

RUNNYMEDE ST EDWARDS SCHOOL - ACCESSIBILITY AUDIT 2015-16

Identification Audit- 2015/2016

SECTION ONE - How does your school deliver the curriculum?	YES	NO
1. Do you ensure that teachers and NNEBs have the necessary training to teach and support disabled pupils?	SEND Training Ongoing ✓	
2. Are your classrooms optimally organised for disabled pupils?	Lower level ✓	Upper level inaccessible See Plan
3. Do lessons provide opportunities for all pupils to achieve?	✓	
4. Are lessons responsive to pupil diversity?	✓	
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
6. Are all pupils encouraged to take part in music, drama and physical activity?	✓	
7. Do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. using lip reading?	Not currently a necessary consideration but will be considered with appropriate advice - See Plan	
8. Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Not currently a consideration but will be addressed with appropriate advice when necessary. See Plan	
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities - i.e. some P.E.	Provision of an ESA by the LA to support learning of a disabled pupil. Disability risk assessment audit.	

Identification Audit

SECTION ONE (continued) - How does your school deliver the curriculum?	YES	NO
10 Do you provide access to computer technology appropriate for students with disabilities?	✓	
11. Are school visits, including residential visits made accessible to all pupils irrespective of attainment or impairment?	✓	
12. Are there high expectations of all pupils	✓	
13. Do staff seek to remove all barriers to learning and participation?	✓	

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Accessibility Plan

SECTION TWO - Is your school designed to meet the needs of all pupils?	YES	NO
14. Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, halls, canteen, library, and playgrounds allow access for all pupils?	Currently yes. ✓ Upper floor inaccessible for wheelchair users	See Plan
15. 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?	Lower floor ✓	Upper floors ✓ See plan
16. Are pathways of travel round the school site and parking arrangements safe, routes logical and well signed?	✓	
17. Are emergency and evacuation systems set up to inform all pupils with SEN and disabilities: including visual and auditory?		Only some visual - see plan components
18. Are non-visual guides used to assist people to use buildings lifts with a tactile button?		No lift available - see plan
19. Are areas to which pupils have access well lit?	✓	
20. Could any of the décor, signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓ No issues	
21. Are steps made to reduce background noise for hearing impaired pupils such as considering a room' s acoustics and noisy equipment?	✓	
22. Is furniture and equipment selected, adjusted and located appropriately?	✓	

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SECTION THREE - How does your school deliver materials in other formats?	YES	NO
23. Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who make have difficulty with standard forms of printed information?		See Plan
24. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities - reading aloud presentations - describing diagrams?	✓	
25. Do you have the facilities such as ICT to provide written information in different formats?		See Plan
26. Do you ensure that staff are familiar with technology and practices to assist people with disabilities?	✓ Yes and ongoing	