



Accessibility Audit and Plan

Accessibility Audit and Plan September 2025

1. Learning Access - Increase the extent to which 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.

2. 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 handrails, stair lifts, widened doorways, adapted toilet facility.

Physical aids to access education includes IT equipment, enlarged keyboards, specialist furniture and equipment.

We have a 30 place nursery unit, 9 classrooms, one large halls, an area designated as a library area, a staff room, and offices. Outside, we have 3 playgrounds, several well- developed outdoor learning areas and access to grassed areas. Fencing to aid security has been in place since the improvements in line with policies/procedures for safeguarding. The school building, and one of the playgrounds are at different levels with one indoor stairway and one outdoor stairway. Our buildings and playgrounds are all accessible by using ramps or lifts.

2. Information Access - Improving the delivery of information to children with disabilities.

Any children requiring additional support are clearly identified on entry to William Booth Primary and Nursery 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 / Actions
1	Is furniture and equipment selected, adjusted and located appropriately?	x				School furniture is procured appropriate to key stage. Well-resourced classrooms. SEND reviews reflect on specialist furniture and equipment if appropriate – purchased carpet table for positioning of whiteboard – chair with foot plate and height adjustable. This will be reviewed alongside evaluation of pupil need and school admissions.
2	Are pathways and routes logical and well signed?		x			Appropriate signage around the site to create clear pathways and routes. Start and end of the day routines are well organised to ensure safety. 3 gates onto the school grounds ensure flow of people is steady and safe. Environment is orderly and well controlled. ACTION – Review flow of people at end of the day onto KS1 playground
3	Do you have emergency and evacuation procedures to alert all occupants?	x				Emergency and evacuation procedures are displayed around school, particular attention paid to visitor access points. Signing in and registration system include visitor safety information leaflets. Practice emergency and evacuation procedures regularly. Routines are explained to all supply staff. There are trained staff on site to direct staff, children and visitors during emergency evacuations. PEEPs in place for vulnerable children.
4	Is appropriate furniture & equipment provided to meet the needs of individual children?	x				Staff are proactive in approaching the SENCo about specialist furniture and equipment. There is specialist equipment available on site, for example, pencil grips, sloping boards, ear defenders, wobble cushions, rollers etc, responding to the needs of individuals is quick and efficient. This is regularly audited to ensure good stock. New equipment is purchased as required. High-cost equipment is issued from the Inclusive Education Service for children who require it following assessment. School purchases lower cost equipment as advised by the IES and Occupational Therapists.

5	Do furniture layouts allow easy movement for children with disabilities?	x				<p>Furniture layouts are flexible, and carefully planned to meet the needs of children with disabilities.</p> <p>Classrooms are laid out for ease of movement, and each classroom has a spacious stock cupboard, avoiding clutter in the classroom.</p> <p>Access is in line with Health and Safety inspections in particular the safe clear escape route in case of an emergency evacuation.</p>
6	Are quiet rooms/calming rooms available to children who need this facility?	x				<p>Good use is made of all available space in school.</p> <p>All classrooms have quiet/calm areas for children who need them.</p> <p>A regulation space is available for access and use by all children. A sensory room is also available.</p>
7	Are car park spaces reserved for disabled people near the main entrance?	x				<p>The visitor's car park is located at the front of the grounds and the main reception is accessible from this area.</p> <p>Provision for disabled visitors is available upon request.</p>

8	Are there any barriers to easy movement around the site and to the main entrance?		x			<p>The school building, and one of the playgrounds are at different levels with one indoor stairway and one outdoor stairway. Our buildings and playgrounds are all accessible by using ramps or lifts. These alternative methods of access and movement ensure accessibility.</p> <p>The main entrance is easily accessible. Some routes are accessed through locked gates, these would be opened by a key holder when required.</p> <p>Access for disabled wheel chair users is available through all doors.</p>
9	Are steps needed for access to the main entrance?	x				<p>No – the car park and pedestrian entrance to school are at the same level as the main entrance.</p> <p>The building is on two levels, with stairs and lift access into main school.</p> <p>The lift is regularly serviced in readiness for any pupil or adult requiring it.</p>
10	Is it possible for a wheelchair user to get through the principal door unaided?				x	<p>The door at the main entrance is wide enough for wheelchair users.</p> <p>However, it is a manual pull door and therefore a wheelchair user would require assistance to open it.</p> <p>ACTION – SLT to review</p>

11	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				x	<p>Once in the lobby at the principal entrance, office staff can release the lock on the internal door. However, it is a manual pull door and therefore a wheelchair user would require assistance to open it.</p> <p>There is sufficient space for wheelchair users to negotiate the doors.</p> <p>ACTION – SLT to review</p>
12	Do all internal doors allow a wheelchair user to get through unaided?				x	<p>All internal doors are wide enough for accessibility; however, they are all manual pull or push doors and therefore a wheelchair user would require assistance to open them.</p> <p>An external visitor would be accompanied, and internal staff members and pupils would have individual plans in place.</p> <p>ACTION – SLT to review</p>
13	Do all the corridors have a clear unobstructed width of 1.2m?	x				Yes.
14	Does the school have a wheelchair accessible toilet?	x				Yes, on both levels of the school building.
15	Does the school have accessible changing rooms/shower facilities?	x				<p>Shower available in the hygiene suite.</p> <p>An overhead hoist is fitted, for which training is provided in line with individual children’s needs and plans.</p> <p>A personalised Intimate Care Policy is implemented.</p> <p>Spacious toilet facilities.</p>
16	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x			<p>All fire exit door are easily accessible from all areas of school, and are wide enough for accessibility. However, they are all manual push doors and therefore a wheelchair user would require assistance to open them.</p> <p>For internal wheelchair users, we would have a Personal Evacuation Plan in place, in partnership with other agencies.</p> <p>For visitors there will be a generic PEEP.</p> <p>ACTION – SLT to review</p>
17	Are non-visual guides used to assist people to use the buildings?		x			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?		x			<p>No. All classrooms and shared areas have calm and minimal décor designed to reduce cognitive overload.</p> <p>ACTION - Décor TO be reviewed and addressed on a regular basis to ensure it is maintained.</p>

19	Is a hearing induction loop available (either fixed or portable) in the school?			x		No current hearing induction loops in place, as not required at present for current occupants. If required, school would work with other agencies (Inclusive Education Service) to put these systems in place.
20	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	x				Yes, and personal evacuation plans are in place.

Learning Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Actions
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x			Response is based on emerging needs. Plan thoroughly through transition. Commitment to working with parents and professionals. Ongoing SEND programme of CPD for all staff needs includes 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?	x				Well established relationships with Trust, LA SEND specialist services and health professionals. Strong SEND systems and structures in place, for example, needs analysis and provision mapping with Trust lead for SEND, and SEND PLCs. Training is providing as required for staff working with specific children (ie mobility needs, health needs). Ongoing SEND programme of CPD for all staff needs includes disability awareness.
3	Do all staff seek to remove all barriers to learning and participation?	x				All staff are committed to knowing individual children's strengths, needs and barriers and addressing these to meet need. SLT lead the drive on inclusivity to ensure all children have access to learning and enrichment activities. The SENCO and Inclusion Team support all staff in removing barriers to learning and participation, including providing challenge and support to all staff.
4	Is teaching appropriately differentiated to meet individual needs so that pupils make good progress?	x				SENCO conducts regular monitoring activities. Adaptative teaching has been a school development priority and is consistently identified as a strength of the school, in classrooms and through monitoring activities carried out by leaders at all levels.
5	Are all children encouraged to take part in music, drama and physical activities?		x			All children have equal access to and are encouraged to participate in physical activities, including our Experience Life clubs. School staff work closely with children and families to support participation, for example adaptation of musical instruments SLT monitor and track participation in enrichment activities. ACTION – Continue to improve tracking of participation and addressing and barriers.

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?	x			<p>Inclusion is a high priority in school. William Booth is a fully inclusive school at all times. Where there are limitations to the child's mobility, staff have received support to include these children in line with their strengths, needs and disability. Staff are creative in their approach to adaptations, adjustments and inclusion. PE lessons are always adapted by the external provider and class teacher if a child is unable to access the full content of the lesson. All children are taught about similarities, difference and acceptance.</p>
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?	x			<p>The SENCO is proactive and monitors the inclusion of SEND children thoroughly. At present there are two child in school with a recognised physical disability, and these children are included fully in the curriculum and enrichment activities, including trips and residential activities. Children with other disabilities including ASD and ADHD, are also fully included in all activities. Risk assessments and dialogue with parents and staff are in place as required to support with this inclusion.</p>
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?	x			<p>Timings are flexible and all children are given adequate time to achieve success. Additional time can be found if necessary. 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.</p>
9	Do you provide access to appropriate technology for those with disabilities?		x		<p>Children are provided with 1:1 iPads in school, allowing them to use a whole range of assistive features. Specialist ICT equipment would be purchased as required in conjunction with advice from other agencies for example, an enlarged mouse, a keyboard with enlarged and clearly defined keys. Good use of specialist 'apps' on iPads.</p> <p>ACTION – SLT & Digital Lead to continue to monitor and review assistive technology use alongside the rapid advances in this area.</p>
10	Are school visits made accessible to all pupils irrespective of attainment or disability?	x			<p>All visits, visitors and residentials are accessible for all pupils across school. School visits are carefully planned in collaboration with the visit lead team, school leaders, and families.</p>

					<p>Risk assessments and dialogue with parents and staff are in place for any child with a disability or additional need as required to support with this inclusion.</p> <p>Adjustments / alternative arrangements are made as required (for example school will transport a child with mobility difficulties so they do not need to walk)</p>
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x		<p>School leaders are committed to keeping up to date with technology and practices to support children with SEND.</p> <p>Children are provided with 1:1 iPads in school, allowing them to use a whole range of assistive features.</p> <p>High-cost equipment is issued from the Inclusive Education Service for children who require it following assessment. School purchases lower cost equipment as advised by the IES and Occupational Therapists.</p> <p>External support from Trust, LA SEND specialist services and health professionals to ensure training is up to date.</p> <p>ACTION – SLT & Digital Lead to continue to monitor and review assistive technology use alongside the rapid advances in this area, focusing on ensuring all staff are aware of these developments.</p> <p>ACTION – Dyslexia friendly practices training for all staff Autumn Term 2026</p>

Information Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Action Plan
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?		x			<p>Skilled staff support children with speech, language and communication needs. Signs and symbols (using Communicate In Print) are used to aid communication and understanding for all children in all classrooms.</p> <p>Additional visual aids are provided for individual or groups of children as required.</p> <p>Close partnership with the Speech and Language Therapist and Autism Team. Contact will be made to the LA Inclusive Education Service HI / VI teams for support with presenting information on audiotape or in Braille if required.</p>
2	Do you have the facilities such as ICT to produce written information in different formats?	x				<p>Communicate In Print is used consistently across school to provide visuals to aid written information.</p> <p>The school's online communication platform 'Class Dojo' has an inbuilt translation tool. Google Translate is available on all iPads for use as required.</p>
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?		x			<p>Headteacher / SENDCo/ teachers work closely with parents/carers with additional needs. Adjust communication to meet the needs of children and parents/carers.</p> <p>Surveys show that families are happy with the level of communication and the way that it is made available.</p> <p>ACTION – Continue to monitor the views of children, staff and families about the communication of information.</p>