Accessibility Audit

Blessed Edward Oldcorne Catholic College	Date of completion: October 2023
Name of person who completed audit: Mr McClarey	Role of person who completed audit: Headteacher

1. Is the college compliant with the Equality Act 2010?

	Question	Green	Amber	Red	Comments
1	Do you have an Accessibility Plan?	Green			
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?		Amber		Put on college council agenda
3	Is everyone in your setting aware of the Equality Act 2010?	Green			
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	Green			
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Green			
6	Have you published your SEN information report?	Green			

	Question	Green	Amber	Red	Comments
7	Is your SEN information report linked to the Local Offer?				
8	Do all staff understanding the needs of the pupils/students and support them accordingly?				
9	Do you have inclusive, whole school policies, processes and practices?				
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?				
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.				
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?				

2. Is the college physically accessible?

	Question	Green	Amber	Red	Comments
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?				
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?				
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?				

#	Question				Comments
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?		🟧		Investigate visual systems
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	🟩			
6	Are calm low sensory areas available in the setting?	🟩			
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?		🟧		A lot of work has gone into making classrooms clutter free
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?		🟧		Needs further investigation, staff however are aware of how to make adjustments for students with sensory needs.
9	Is furniture and equipment selected, adjusted and located appropriately?	🟩			
10	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.		🟧		Warrants further advice from the VI team
11	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	🟩			
12	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	🟩			

3. Is the college inclusive?

	Question	Green	Amber	Red	Comments
1	Is accessible signage used, throughout the setting's environment, at all activities and events?		▮		Carry out a site walk to discuss and highlight particular areas of concern
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	▮			
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	▮			
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	▮			
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	▮			
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	▮			
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	▮			
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	▮			

	Question	Green	Amber	Red	Comments
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	🟩			
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	🟩			

4. Is the curriculum accessible?

	Question	Green	Amber	Red	Comments
1	Do staff have high aspirations and expectations of pupils/students with SEND?	🟩			
2	Do staff have regular and updated training re additional needs and how the needs can be met?	🟩			
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	🟩			
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	🟩			
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	🟩			
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	🟩			

7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	🟩			
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?		🟧		Low numbers of SEND students in previous year 11 cohorts makes it difficult to do meaningful comparisons. SEND students progress is carefully monitored
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	🟩			
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	🟩			
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?		🟧		Need to consider appropriate ways to do this while being aware of GDPR
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	🟩			
13	Do pupils/students with SEND have access to appropriate information technology?	🟩			
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	🟩			
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	🟩			

5. How accessible is information, advice and guidance?

	Question	Green	Amber	Red	Comments
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	████			
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS)	████			
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?		████		Add to agenda of parent forum
4	Do you hold review meetings etc at times when parents are able to attend?	████			
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	████			
6	Is information available in a variety of languages?		████		Priority action
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?		████		Consider how the website can be improved to enable further accessibility

8	Are staff familiar with IT used to share information with people with disabilities?				
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?				
10	Do you give children/young people and their families information about the Local Offer and SEND Information, Advice and Support Service (SENDIASS)				