

## Accessibility Audit St. Peter's 2025-2028

<b>School: St. Peter's CE Primary School</b>	<b>Date of completion: 5.2.26</b>
<b>Name of person who completed audit: OM, MF, CG</b>	<b>Role of person who completed audit: EHT, Premises Manager, Parent Gov.</b>

### 1. Is your educational setting compliant with the Equality Act 2010?

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do you have an Accessibility Plan?	<b>Y</b>	<b>WS</b>		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	<b>Y</b>	<b>SEND policy, SENDCo/ Parent EHCP reviews</b>		
3	Is everyone in your setting aware of the Equality Act 2010?	<b>Y</b>	<b>Staff training minutes</b>		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting SEN/disabled pupils/students at a disadvantage in comparison to their peers?	<b>Y</b>	<b>SEND policy, Access Audit, Behaviour Policy</b>		

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)		<b>EHCPs, Curriculum Intent Statements,</b>		
6	Have you published your SEN information report?	<b>Y</b>	<b>WS</b>		
7	Is your SEN information report linked to the Local Offer?	<b>Y</b>	<b>WS, Wiltshire LA website</b>		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	<b>Y</b>	<b>EHCPs, SEN policy, Equality of opportunity statement</b>		
9	Do you have inclusive, whole school policies, processes and practices?	<b>Y</b>	<b>EHCPs, SEN policy, Equality of opportunity statement</b>		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	<b>Y</b>	<b>Club offer (WS), interschool competitions for SEND pupils</b>		
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.	<b>Y</b>	<b>Pupil outcomes (WS), Personal Development curriculum</b>		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	<b>Y</b>	<b>Recruitment checklists, personnel files</b>		

## 2. Is your setting physically accessible?

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	<b>Y</b>	<b>Building plans, SEN offer.</b>		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?		<b>NA</b>		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	<b>Y</b>	<b>Access Audit</b>		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	<b>Y</b>	<b>Fire risk assessment</b>		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	<b>Y</b>			
6	Are calm low sensory areas available in the setting?	<b>Y</b>			
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	<b>Y</b>			

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?	Y	<b>Access audit, Classroom risk assessments</b>		
9	Is furniture and equipment selected, adjusted and located appropriately?	Y	<b>Access audit, Classroom risk assessments</b>		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?		<b>NA</b>		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	Y	<b>Soundfield installed if required.</b>		
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			<b>N</b>	<b>Classroom signage and communal classrooms considered for Braille component</b>
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	Y	<b>Access audit, Classroom risk assessments</b>		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	Y	<b>Pupil Voice Survey December 2025 – SEN and Safety</b>		

### 3. Is your setting inclusive?

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Is accessible signage used, throughout the setting’s environment, at all activities and events?	<b>Y</b>			
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	<b>Y</b>	<b>Pupil parliament composition</b>		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	<b>Y</b>	<b>Staffing roster, trip risk assessments</b>		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	<b>Y</b>	<b>Pupil premium plan, parental correspondence</b>		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	<b>Y</b>	<b>Enhanced transition plans</b>		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	<b>Y</b>			
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	<b>Y</b>	<b>Forest school, AP offer</b>		

8	Do you work closely with families and services to improve attendance?	Y	<b>FLO meeting notes, attendance tracking</b>		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	Y	<b>Anti-bullying week observance, PSHE curriculum, safeguarding curriculum</b>		
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?	Y	<b>See above</b>		

#### 4. Is the curriculum accessible?

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do staff have high aspirations and expectations of pupils/students with SEND?	Y	<b>Pupil outcomes</b>		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	Y	<b>Safeguarding, health and safety, accessibility training slides</b>		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	Y	<b>Pupil club offer (WS)</b>		

4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	Y	<b>Staff training, Team Teach training (September 2025)</b>		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	Y	<b>Parental feedback, AP provision feedback, EHCP reviews</b>		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	Y	<b>Writing pathways, RTP documents in mathematics, SEN inset days</b>		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	Y	<b>EHCPs, monitoring documents and SEN policy</b>		
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)?	Y	<b>Pupil outcomes (PROGRESS)</b>		
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?	Y	<b>See above</b>		
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)?	Y	<b>Staff training, homework offer</b>		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	Y	<b>99% of all cover needs are met by HLTAs</b>		

12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	Y	<b>Lesson planning, monitoring and evaluation schedule</b>		
13	Do pupils/students with SEND have access to appropriate information technology?	Y	<b>Device audit, computing CPD, learning walk summaries</b>		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	Y	<b>Parental feedback, SEN pupil mobility</b>		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	Y	<b>Learning walk summaries focused on SEN adaptations</b>		

## 5. How accessible is information, advice and guidance?

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Y	<b>School office, office email inbox</b>		

2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	Y	<b>EH meeting minutes, EHCP reviews</b>		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	Y	<b>Parental feedback</b>		
4	Do you hold review meetings etc at times when parents are able to attend?	Y	<b>Extended parent evening slots for SEN pupils</b>		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	Y			
6	Is information available in a variety of languages?			<b>N</b>	<b>Online - Yes</b>
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?				
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?	Y	<b>Posters around school detailing trusted adults</b>		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	Y	<b>WS</b>		

11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Y	WS		
12	Do you use the Local Offer to keep up-to-date with SEND developments?	Y	And we are one of very few schools still part of a MAF		

## APPENDIX A

### Detailed Physical Access Check List (as used by the Capital Strategy team)

Consider each question from the perspective of each type of disability

#### 1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	Y		
2	Is the building within convenient distance of public transport?	Y		
3	Is the building within convenient distance of car parking?	Y		
4	Is the route clearly marked/found?	Y		No signage at outskirts of St peters Place
5	Is the route free of kerbs?	Y		
6	Is the surface smooth and slip resistant?	Y		Drainage near front entrance
7	Is the route wide enough?	Y		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
9	Is it adequately lit?	Y		
10	Is it identified by visual, audible and tactile information?	Y		
11	Is there car parking for people with reduced mobility?	Y		

12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
13	Is the car parking as near the entrance as possible?	Y		
14	Is the car parking are suitably surfaced?	Y		
15	Is the route to the building kept free of snow, ice and fallen leaves?	Y		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	Y		

### **2 of 9 Routes and external level change including ramps and steps**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	Y		
2	Is it wide enough and suitably graded?	Y		<b>Corridor railing by playground</b>
3	Is the surface slip resistant?	Y		
4	Are there kerbs and are there edges protected to prevent accidents?	Y		
5	Are there handrails to one or both sides?	Y		<b>Tighten at car park and more duties</b>
6	Are there (alternative) steps & ramp	Y		
7	Identified by visual/tactile information?	Y		
8	Are there handrails to one or both sides?	Y		
9	Are ramps and steps adequately lit?		<b>N</b>	<b>Lighting considered</b>
10	Are treads and risers consistent in depth and height?	Y		
11	Are all nosings marked and/or readily identifiable?		<b>N</b>	<b>More light on steps by car park</b>
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		

### **3 of 9 Entrances – including Reception**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
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1	Is the door clearly distinguishable from the façade?	Y		
2	If glass is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
4	Does it have a level or flush threshold, and a recessed matwell?	Y		
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	Y		
7	Can the door furniture be used at both standing and seated height?	Y		
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> <li>• Delayed closure action?</li> <li>• Slow-action closer?</li> <li>• Minimal closure pressure?</li> </ul>	Y		
10	If the door is power-operated does it have visual and tactile information?	Y		<b>No tactile brail on press to open button.</b>
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
13	Do lobby layouts enable all users to clear one door before going through the next?	Y		<b>Repeat to reception.</b>
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	Y		<b>Re-angle sign in iPad.</b>
15	Does the lighting installation take account of the needs of visually disabled people?	Y		
16	Are floor spaces	Y		

	<ul style="list-style-type: none"> <li>• Slip resistant, even when wet?</li> <li>• Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>			
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		
19	Is it fitted with an induction loop?	Y		
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	Y		

#### 4 of 9 **Horizontal Movement and Assembly**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	Y		
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Y		
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?	Y		
6	Are there visual clues for orientation?	Y		
7	Do floor surfaces: <ul style="list-style-type: none"> <li>• Allow ease of movement for wheelchair users?</li> <li>• Avoid light reflection and sound reverberation?</li> </ul>	Y		

8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	Y		
9	Are there tactile signs and information for those with impaired vision?	Y		<b>No braille</b>
10	Is the maintenance of these items checked regularly?	Y		
11	Is lighting designed to meet a wide range of needs?	Y		
12	Is sufficient circulation space allowed for wheelchair users?	Y		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
15	Are all areas for assembly/meeting equipped with an induction loop system?	Y		<b>Sound induction loop</b>

### 5 of 9 Doors

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Do the doors serve a functional/safety purpose?	Y		
2	If glass, are they visible when shut?		<b>N</b>	<b>Fire exit glass panel</b>
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
4	Does the clear opening width permit wheelchair access	Y		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	Y		
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		

9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> <li>• security linkage?</li> <li>• delay-action closure?</li> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>	Y		
10	Is door/mechanism function checked regularly?	Y		

### 6 of 9 Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	Y		
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?	Y		
4	Are all door fittings/locks easily gripped and operated?	Y		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
6	Is provision made for wheelchair users in disabled toilets?	Y		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Y		
8	Is the location clearly signed?	Y		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?	Y		
11	Is there an emergency call system and is someone designated to respond?	Y		<b>Plan for office</b>
12	Can the emergency call system be operated from floor level?	Y		

13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		
14	Are the fittings arranged to facilitate these manoeuvres	Y		
15	Are handwashing and drying facilities within reach of someone seated on the WC?		N	Paper towel
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	Y		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	Y		

## 7 of 9 **Fixtures and Fittings**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is any server/counter accessible to all users, including those with hearing impairments?	Y		
2	Is it possible for people with disabilities to serve as volunteers?	Y		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	Y		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		

5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	Y		<b>Consider kitchen accessibility.</b>
6	Are all relevant locations clearly signed?	Y		

### 8 of 9 Information

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is the building equipped to provide hearing assistance?	Y		
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	Y		
3	Are there large-print versions of information about the building/activities available?		N	
4	Is there braille information available for people with visual disabilities?		N	

### 9 of 9 Means of Escape

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Action Point</b>
1	Is there a visible as well as audible fire alarm system?	Y		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	Y		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
4	Is the evacuation strategy checked regularly for its effectiveness?	Y		

5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	<b>Y</b>		
6	Are all fire warning devices and detectors checked routinely and regularly	<b>Y</b>		