



St Mary's CE Middle

School, Puddletown:

Accessibility Audit

Name of school	Date of audit
St Mary's CE Middle School, Puddletown	09/03/23

Audit completed by	Role	Signature
Mel King and Chrissy Hancock	SENCo and SEN Governor	Mel King and Chrissy Hancock

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Action
What changes to accessibility has the school made since creating its most recent accessibility plan?	Car park has been increased and extra disabled car parking. Handrails have been installed on all stair cases. 2 unisex accessible toilets installed. Whole school training for dyslexia, ASD, visual and hearing support has been carried out, plus additional DC training for CCN base. Increase in access to all out of school activities for all pupils. Information available on a variety of formats to meet the needs of all. Visually and hearing impaired students have full access to the curriculum.	
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	Colour contrasting handrails were actioned but these were accidentally painted over when school was decorated last summer, this needs to be reversed. Other points have not been actioned due to financial constraints.	
How does the school keep to the recommended timeframes outlined in its accessibility plan?	Pandemic effected time frame. Site manager to be given updated list from this audit.	
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	Finances and pandemic.	

Access to the curriculum

Question	Comments	Action
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	Visual aids, adapted worksheets/ activities. Provide processing time. Plan for additional support. Pupils have individual plans on ed to communicate needs and strengths.	Initiate regular vision support visits for appropriate pupils to ensure resources are up to date.
How does the school ensure that all pupils have access to extracurricular activities?	Dealt with on an individual basis to meet needs and support family.	
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	Funding is available if required, extra staff support is provided, reasonable adaptations are made.	
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	Yes	
How does the school enable all pupils to have access to the full curriculum without hinderance?	Curriculum is adapted. Work with external agencies. EHC plans are followed. Work closely with DC fro extra support when needed.	Update pupil support profiles on EduKey annually/ as provision changes throughout the year.
What has the school put in place so that all pupils feel secure, make progress and reach their full potential?	TLC, pastoral system, tutor support, groups and individual interventions.	
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	Make reasonable adaptations (see SEND policyand SEND info report).	

Access to the curriculum (continued)

Question	Comments	Action
How does the school make use of its teaching assistants when supporting pupils with SEND?	Pupils are supported by TAs in accordance with their plans and EHCPs. There is a high level of interventions across the school covering all four areas of the code of practice.	
How does the school include all pupils in group work and class work?	Teachers adapt work to include individuals and make reasonable adjustments. TA staff oversee the groups when required.	
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	All pupils are encouraged and timetabled to access our broad and balanced curriculum.	
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	When required pupils work with trusted adults to support with discussions and presentations. Adaptations are made e.g. give presentation on 1:1 basis if needed.	
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	Pupils are given chrome books as required. Additional adult support is provided if needed.	
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	This needs to be further investigated and actioned.	

Access to the curriculum (continued)

Question	Comments	Action
What learning resources does the school provide for pupils with sensory impairments?	Sensory assessment using DC guidelines. Sensory diet and sessions are provided to individuals daily.	
How does the school support pupils with disabilities that affect numeracy, literacy and speech?	TA support. Additional interventions for literacy, numeracy and SALT (see SEND policy and info report on website).	
How are staff trained to meet the needs of all pupils?	CPD. Every Sept MK delivers SEND update, regularly reviewed through EduKey.	
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	Regular feedback with parents through emails, comm books, face to face meetings, parents evening, phone calls, etc.	
How does the school seek feedback about accessibility from pupils, parents and staff?	School/ Parent Questionnaires. Feedback at review meetings.	

Access to the physical environment

Question	Comments	Action
How does the school ensure carparks and access and egress routes are clearly identified? What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care assistance with incontinence and the changing of clothing?	Car park bays marked in main cpark. Pedestrian foot path around main cpark. Extra car pking for disabled. 2 toilets in CCN base (inc 1 all access toilet), 1 all access toilet by food tech. No trip hazards, gritting undertaken in icy conditions.	
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	Whole school – ramp to office and then through office corridor to other areas and lift. Corridors all wide enough. Some access routes into and around Yr 5 area – wheelchair ramp access through 5-1 classrooms need to be considered particularly in DT areas. Yr6 area – access via corridor to 6-4	No wheelchair access to res Material look at access routes area and chairs in DT area way round outside. Get someone in to quote for removable ramps.
How does the school keep access routes from being misused?	Teachers monitor corridors during break and lunch and at beginning and end of day.	
How does the school make sure pupils with hearing impairments are notified when the school bell rings?	This has never been an issue as teachers made aware where relevant and ensures pupils are notified. Regular checking	
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors and are suitably adapted by who have physical disabilities?	New carpets put in and new LED lighting installed. New LED lighting system in place Recently had audit with DC of 2023-24 pupil with recommendations – these need to be actioned.	Recommendations from report to be actioned – see report dated 7 th Nov 2022
What measures are in place to ensure that pupils with snow, ice, fallen leaves and litter? language impairments or EAL understand signage on the premises?	Carotaker regularly checks access routes and ensures clear. Any EAL students access to Google translate. Students given buddy when start and teachers made aware to ensure measures are put in place, initial familiarisation induction carried out.	

Car park and school grounds

Question	Comments	Action
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	Fixed ramps	
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	Old building structure, adapted where possible with fixed ramps.	
Do the ramps have handrails on one side, both sides, or none?	No rail for yr 5 ramp by 5-1. Consider if this should be installed.	Consider whether a rail for the yr 5 ramp should be installed.
How does the school keep the surfaces of its ramps slip-resistant?	Gritting and clearing when necessary.	
How does the school keep the ramps adequately lit?	External lights by ramps.	
How does the school ensure the ramps are clearly identifiable?	Handrail and lines on some. Consider if we put lines on those without.	Consider putting lines on all ramps.
How does the school keep the ramps safe for use and in good working condition?	Regular inspection by site manager.	

External ramps and steps

Entrances

Question	Comments	Action
How has the school made sure its corridors, clearly passageways and the facade are wide enough for passage from the facade?	Only bottle neck in DT area due to being an older building. Doors and contrasting coloured handles.	
If any doors are made of glass, how has the school made them identifiable?	N/A	
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	Double doors and suitable spaces either side of main entrance. Not all external doors are suitable for wheelchairs.	
How has the school ensured that doors can be used at both seating and standing height?	Door handles low enough.	
How has the school made sure that all door handles can be grasped and operated easily?	Large handle at appropriate height.	
How has the school made power-operated doors identifiable?	N/A	
How has the school made sure that entryway surfaces are slip-resistant, even when wet?	Regular cleaning. Suitable carpet internally.	

wheelchair users to move and turn, and for other people to pass?		
Question	Comments	Action
from obstacles, hazards and slippery surfaces? How has the school made sure that signs in reception are suitable for screen use, and that signs are retrievable from both kneeling and standing positions?	Placed at suitable height. Lighting replaced with modern LED lighting.	
How has the school made sure its reception areas are safe and visible for those with visual impairments?	LED lighting and natural light.	
How has the school used tactile signs and information to help those with visual impairments find their way?	This needs to be considered.	Consider tactile signs and information boards.
Has the school considered the travel distances of those with ambulatory disabilities?	Yes, TA support if required, leave lessons early/ arrive a little later to avoid busy corridors.	
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?	No	
How are these systems maintained?	N/A	

Corridors and aisles

Reception

How does the school keep its reception areas free from obstacles and hazards?	Regular checking and cleaning by site manager.	
Question	Comments	Action
be used at both seating and standing height?	suitable for those in wheelchair Varnished wooden doors distinguishable.	system.
How has the school ensured its doors are clearly distinguishable?	Newly painted doors have contrasting kick plates and finger plates.	
If any of the school's reception areas are not fitted with an induction loop, why not?	Needs to be reviewed and considered.	Consider an induction loop.
If any of these doors are glass, how has the school made sure they are visible when shut?	N/A	
How has the school ensured telephones and other fittings are suitable for all users?	Suitable for all current users, this would be adapted if other needs were required.	
How has the school made sure that people at seated height can be seen through glass panes in doors?	Corridor and external doors have upper and lower glass panels.	
If the school has any aids to help people navigate the building, how has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?	N/A Double doors in corridors and single doors wide enough.	

Doors

How has the school made door handles accessible to, and easily operated by, seated and standing users?	At suitable height.	
Question	Comments	Action
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities? identifiable?	needs to be considered for change. All access toilet in year 7 area and in the Bridge.	which are not a contrasting colour.
Has the school fitted any power assisted doors?	No	Need new all access loo sign in
How has the school made lavatory and disabled lavatory facilities clearly identifiable? If the school has not fitted any power assisted doors, why is this?	Most toilets are clearly distinguishable but need to look at year 7 all access loo and change colour of some boys logos. Not currently required, cost prohibitive.	year 7 area. Need to paint boys logos which are not contrasting colour.
Lavatories		
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?	Both all access toilets need contrasting colour toilet seat and backrest.	Replace toilet seats and backrests with contrasting colour.
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?	All access toilets have specialist lock fitting.	
How has the school made sure lavatories and disabled lavatories are appropriately lit?	Suitable lighting.	

Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to	Emergency cords currently missing.	Need to replace emergency cords with ones long enough to
Question	Comments	Action
How does the school maintain the emergency call system? How does the school ensure staff are trained to respond to the emergency call system? How is this	Regular checking by site manager. Training needs updating.	Need to check if emergency call system can be heard. Training for response to emergency call system.
Lavatories (continued) How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	Suitable dimensions and clear corridors.	Need to move cupboard in year 7 toilet, lock cupboard and put a corner protector on cupboard.
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	Hand dryer in year 7 area toilet in unsuitable position. Turns on whenever take toilet roll.	Need to move hand dryer.
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?	Specialist taps.	
How has the school made sure lavatory signage is suitable for those with visual impairments?	Needs new signage on year 7 toilet.	New sign on year 7 all access toilet door.
How does the school ensure that disabled lavatories are not being misused?	Adult supervision in corridors.	
How does the school make sure lavatories are free	Regular checking and clearing when needed.	

from obstacles, hazards, spills and slippery surfaces?

Fixtures and fittings

Question	Comments	Action
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	Adaptations made when required.	
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?	N/A	
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	No vending machines. All taps are drinking water.	
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?	Contrasting colours.	
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	All viewable from seated and standing.	
How do staff ensure those with visual impairments have access to information on display boards?	Adaptations made when required.	
How has the school made sure bookshelves are accessible to everyone?	Library manned to assist with any higher reaching.	

Fixtures and fittings (continued)

Question	Comments	Action
How does the school ensure fire alarms systems for those with ambulatory disabilities, including inside stairs in dining halls and room to manoeuvre?	This needs to be considered. Mobile ramps need to be considered for food hall. Seating area suitably adjusted when needed.	Consider visual fire alarm system. Consider mobile ramp for dining hall.
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Seating suitably adapted when needed.	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Seating suitably adapted when needed.	
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?	Clearly identified on school map.	
How has the school ensured classrooms are clearly identifiable?	Clearly identified on school map.	
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?	Clearly identified on school map.	
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	Student would choose suitable lockers before lockers allocated.	

Means of escape

How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	Regular checking to ensure areas are clear. Constraints due to age and design of building.	
What arrangements has the school made for those with disabilities when evacuating from upper floors?	Suitable plan put in place according to individual needs – personal evacuation plan.	
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?	Symbol signs used and full induction when an individual starts at the school.	
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Practice fire drills and lockdowns. Adaptations made where required.	
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	This is done on a case by case basis.	
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Regular monitoring and clearing.	
What does the school have in place to check warning devices and detectors regularly?	6 monthly inspections by contractors and weekly by site manager.	

Access to information

Question	Comments	Action
How has the school ensured its buildings are equipped with hearing assistance?	Tannoy system in place and individual pupils have radio mics and hearing aids.	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	Yes, work is adapted for individuals.	
Has the school arranged for audio versions of information? If not, why is this?	Audio versions made where necessary.	
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	Staff are aware of sensory impairments and adapted presentation with parents/ pupils if required. Individual staff are on hand to work 1:1.	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	Signs are on walls and at suitable height.	
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	School has necessary signage but are aware to not have 'busy' walls and corridors to not overwhelm pupils.	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	Website is currently being updated.	This needs to be considered when updating the website.

