

JOSEPH HOOD ACCESSIBILITY PLAN AUDIT 2025

IDENTIFYING BARRIERS TO ACCESS (AUDIT)

QUESTION/ISSUES	Yes/ No	COMPLETED	IN PROGRESS	NOT YET ADDRESSED	EVIDENCE
1. Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes	√			Policy and practice. Children attending trips, arrangements for day trips
2. Are there preparation for entry into school? Admissions.	Yes	√			Settling in arrangements-induction, stay and plays, homevisits
3. Are pupils all taught according to their need?.	Yes	√			Teaching and learning policy, curriculum policies, observations
4. Is there a homework policy in place?	Yes	√	√		Policy-needs reviewing and updating
5. School discipline/behaviour procedures	Yes	√	√		Policy-to be updated Autumn 2025 to a behaviour and relationships policy
6. Exclusion procedures.	Yes	√			Policy/Merton guidelines
7. School clubs and activities open to all.	Yes	√			Club registers and analysis
8. School trips open to all	Yes	√			Charging and remissions policy, trips policy and practice
9. The school's arrangements for working with other agencies.	Yes	√			
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	Yes	√			SEN training records
2. Do staff recognise and allow for the mental effort expended by some pupils, for example using lip-reading?	Yes	√	√		SEND policy and classroom observation. Update SEND policy
3. Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	Yes	√			Observation of classroom practice. Extra time recommendations
4. Are there high expectations of all pupils?	Yes	√			Monitoring
5. Do staff seek to remove all barriers to learning and participation?	Yes	√			Monitoring
6. Access to the curriculum.	Yes	√			Observation
7. School policies, e.g. anti-bullying, SEN policies, health and safety.	Yes	√	√		Policy. Update anti-bullying policy Autumn 2025

<u>QUESTION/ISSUES</u>	<u>YES/ NO</u>	<u>COMPLETE D</u>	<u>IN PROGRESS</u>	<u>NOT YET ADDRESSED</u>	<u>EVIDENCE</u>
1. Do all external entrances to the buildings allowing wheelchair access?	Yes	√			Ramps/school layout
2. Are all playgrounds accessible to wheelchairs?	Yes	√			Ramps/school layout
3. Are all classrooms accessible to wheelchairs?	Yes	√			Lift and ramp access.
4. The movement of children inside the buildings. All areas accessible.	Yes	√			Wide corridors, lift access
5. The movement of children outside and around the buildings.	Yes	√			Ramps, school evacuation procedures
6. School Meals provision – access to tables/chairs.	Yes	√			Fixed tables and chairs as well as free moving chair. Availability of special height adjusting chair
7. Collective worship – access to assembly hall.	Yes	√			Large hall, double doors
8. P.E. equipment. – access	Yes	√			Range of PE equipment available, height adjustable.
9. Toilets – access, also access for parents to use changing facilities and disabled toilet upstairs and downstairs	Yes	√			2 disabled toilets available with height adjustable changing bed
10. Is playground equipment accessible?	NO	X		In accessibility plan	Availability of climbing equipment-different heights but no accessible equipment for wheelchair users, children with restricted mobility.
<u>QUESTION/ISSUES</u>	<u>YES/ NO</u>	<u>COMPLETE D</u>	<u>IN PROGRES S</u>	<u>NOT YET ADDRESSED</u>	<u>EVIDENCE</u>
1. Do lessons provide opportunities for all pupils to achieve?	Yes	√			T&L observations, T and L policy, curriculum policies
2. Are lessons responsive to pupil diversity?	Yes	√			T&L observations, long term curr overviews, equality and diversity policy
3. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	√			T&L observations
4. Are all pupils encouraged to take part in music, drama and physical activities?	Yes	√			Curriculum policies, Eq. Opportunities policy
5. Do staff provide alternative ways of giving access to experience	Yes	√			Observation, extra curricular opportunities-trips and workshops

6. Do you provide access to computer technology appropriate for students with disabilities?	Yes	√			Observations, access to assistive technology for those pupils who need it
7. Does the teaching and learning policy and practice consider access?	Yes	√			T&L policy, Eq opportunities policy
8. Does classroom organisation consider curriculum access?	Yes	√			Observations, environment checklist
9. Does lesson timetabling consider access where appropriate	Yes	√			Observations, T and L policy, school expectations
10. Assessment and examination arrangements.	Yes	√			Observation/ SATs access arrangements
11. Preparation of pupils for the next phase of education.	Yes	√			Transition arrangements

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1. Do you provide information in simple language, symbols, large print, talking books, or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes-some use of Widgit in school	√	√		Adaptations made for pupils-improvements needed for parent information/prospective families
2. Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, interactive apps and describing diagrams?	Yes	√			Social stories provided for children, widgit used. As above need to improve the way we provide information for parents
3. Do you have the facilities such as ICT to produce written information in different formats?	Yes	√			Programmes in school such as widgit, enlarging text,
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	√			Staff training/senco information
5. Do School announcements consider access to all?	Yes	√			Website, Letters
6. Are the school's arrangements for all external signs for visitors adequate in terms of accessibility?	Partially		√		More use of widgit and diagrams needed to support signage
7. Are the school's alarms accessible to all?	Yes	√			Ringling and flashing fire alarms.

