



Annual Disability Audit
4th May 2016



Part 1: Education & related activities		
	Yes (evidence)	Evidence
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	TA training in Sensory Disorder Visual Impairment
Are the classrooms optimally organised for disabled pupils?	Yes	Audit 7 rooms as appropriate
Do lessons provide opportunities for all pupils to achieve?	Yes	Assessment and sports inform practise eg. Differentiation
Are lessons responsive to pupil diversity?	Yes	Curriculum planning
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Yes	Lesson pans
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	Recorders, drums, KS1&2 productions, pre and after school activities
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes	Eg. Child in Y3 has hearing aids in both ears
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes	Standard classroom practise
Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes	See PE plans
Do we provide access to computer technology appropriate for students with disabilities?	Yes	As required
Are School visits made accessible to all pupils, irrespective of attainment or impairment?	Yes	All places visited have disabled access
Are there high expectations of all pupils?	Yes	School ethos-see website
Do staff seek to remove all barriers to learning and participation?	Yes	Ethos and lesson plans

*This audit may be conducted jointly by the Health and Safety Governor and the Equality Governor as part of the school's annual Governor Visits Schedule.



Appendix A Annual Disability Audit

Part 2: Physical environment		
	Yes (evidence)	No (comment)
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	Yes for our current population, but may need to be reviewed in future	
Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	We currently have no pupils/parents with wheelchairs. If needed, ramps would be needed for outside doors. No disabled toilet or changing facilities	
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	Yes – by inspection by H&S governor on 4/5/16	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes – in all classrooms and gathering areas	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No – no lift
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		No evidence of current pupils being affected
Are areas to which pupils have access well lit?	Yes – by inspection by H&S governor on 4/5/16	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes – moving child close to teacher	

Is furniture and equipment selected, adjusted and located appropriately?	Yes	N/R at present
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Part 3: Provision of information		
	Yes (evidence)	No (comment)
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes - Makaton, coloured overlays, no white background	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes – lesson observations/planning of lessons	
Do we have facilities such as ICT to produce written information in different formats?	Yes – ICT suite	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	As/if required	

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