
| 7 | Are car park spaces reserved for disabled people near the main entrance? | √ | | | | The visitor's car park is located at the front of the grounds and the main reception is accessible from this area. |

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| | | | | | | Provision for disabled visitors is available upon request. |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | | √ | | | The school site is vast and the buildings and playgrounds are at different levels with many sets of stairways.<br>The buildings and playgrounds can be made accessible by personalised planning and risk assessments.<br>The main entrance is easily accessible.<br>Some routes are accessed through locked gates, these would be opened by a key holder when required.<br>Access for disabled wheel chair users is not available through all doors due to steps in place. Alternative routes are available. |
| 9 | Are steps needed for access to the main entrance? | √ | | | | No. |
| 10 | Is it possible for a wheelchair user to get through the principal door unaided? | √ | | | | The door at the main entrance is wide enough for wheelchair users, and is electronic. |
| 11 | If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? | | √ | | | Once in the lobby at the principal entrance, office staff can release the lock on the internal door and it can be pulled open easily. There is sufficient space for wheelchair users to negotiate the doors.<br>Office staff would assist to make access easier if required or requested. |
| 12 | Do all internal doors allow a wheelchair user to get through unaided? | | √ | | | A wheel chair user would have a personalised plan. An external visitor would be accompanied and internal staff member or pupils would have individual plans in place. |
| 13 | Do all the corridors have a clear unobstructed width of 1.2m? | √ | | | | Yes. |
| 14 | Does the school have a wheelchair accessible toilet? | √ | | | | Yes, in all buildings. |
| 15 | Does the school have accessible changing rooms/shower facilities? | | √ | | | Shower available.<br>A personalised Intimate Care Policy is implemented.<br>Spacious toilet facilities. |
| 16 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | √ | | | For internal wheelchair users, we would have a Personal Evacuation Plan in place, in partnership with other agencies.<br>For visitors there will be a generic PEEP. |
| 17 | Are non-visual guides used to assist people to use the buildings? | | √ | | | The site currently supports the needs of the occupants and this would be explored in response to need. |
| 18 | Could any of the décor be confusing or disorientating for students with disabilities? | √ | | | | No. The whole site has been redecorated and will be update on a 3 year rolling program to ensure it is regularly maintained. |
| 19 | Is a hearing induction loop available (either fixed or portable) in the school? | | | √ | | No current hearing induction loops in place, as not required at present for current occupants.<br>If required school would work with other agencies to put these systems in place. |

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| 20 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | √ | | No, personal evacuation plans are in place to evacuate those with hearing impairments. |

**Learning Access and Audit**

1 Excellent (Yes) – 4 Poor (No)

| Item | Issue | 1 | 2 | 3 | 4 | Actions |
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| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | | √ | | | Response is based on emerging needs.<br>Plan thoroughly through transition.<br>Commitment to working with parents and professionals.<br>Ongoing SEND programme of CPD for all staff needs to include disability awareness. |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | √ | | | | Well established relationships with Trust, LA and health professionals when required.<br>Strong SEND systems and structures in place, for example, needs analysis and provision mapping with Trust lead for SEND and SEND PLCs.<br>Ongoing SEND programme of CPD for all staff needs to include disability awareness. |
| 3 | Do all staff seek to remove all barriers to learning and participation? | √ | | | | SENDCo supports all staff in removing barriers to learning and participation.<br>Ongoing professional dialogue.<br>SENDCo provides challenge and support to all staff. |
| 4 | Is teaching appropriately differentiated to meet individual needs so that pupils make good progress? | | √ | | | SENDCo conducts regular monitoring activities.<br>⇒ Whole school development plans to monitor the impact of CPD to ensure teaching meets the needs of the individual. |
| 5 | Are all children encouraged to take part in music, drama and physical activities? | √ | | | | All children have equal access to and are encouraged to participate in physical activities, including clubs. |
| 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? | √ | | | | Inclusion is a high priority in school.<br>Fully inclusive at all times. Where there are limitations to the child's mobility, staff have received support to include these children to the limit of their physical disability.<br>Staff are creative in their approach to differentiation and inclusion.<br>All children are taught about similarities, difference and acceptance. |
| 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? | √ | | | | SENDCo is proactive and monitors the inclusion of SEND children thoroughly.<br>At present there is one child in school with a recognised physical disability who is included in all areas of the curriculum.<br>Historically, there have been several children with severe physical disabilities who have been included fully in the curriculum and residential activities. |

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| | | | | | | Other children with disabilities including ASD and ADHD, are fully included in all activities after risk assessments and dialogue with parents and staff. |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | √ | | | | Timings are flexible and all children are given adequate time to achieve success. Additional time can be found if necessary.<br>Additional time in standardised tests is applied for, in good time, for those children on the SEND list, whom it is appropriate to apply for. |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | √ | | | Specialist ICT equipment is in school, for example, an enlarged mouse, a keyboard with enlarged and clearly defined keys, for children who need them in conjunction with advice from other agencies.<br>Good use of specialist 'apps' on iPads.<br>⇒ Specialised apps etc would be downloaded if required. |
| 10 | Are school visits made accessible to all pupils irrespective of attainment or disability? | √ | | | | School visits are carefully planned in collaboration with school leaders. They are planned with SEND children in mind.<br>Standard practice is for extra visits and risk assessments for children with a physical disability and behaviour needs. |
| 11 | Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | √ | | | School leaders are committed to keeping up to date with technology and practices to support SEND children.<br>Close partnership with our Educational Psychologist.<br>Exploration of technology for children with dyslexia.<br>Response is based on emerging needs.<br>Plan thoroughly through transition.<br>Commitment to working with parents and professionals.<br>⇒ Ongoing SEND programme of CPD for all staff needs to include disability awareness. |

**Information Access and Audit**

1 Excellent (Yes) – 4 Poor (No)

| Item | Issue | 1 | 2 | 3 | 4 | Action Plan |
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| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for children and prospective children who may have difficulty with standard forms of printed information? | | √ | | | Skilled staff support children with speech, language and communication needs.<br>Signs and symbols are used to aid communication in all classroom<br>Close partnership with the Speech and Language Therapist.<br>Enlarged print is obtained easily.<br>Contact made to the LA HI / VI teams for support with presenting information on audiotape or in Braille if required. |
| 2 | Do you have the facilities such as ICT to produce | √ | | | | Signs and symbols to aid communication. |

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| | written information in different formats? | | | | | Coloured overlays used for children with dyslexic difficulties.<br>Creation of resources such as communication books. |
| 3 | Do you ensure that information is available to staff, children and parents in a way that is user friendly for all people with disabilities? | | √ | | | Headteacher / SENDCo/ teachers work closely with parents/carers with additional needs.<br>Adjust communication to meet the needs of children and parents/carers. |